



# BINJOUR PLATEAU STATE SCHOOL

## Annual Implementation Plan 2023

### WHOLE SCHOOL REVIEW FINDINGS

Key improvement strategies identified by the Whole School Review undertaken by the Education Improvement Branch at Binjour Plateau State School November 2020.	<ul style="list-style-type: none"> <li>Establish a refined, sharp and narrow EIA with a specific focus, using data to monitor effectiveness and measuring success against established school targets.</li> <li>Enhance data literacy practices for all teaching staff, through the provision of ongoing PD, embedding ownership and understanding of all data sets for improvement.</li> <li>Embed agreed whole-school PBL processes and quality assure PBL implementation across the school to ensure it is operationalised with a high level of rigour and fidelity.</li> <li>Implement internal and external moderation processes, including before, after, after, end moderation.</li> <li>Implement a whole-school coaching, mentoring and observation model to provide formal and informal feedback to teachers on their key signature pedagogical practices.</li> </ul>
--	--

### SCHOOL IMPROVEMENT PHASE

2020 Whole School Review Conducted	2021 Phase 1	2022 Phase 2	2023 Phase 3	2024 Phase 4 Whole School Review Due
---------------------------------------	-----------------	-----------------	-----------------	--

### EXPLICIT IMPROVEMENT AGENDA

*Maximise student outcomes through an expert teaching team and effective pedagogical practices.*

### TARGETS

#### At 12 months (end of Term 4)

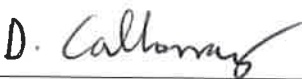

- 88% of students to receive B or higher in English, Maths and Science in 2023.
- 100% of students achieving at year level clusters and 50% achieving above year level clusters on the Literacy Continuum.
- 100% at NMS for all strands in Naplan.
- Improve attendance from 87% to 95%

Improvement Priority #1: **Lead school through effective pedagogical practices and individual approaches to maximise student outcomes**

Strategy – Enhance staff Data Literacy			Checkpoints/Milestones
Actions	Timeline	Responsible Officer/s	
Update whole school data plan to inform individualised targets ensuring teachers understanding of the school's data plan.	Term 1	Principal CTs TAs	<b>End of Term 1</b> -Students mapped to LC and NC to focus on next steps and actionable goals communicated to parents. Student goals with strategies displayed on desks. -Data plan updated to explicitly state student goals. -Student data wall developed.
Provide collaborative opportunities for staff to engage in regular, in-depth conversations about student achievement data and individual learning goal processes	Ongoing	Principal CTs TAs	<b>End of Term 2</b> - Staff can access and utilise data plan. Schedule for deliberate intentional collaboration and data interrogation developed. -Staff utilising data wall.
Develop termly individual learning goals using the Literacy / Numeracy Continuum and communicate goals explicitly parents.	Ongoing	Principal CTs TAs	<b>End of Term 3</b> - Data wall linked to students goals and strategies embedded. -Processes and documents exist that clearly guide the junctures of what data when and how this informs practice.
Incorporate regular opportunities in parent communication to share EIA. (Newsletter, School Stream, Parent interviews)			<b>End of Term 4</b> -Staff, parents and students can articulate students' strengths, their goals for improvement and strategies they are utilising. Staff demonstrate data literacy by utilising student data sets in planning reflective collaboration and everyday practice.

Strategy – Collaboratively build a shared understanding of what improvement strategies look like in all classrooms for all learners.			Checkpoints/Milestones
Actions	Timeline	Responsible Officer/s	
Lead staff development of high-quality teaching strategies to build staff understanding of evidence-based age appropriate pedagogies	Term 1	Principal, Teachers	<b>End of Term 1</b> -Staff share passion lesson at end of term staff meeting -All staff have completed APDP and identified growth opportunities
Develop learning walls for English, Maths and Science to make student learning visible and engaging.		Principal CT	<b>End of Term 2</b> -Instructional Coaching schoolwide, utilising co-plan, co-teach, co-assess and co-review model. -All staff have undertaken or have a PD plan to develop growth opportunity.
Review the whole school literacy and numeracy programs to embed high yield strategies and best practice.	Ongoing	Principal CT	<b>End of Term 3</b> Whole school literacy and numeracy program developed -PD shared at staff meeting and incorporated into practice.
	Ongoing	All Staff	<b>End of Term 4</b> -Whole school literacy and numeracy program developed - Collaborative coaching cycle refined to incorporate best practice from PD.
Strategy – Develop, implement and refine a model that develops effective pedagogical practices			Checkpoints/Milestones
Actions	Timeline	Responsible Officer/s	
Staff understanding and awareness of reflect, plan and provide model developed intentionally.	Term 1	Principal	<b>End of Term 1</b> -100% of staff articulate understanding of reflect, plan and provide model at BPSS and its link to AAP. -40 weeks of Prep mapped. -Engagement in early years network.
Staff collaboratively develop resources and timetable for data tracking, reflecting and refining.	Term 3	Principal,	<b>End of Term 2</b> - Pedagogical Framework reviewed and collaboratively updated - 100% of staff engaged in age appropriate pedagogies.
Embed analysis and discussion of data on data plan and pedagogical practices into cyclical moderation processes.	Sem 1	Principal CTs	
Build staff understanding of evidence-based pedagogies	Sem 1	Principal	<b>End of Term 3</b> -all staff engaged in moderation - staff can articulate evidenced based pedagogies. - Resources and timetable developed for data tracking, reflecting and refining.
Upskill all staff to build a repertoire of high yield differentiation strategies that cater for all ability levels of learners.	Ongoing	Principal	<b>End of Term 4</b> -evidence of teachers using different pedagogies in planning. -all staff engaged in high yield strategies
Build teachers understanding of Age-Appropriate Pedagogies and integration of Kindergarten Curriculum through Professional Development and the Early Years Network.	Ongoing	Principal	

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

<b>David Callaway (Principal-Acting)</b>	
<b>Jasmine Adams (P&amp;C President)</b>	
<b>Dale Magner (Assistant Regional Director)</b>	