BELLENDEN KER STATE SCHOOL
2024 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Wellbeing and engagement   Culture and inclusion

School Review in 2022 – 4 year strategic plan 2023-2026

On track in 2023:
Collaboratively monitored and reviewed the AIP to drive whole staff engagement in identified school priorities.

Wellbeing and Engagement: a culture that promotes learning
1. Parent and Community framework implemented (including Communication/ Marketing plan to promote positive school culture) – increased parent attendance at parade – increased attendance
2. PBL Framework established – Behaviours of students matured, enhanced behaviour support systems + school-wide understanding of effective positive behaviour management practices.
3. Increased staff morale from 80% to 100%

4. **School Opinion Survey Sept 2023**

Most positive items	Agreement
The expectations and rules are clear at this school.	100.0
Students are treated fairly at this school.	100.0
I feel this school is a safe place in which to work.	100.0

5. **Increased Attendance** - including increased engagement of indigenous parents.

2023	Term 1	Term 2	Term 3	Term 4
Indigenous students	60%	78.2%	88.8%	92%

*Source: Daily Attendance SORD and One School Attendance Rate per student.

Educational Achievement
6. Created an expert teaching team: Teaching in alignment with SoR and English Australian Curriculum V9
7. Systematic curriculum delivery: Refined 3-levels of planning and moderation cycle: adjusted assessments. Range and balance of assessments, specifically in English.
8. Ensured targeted use of school resources: reviewed human, finance and facility resources to.

Culture and Inclusion
9. Differentiation – Personalised Learning – collaboration HoD Learning and GO
10. Data collection plan in alignment with Data Profile Framework
11. Implemented First Nations perspectives

Improved student Outcomes - 50% indigenous students and 50% students with disability - Implemented Support Provisions and Personalised learning in alignment with Australian Curriculum, using effective, engaging pedagogies for all students.

A-E data 2023	PREP		Y1		Y4		Y5	
	M	E	M	E	M	E	M	E
Semester 1	C	D	C	C	C	C	C	D
Term 3	A	B	B	B	B	B	B	B

M = Mathematics
E = English

Queensland Government

School priority 1: *Systematic Curriculum Delivery (Domain 6)*	**Monitoring** Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress. 	Term 1	Term 2	Term 3	Term 4		**Long term measurable/desired outcomes:** - *Implemented Systematic Synthetic Phonics approach* - *Implemented Curriculum Version 9* - *All students C or above in English and Maths*	**AIP measurable/desired outcomes:** - *A – E data* - *Established levels of planning physically accessible* - *Adjusted units and marking guides in alignment with the Curriculum V9.*

Strategy/ies: *Review and refine three levels of planning in alignment with the curriculum version 9. Second level of planning with yearly overview aligned with adjusted assessments.*

Actions: - *Schedule cluster moderations sessions per term.* - *Collaboratively develop checkpoints to clarify roles, responsibilities* - *Store moderation feedback onto a digital platform*	**Responsible officer(s):** *Cluster Principals*	**Resources:** - *Planning time for Principal*

School priority 2: *Analyses and discussion of data (Domain 2)*	**Monitoring** Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress. 	Term 1	Term 2	Term 3	Term 4		**Long term measurable/desired outcomes:** - *Documented evidence for NCCD data collection.*	**AIP measurable/desired outcomes:** - *Updated Personalised Learning and Support Provisions.* - *Improved A-E data (85%C-A)*

Strategy/ies: - *Review and refine Standard of Practice data collection, data collection framework*

Actions: - *Use data to inform teacher practice* - *Track student progress, identify gaps at regular formal data meetings (twice a term)* - *Prioritise goals* - *Record Personalised Learning and evidence against student progression (Prepare for NCCD data collection)* - *Review, reflect on effectiveness* - *Drive a culture of High expectations* - *Collaboration with Cluster Head of Diverse Learners, Karen Nixon*	**Responsible officer(s):** - *Principal*	**Resources:** - *Diagnostic data collection tools in alignment with SSP approach in Literacy (current data literacy practices)*

School priority 3: *Effective pedagogical practices*	**Monitoring** Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress. 	Term 1	Term 2	Term 3	Term 4		**Long term measurable/desired outcomes:** *All staff utilises effective pedagogical practices to enhance student engagement and motivation.*	**AIP measurable/desired outcomes:** - *Increased attendance* - *Increased engagement – reduction of behaviour incidents.*

Strategy/ies: *Enhance Explicit Teaching (Domain 8)*

Actions: - *PD to support staff on the explicit teaching model: Lesson Intentions, Success Criteria, Model, practice and individual work* - *Explore 'Checking for understanding' to receive affective student feedback.* - *Use the 'Learning Wall' to enhance student capability to identify the actions they may take to make further learning progress, becoming assessment literate learners.*	**Responsible officer(s):** - *Principal* - *Co - teacher*	**Resources:** - *Digital tools, interactive whiteboard* - *Student 'show me boards'* - *Displayed 'bump in up walls'*

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**