

Belmont State School 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p>School priority 1: Empowered Learners and teachers</p> <p>To prepare our students for success in the dynamic world of the 21st Century, fostering agentic learners who possess the skills and mindset to navigate learning effectively, preparing them to be:</p> <ul style="list-style-type: none"> critical and creative thinkers collaborators and communicators who are digitally literate learning literate and assessment capable. 	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Teacher awareness of active learning strategies to embed within their pedagogical practices. Refine and embed whole school approaches for making learning visible to empower student ownership of their education: <ul style="list-style-type: none"> Enhanced teacher confidence to implement a culture of learning through formative assessment cycle responsive to student needs Build teacher capability in using Learning walls productively in every classroom Students are able to respond to the 3 feedback questions (What am I learning? How am I going? How can I improve?) All planning explicitly provides opportunities for students to communicate and collaborate building critical and creative thinking. 	<p>AIP measurable/desired outcomes:</p> <p>A-E Report Card data</p> <p>A-25% to 30% B-64% to 70% C-93% to 95%</p> <p>NAPLAN</p> <p>Year 3 Reading- Exceeding 40% to 45% Year 3 Numeracy- Exceeding 24% to 29% Year 5 Reading- Exceeding 30% to 35% Year 5 Numeracy- Exceeding 15% to 20%</p>
Monitoring															
Term 1	Term 2	Term 3	Term 4												
<p>Strategies:</p> <p>Professional learning in:</p> <ul style="list-style-type: none"> Active Learning Pedagogies Teaching of reading <p>Year level planning days:</p> <ul style="list-style-type: none"> Implementing the Australian Curriculum and professional learning in pedagogy to support V.9. <p>Peer and self-review</p> <ul style="list-style-type: none"> student formative and final samples <p>Collaborative capability development: Setting Professional Goals</p> <ul style="list-style-type: none"> Embed active learning approaches in our teaching pedagogy 															
<p>Actions:</p> <p>Students can/will:</p> <p>Understand and use a range of learning dispositions to communicate and collaborate in and beyond school settings.</p> <p>Co-create learning walls to build understanding of what success looks like, where they are and how to improve in their learning to become learning literate and assessment capable.</p> <p>Teachers can/will:</p> <p>Ensure students are active in their own learning by embedding evidence-based practices that incorporates the principles of formative assessment and student agency as advocated by The Australian Institute for Teaching and School Leadership (AITSL).</p> <p>Recognise and support the diverse needs of all students through a differentiated approach in teaching and learning.</p> <p>Leadership team can/will:</p> <p>As instructional leaders, support teachers to embed evidence-based practices by intentionally:</p> <ul style="list-style-type: none"> building self and collective teacher efficacy. promoting and participating in teacher professional learning. supporting, promoting and leading a culture of inquiry and innovation. continually reviewing processes used to allocate human and physical resources to support teachers and the diverse range of students. <p>Parents and Carers</p> <p>Know and understand the elements of the learning dispositions and formative assessment to support their student's learning.</p> <p>Community Partners</p> <p>Network with other schools and professionals to share and develop practices and opportunities.</p>		<p>Responsible officers:</p> <p>Principal Deputy Principals Heads of Curriculum/ Inclusion Teachers</p>	<p>Resources:</p> <p>Planning and professional development days: \$140,000 Additional NCT: \$140,000</p>												
<p>School priority 2: Culture and Wellbeing</p>															

Create a sense of belonging and community with a clear focus on learning through fostering strong relationships and open communication.
 Ensure the health and wellbeing of all members of our school community are nurtured and supported through the provision of a safe and supportive school environment.

Strategies:

Transforming current Gotcha system to focus on learning dispositions

Transition programs

- beginning primary school
- move to high school

Staff

- induction program
- Zones of Regulation

Professional learning

- Learning dispositions
- restorative practices
- Connection Circles
- communication protocols (staff/students)
- First Nations perspectives

Community informed via a range of mediums

Actions:

Students can/will:

- Develop knowledge, skills and dispositions to understand the dynamic world in which they live.
- Students can articulate about their learning and their emotional wellbeing.
- Students interact respectfully with others.

Teachers can/will:

- Teaching and promoting social and emotional learning through:
 - Implementing V.9 Health Curriculum
 - Second Step program
 - Smiling Mind mindful meditation as regular practice
 - Zones of Regulation
 - learning dispositions

Build respectful relationships with:

- students
- parents/ carers to work as collaborative partners for student's education and wellbeing.
- colleagues to support their own and others' wellbeing.
- the wider education community to develop a collaborative education community.

Leadership team can/will:

- Develop and foster respectful relations with all school stakeholders to build an inclusive culture and encourage co-teaching.
- Provide capability building for all staff to embed First Nations perspectives.
- Communicate school data to inform school strategic directions with a focus on monitoring and processing whole school growth and performance.
- Promote and participate in professional learning for the wider school community around:
 - the dimensions of wellbeing
 - student learning
 - restorative practices
- Facilitate and nurture networks to share practice and support learning.
- Develop and promote initiatives for the wider school community to foster a sense of belonging.

Parents and Carers

- Work as collaborative partners for student's education and wellbeing.
- Awareness of current school initiatives and ways to be involved.

Community Partners

School stakeholders collaboratively support school initiatives.

Responsible officer(s):

Principal
 Deputy Principals
 Heads of Curriculum/ Inclusion
 Teachers
 School Council representatives
 P&C Executive

Resources:

Professional learning- \$140,000

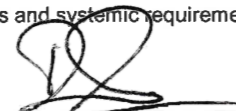
Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal



P&C/School Council



School Supervisor