



	Purpose/Vision	Strategic Plan Actions	2021 Actions	2021 Status	2021 – Implement	Plan/Prepare for 2022	Data Source Targets
Learning Literate Students	To develop learning literate students who are resilient, creative and critical thinkers and who can effectively communicate and collaborate.	Learning Dispositions Enhance student thinking, communication, resilience and collaborative behaviours by teaching a range of 'Learning Dispositions' and 21 st century pedagogies.	<ul style="list-style-type: none"> Conduct a Leadership and School Council inquiry to identify a foundation list of BSS learning dispositions. 	NEW	<ul style="list-style-type: none"> T1 – Research – Powering up your School by Guy Claxton T2 – Develop a working party to finalise dispositions T3 - Develop an implementation plan inclusive of staff professional development 	<ul style="list-style-type: none"> Resources and Staff PD planned for classroom implementation 	<ul style="list-style-type: none"> 100% engagement of leadership team with text.
			<ul style="list-style-type: none"> Year levels with <i>Aspiring Thinkers</i> members developed multiple units of work across KLAs, with an inquiry approach. 	NEW	<ul style="list-style-type: none"> T1 – Professional Development for nominated teachers and DP (Curriculum) T2 – Create unit plans for Year P, 1, 2 and 4 T3/4 – Plans implemented as appropriate. Trialled and assessed and evaluated. 	<ul style="list-style-type: none"> Review and revise implemented units and expand as appropriate. 	<ul style="list-style-type: none"> Feedback from teachers and students
		Language of Learning Promote student self-efficacy by introducing a common language of learning and developing each student's capacity to monitor and progress their own learning.	<ul style="list-style-type: none"> Establish student's ability to self-monitor and guide their own learning by asking themselves the three key questions: <i>What am I learning? How am I going? What is next?</i> 	BUILDING ON PREVIOUS WORK	<ul style="list-style-type: none"> T1- PFD and staff meeting Week 5- Teacher professional development to establish whole school expectations and messaging T2- Collect data of student responses T3-4 Teachers will reflect on their pedagogy as a result of student responses 	<ul style="list-style-type: none"> Students respond to the 3 Questions. Answers are recorded and the year level teams monitor for accuracy of student responses. 	<ul style="list-style-type: none"> 100% of classes analysed 3 Question Data and reflect on pedagogy
		Learning Pathways Vary the pathways enabling all students to maximise engagement, achievement and wellbeing.	<ul style="list-style-type: none"> Embedded the Second Step program (Social Emotional Learning) 	BUILDING ON PREVIOUS WORK	<ul style="list-style-type: none"> T1-4 Check in with classroom teachers to ensure that lessons are delivered. Fortnightly article in newsletter from Guidance Officer 	<ul style="list-style-type: none"> Ensure full implementation 	<ul style="list-style-type: none"> 100% teachers delivering lessons Newsletter articles
			<ul style="list-style-type: none"> Implement actions identified in the Inclusion Inquiry Tool to enhance learning opportunities for all students 	BUILDING ON PREVIOUS WORK	<ul style="list-style-type: none"> T1- Plan staff professional development T2- Provide PD to staff regarding departmental policy T3- Initiate Personalised Learning Plans for identified students 	<ul style="list-style-type: none"> Refine process of identification and documentation of Personalised Learning Plan 	<ul style="list-style-type: none"> 100% of teachers are able to document a PLP in OneSchool
			<ul style="list-style-type: none"> Planned collaborative cycles of inquiry using data to identify student learning needs for enrichment 	NEW	<ul style="list-style-type: none"> T1- Identify students who require enrichments in a variety of areas Provide opportunities such as Brainways for student enrichment T3- Incorporate professional development targeting enrichment and cycles of inquiry to build on previous units 	<ul style="list-style-type: none"> Review and enhance enrichment opportunities for students. 	<ul style="list-style-type: none"> Improved student engagement Improved teacher planning and confidence to cater for all students to engage fully in their learning. School Opinion Survey: 95% students find their work engaging and challenging
			<ul style="list-style-type: none"> Build staff capacity to develop and implement ICP's for identified students 	NEW	<ul style="list-style-type: none"> T1-4- Case Management Team develop ICPs for targeted students 	<ul style="list-style-type: none"> Expand knowledge of ICP process across the school 	<ul style="list-style-type: none"> Create ICPs for two identified students.
Excellence in Teaching and Leading	To plan, deliver and evaluate effective evidence-based teaching and leadership practices that cater for all students.	Teacher Leadership Promote and foster pedagogical and curriculum leadership opportunities.	<ul style="list-style-type: none"> Teachers lead learning in strategic and operational school teams 	NEW	<ul style="list-style-type: none"> Implement Year Level Coordinators role to liaise with Leadership group on behalf of Year Level team 	<ul style="list-style-type: none"> Revise Year Level Co-ordinator Role 	<ul style="list-style-type: none"> School Opinion Survey 2021 – Staff Morale >85%
			<ul style="list-style-type: none"> Collaboratively develop and implement a BSS peer coaching model that supports teachers as leaders 	NEW	<ul style="list-style-type: none"> T1 Create a Peer Coaching team (teachers and leaders) to research and develop a sustainable peer coaching model T1-T4 Implement informal classroom visit opportunities to support increased shared practice 	<ul style="list-style-type: none"> Seek feedback from teachers regarding program for 2022. 	<ul style="list-style-type: none"> Teacher survey developed and delivered in 2020 for comparison for end of 2021
		Writing Grow students as highly effective writers through the provision of a whole school writing program that includes the explicit teaching of word study (spelling) and grammar. Build teacher capacity and knowledge of the Australian Curriculum writing aspects (spelling)	<ul style="list-style-type: none"> Improve teacher capacity with writing through coaching, including peer coaching 	NEW	<ul style="list-style-type: none"> T1- Introduce "Pineapple Project" T2-Review of participation in peer coaching T3-4 determined by review outcome and teacher engagement 	<ul style="list-style-type: none"> Identify possibilities for expansion. 	<ul style="list-style-type: none"> 80% of teachers have accessed Pedagogy coach (60% in 2020)
			<ul style="list-style-type: none"> Utilise the writing team (teachers and leaders) to monitor progress, provide feedback and maintain Australian Curriculum alignment, and identify the next steps for staff professional development 	BUILDING ON PREVIOUS WORK	<ul style="list-style-type: none"> T1- Writing team to review data from 2020 T2- Implement strategies T3- Review Writing samples collected T4- Implement strategies to improve Writing across the school 	<ul style="list-style-type: none"> Analyse data to identify curriculum focus for 2022 	<ul style="list-style-type: none"> Writing samples collected in 2020 and T1 2021. NAPLAN writing relative gain better than "like Schools" Year 3- Year 5.
			<ul style="list-style-type: none"> Engage in collaborative inquiry to develop a common language, knowledge and capacity in the teaching of word study: analyse spelling data, respond with pedagogical change matched to student needs, moderate, monitor student growth Review and update the BSS word study resources, enhancing a differentiated approach to word study (spelling) Embed daily quick writes, and sustained writing with feedback across all Learning Areas 	NEW	<ul style="list-style-type: none"> T1 – Provide PD to staff on Word Study Program T2 – Analyse spelling data to identify area of focus T3/4 Implement PD as identified. 	<ul style="list-style-type: none"> Analyse data and writing samples to determine next area of curriculum focus. 	<ul style="list-style-type: none"> NAPLAN Spelling better than like schools in U2B.
			<ul style="list-style-type: none"> Embed the BSS grammar program 	BUILDING ON PREVIOUS WORK	<ul style="list-style-type: none"> T1/2 Review grammar implementation as part of planning days. Identify staff requiring additional support to implement the program. 	<ul style="list-style-type: none"> Ensure program is embedded. 	<ul style="list-style-type: none"> 95% of teachers satisfied they are confident they can implement the program.



Belmont State School | Strive to Excel | 2021 Annual Implementation Plan (AIP)



		Collaborative Learning Teachers initiate and engage in collaborative inquiry and learning.	<ul style="list-style-type: none"> Explored diverse Professional Learning Communities formed through common special interests or specific needs 	NEW	<ul style="list-style-type: none"> T1- Teachers have autonomy regarding their learning and align themselves to teams that have similar learning needs aligned to our improvement agenda T2- Evaluate Learning teams T3- 4 Learning teams are structured as a reflection of the staff professional growth areas 	<ul style="list-style-type: none"> Did teachers align with peers for specific learning needs? Teacher engagement with Pedagogy Coach 	<ul style="list-style-type: none"> Meeting minutes Discussions with Pedagogy Coach and Deputy Principal's through performance review
		Digital Technology Build teacher capacity to support student use of digital technologies for thinking and learning across all Learning Areas.	<ul style="list-style-type: none"> Enhance existing units of work with opportunities for students to apply digital technologies thinking, processes and tools across Learning Areas Purposeful use of a range of digital resources for learning including assistive technologies and AAC devices 	NEW	<ul style="list-style-type: none"> T1/4- Use SLP to build staff capacity to use assistive technologies that support learning and participation. T1 & T3 - Digital Technologies Teachers to review and enhance the units of work across P-6 	<ul style="list-style-type: none"> Ensure adequate resources for implementation and expansion. 	<ul style="list-style-type: none"> 100% of students requiring assistive technologies identified. 80% of students accessing assistive technology regularly in class.
		Communication Process Continue to develop processes to better facilitate parent communication and parent involvement in the school community	<ul style="list-style-type: none"> Expanded the take up of QParent App as a means of easily accessing and amending student and parent information. 	BUILDING ON PREVIOUS WORK	<ul style="list-style-type: none"> Communicate the benefits of QParents App to school community. Encourage Parents to access student Report Cards through QParents App. 	<ul style="list-style-type: none"> Look to expand information available to families via the QParents App. 	<ul style="list-style-type: none"> 90% of families signed up for QParents App
			<ul style="list-style-type: none"> Implemented a class parent email group to better connect parents with each other. 	NEW	<ul style="list-style-type: none"> Encourage parents to join a class email group 	<ul style="list-style-type: none"> Review for 2022 	<ul style="list-style-type: none"> 85% take up class email
Cohesive Learning Community	To create a sense of belonging and community with a clear focus on learning, through strong partnerships and open communication.	Local partnerships Liaise with local community links for enhanced learning and opportunities for students to serve their community.	<ul style="list-style-type: none"> Engaged with Eastern Alliance schools to plan activities for staff professional learning and students engagement. 	BUILDING ON PREVIOUS WORK	<ul style="list-style-type: none"> Make contact with local schools and establish middle leaders working group. 	<ul style="list-style-type: none"> Develop cluster activities for staff and students. 	<ul style="list-style-type: none"> 90% of Eastern Alliance schools engage in working group
			<ul style="list-style-type: none"> Continued to engage with Aveo Community 	BUILDING ON PREVIOUS WORK	<ul style="list-style-type: none"> Letter writing between students and residents Student musical performances at Aveo 	<ul style="list-style-type: none"> Seek feedback from Aveo for review. Considered other student presentation activities. 	<ul style="list-style-type: none"> 10 classes to engage in letter writing 1 concert per Semester.
		Parent Partnerships Global partnerships Community stakeholders foster and develop students as informed global citizens and lifelong learners.	<ul style="list-style-type: none"> Undertake book study related to 'Contextual Wellbeing' Engage community members in enhancing student wellbeing programs. 	NEW	<ul style="list-style-type: none"> Review current practices related to student wellbeing. 	<ul style="list-style-type: none"> Dependent on review and outcome of book study. 	<ul style="list-style-type: none"> Contextual Wellbeing, Dr Helen Street (2018).
			<ul style="list-style-type: none"> Engaged in the Solar Buddies program to support children living in Energy Poverty. 	NEW	<ul style="list-style-type: none"> Engage students in a unit of work linked to the provision of solar lights to support students living in energy poverty. 	<ul style="list-style-type: none"> Review unit of work for continuation. 	<ul style="list-style-type: none"> Students raise \$3500 for Solar Buddies Program

Endorsement:

Mrs Angela Douglas
Principal
Belmont State School

Mrs Helen Perry- Momin
School Council Chair
Belmont State School