

Binjour Plateau State School 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

Binjour Plateau State School's vision is to ensure students from all backgrounds, identities and abilities are able to access the curriculum and participate in quality teaching and learning activities to achieve success. The school values and encourages the contributions of the whole school community. The learning environment is safe, supportive, caring where high expectations are set for all students and staff.

Executive Summary 2020

- Establish a refined, sharp and narrow EIA with a specific focus, using data to monitor effectiveness and measuring success against established school targets.
- Enhance data literacy practices for all teaching staff, through the provision of ongoing PD, embedding ownership and understanding of all data sets for improvement.
- 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.
- Implement internal and external moderation processes, including before, after, after, end moderation.
- Implement a whole-school coaching, mentoring and observation model to provide formal and informal feedback to teachers on their key signature pedagogical practices.

<p>School Priority 1: Educational Achievement</p> <p>Maximise student levels of achievement in English and Maths</p> <ul style="list-style-type: none"> • Enhance data literacy practices for all teaching staff, through the provision of ongoing PD, embedding ownership and understanding of all data sets for improvement 	<p style="text-align: center;">Monitoring</p> <p style="font-size: small; text-align: center;">Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term 2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> • Start of year, middle and end of year staff survey of teaching pedagogies • Development of high yield teaching pedagogies framework • Records of spotlight student discussions • Annotated GTMJ's • Intentional collaboration for moderated assessment tasks • Evidence of engagement with analysis of AC sample portfolios • Enactment of V9 English and Maths in 2025. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> • 100% of students A-C English, Maths and Science • 80% of students A-B English, Maths and Science • 100% of students achieving >1 years growth on Literacy Continuum • Documentation of enhanced teaching of reading pedagogy
Term 1	Term 2	Term 3	Term 4								
<p>Strategies:</p> <ul style="list-style-type: none"> • Embed formalised process for the analysis of individual student data to inform differentiation in curriculum planning • Engage in cluster moderation using before, after, after, end model • Use student data to inform whole school signature teaching pedagogies • Deepen staff knowledge of the Teaching of Reading through the Australian Curriculum V9 • Deepen knowledge of English and Maths Subject areas in Australian Curriculum V9 • Implement the Visible Learning pedagogy through the use of the Learning Wall tool 		<p>Responsible officer(s):</p> <ul style="list-style-type: none"> • Principal • Class Teacher 	<p>Resources:</p> <ul style="list-style-type: none"> • Engage services of GO • Engage services of ICT pedagogical specialists • Engage with services of SLP • Professional Development for teaching staff on inquiry learning / phonics • Funded collaboration time with neighbouring schools • Regional curriculum support • State-wide EFI Catalogue 								
<p>Actions:</p> <ul style="list-style-type: none"> • Collaborate with staff to enhance data literacy skills and enact diagnostic, formative and summative assessment tasks to monitor A-C student data. (STRAT 21-24) • Engage staff in the analysis and discussion of relevant data sets and identify roles and responsibilities to further enhance students' level of achievement. (STRAT 21-24) • Enhance teacher understanding of Literacy Continuums • Create a deep understanding of applying GTMJ to measure evidence of learning against the Achievement Standard for teaching staff • Embed a range of whole school high impact teaching pedagogies including Visible Learning and Explicit Instruction • Enact the use of data walls in Reading, A-E English, Maths, Literacy Continuum • Use the Reading Portal to develop capability and capacity of staff in regard to the Teaching of Reading 		<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> • Creation of Pedagogical Framework. • Enact a student case management process. • Documentation of personalised learning plans. • Staff engagement in professional learning. • Enactment of reasonable adjustments for assessment tasks. • Teachers will co plan inclusive teaching and learning pedagogies. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> • Whole school attendance >95% • Targeted students' attendance >85% • Evidence of differentiation strategies in English and Maths unit planning. • Staff articulation of effective differentiation strategies. • Students able to articulate their learning success and learning goals. 								
<p>School Priority 2: Inclusion</p> <ul style="list-style-type: none"> • Develop understanding and capability of inclusive practices to provide effective differentiated teaching and learning to meet the diverse learning needs of all students. 	<p style="text-align: center;">Monitoring</p> <p style="font-size: small; text-align: center;">Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term 2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Responsible officer(s):</p> <ul style="list-style-type: none"> • Principal • Class Teacher 	<p>Resources:</p> <ul style="list-style-type: none"> • Engage services of GO • Engage with services of SLP
Term 1	Term 2	Term 3	Term 4								
<p>Strategy:</p> <ul style="list-style-type: none"> • Review the whole-school approach to pedagogy to strengthen staff capability in implementing a range of evidence-based practices to meet the needs of students, context and curriculum. • Strengthen teacher capability in data analysis. • Enhance teacher capability to provide effective differentiated teaching and learning opportunities. 		<p>Responsible officer(s):</p> <ul style="list-style-type: none"> • Principal • Class Teacher 	<p>Resources:</p> <ul style="list-style-type: none"> • Engage services of GO • Engage with services of SLP 								
<p>Actions:</p> <ul style="list-style-type: none"> • Engage in collaborative planning session focussed on pedagogy • Provide opportunities for co teaching and watching others work. 		<p>Responsible officer(s):</p> <ul style="list-style-type: none"> • Principal • Class Teacher 	<p>Resources:</p> <ul style="list-style-type: none"> • Engage services of GO • Engage with services of SLP 								

- Develop personalised learning plans including effective pedagogical practices for priority students.
- Collaboratively embed a shared vision for inclusive education.
- Review current differentiation practices.

- Funded collaboration time.
- Professional development opportunities in reasonable adjustments/inclusive practices.

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

