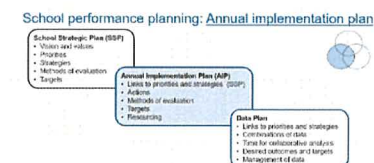




Every Student Succeeding



Bounty Boulevard State School Annual Improvement Plan 2023

Moral Purpose: Our Bounty Boulevard State School community encourages and empowers creative and critical thinkers, who are engaged learners within an inclusive and respectful environment.

Our Values: Safety of self and others, Ownership of our actions, Understanding uniqueness, Lifetime learning

PBL Respects: Respect for Learning, Respect for Self, Respect for Others, Respect for Property and the Environment

Improvement Priority	Continue to strengthen staff capability to deliver inclusive practices by refining curriculum and pedagogy processes and practices to meet individual needs and enhance learner wellbeing.																																																															
Sub-goals	Continue to build learner understanding in wellbeing practices and curriculum through collaboratively created whole school documents and processes to enhance learner wellbeing.				Teachers design deep learning experiences for all learners by embedding relevant general capabilities through a whole school approach to planning, differentiation and moderation.			Embed a whole school approach to building teacher capability to use data to select enact, monitor, and refine whole school pedagogical practices across the teaching and learning cycle, to progress all learners.																																																								
Success Criteria	School staff, students, parents/carers, and broader community take responsibility for improving learning and wellbeing, learning from each other’s practices and sharing and showcasing best practice.			Data sets are regularly interrogated to monitor the achievements, progress, strengths and weaknesses of individual students and used in all classrooms to make judgements about individual needs, and to identify appropriate starting points to personalise teaching and learning activities, aligned to curriculum expectations and targets.			Teachers and leaders possess a deep understanding of the General Capability- Critical and Creative Thinking and apply this understanding to make connections to curriculum concepts, plan for, and enact through classroom practice in literacy and numeracy.		Leaders prioritise the ongoing professional development of all staff to model and enact a school-wide reflective culture focused on improving classroom teaching. Teaching staff are experts in the fields they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies (the pedagogical playbook).		The school budget aligns to school priorities and is applied in a targeted manner to meet the learning and wellbeing needs of all students. Flexible and transparent processes enable the budget to respond appropriately to the needs of individual learners.																																																					
Performance Measures	WELLBEING Attendance - Whole School Attendance Target – <u>93%</u> <table border="1"><thead><tr><th colspan="7">Behaviour Targets</th></tr><tr><th></th><th colspan="3">Nov 2022</th><th colspan="3">Target 2023</th></tr><tr><th></th><th>T1</th><th>T2</th><th>T3</th><th>T1</th><th>T2</th><th>T3</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table>							Behaviour Targets								Nov 2022			Target 2023				T1	T2	T3	T1	T2	T3								Each year level will achieve 5% growth in English achievement each semester from C to A/B (Upper 2 Bands). <table border="1"><thead><tr><th></th><th>P</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr></thead><tbody><tr><td>Sem 1 2022</td><td>73%</td><td>29%</td><td>38%</td><td>42%</td><td>55%</td><td>36%</td><td>48%</td></tr><tr><td>A-B</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table>						P	1	2	3	4	5	6	Sem 1 2022	73%	29%	38%	42%	55%	36%	48%	A-B							
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	Prep	88.17	8.28	3.55	90	7	3		Sem 1	21%	50%	44%	45%	38%	46%	47%
	Year 1	78.13	10	11.88	90	7	3		2022							
	Year 2	84.39	9.83	5.78	83	10	7		C							
	Year 3	77.71	10.84	11.45	89	7	4									
	Year 4	87.01	5.65	7.34	83	10	7									
	Year 5	78.86	14.86	6.29	92	3	5									
	Year 6	79.62	14.65	5.73	84	11	5									
	Whole School	82.07	10.54	7.39	87	8	5									
	*Each year level will achieve 5% growth in Tier 1 behaviours across the year.															

	Sem 1	21%	50%	44%	45%	38%	46%	47%
	2022							
	C							
	- Staff will disaggregate data to ascertain target groups and focus teaching							
	100% of English units Prep to Year 6 will have documented differentiation and inclusion practices evidenced in the unit plan							
	100% of teachers can engage a range of pedagogical practices to affect deliberate classroom instruction							

Continue to build learner understanding in wellbeing practices and curriculum through collaboratively created whole school documents and processes to enhance learner wellbeing.

Actions	Evidence of Impact
<p>Implementation of Student Wellbeing Survey</p> <ul style="list-style-type: none"> • Leaders manage the implementation of the wellbeing survey complete with sharing of the data with all staff • Students engage in a wellbeing survey to gather baseline data for the school • Leaders, staff and students contribute to development of 2023 Students Wellbeing actions and 2024 Student Wellbeing framework based on survey data. (Staff and Student Voice) • Leaders' monitor implementation of agreed strategies to minimise barriers <p>Improve Staff Wellbeing</p> <ul style="list-style-type: none"> • All staff engage in deepening collective understanding and knowledge of psychological wellbeing to lead the development of actions • Conduct a pulse check relating to whole staff psychological wellbeing • Continue to engage in subjective wellbeing initiatives such as 'Wellbeing Workmates' and Cohort wellbeing activities. 	<p>Students will</p> <ul style="list-style-type: none"> • Talk positively and feel included after engaging in the student wellbeing survey • Participate in data conversations based on survey results • Contribute to 2023/2024 wellbeing actions • Increase student engagement in learning and increase positive behaviour choices • Successfully engage in strategies to minimise barriers • Contribute to discussions about strategies that assist them to be successful learners during PLR reviews <p>Staff will</p> <ul style="list-style-type: none"> • Interrogate the data from the Student Wellbeing survey to develop targeted actions of wellbeing improvement • Plan for and implement, targeted student wellbeing strategies based on data • Acknowledge student voice in whole school wellbeing strategies • Successfully implement strategies to minimise barriers

<p>Refinement of the Tier 1, 2 and 3 PBL processes and practices</p> <ul style="list-style-type: none"> • Consistent, persistent and insistent implementation of Tier 1 Classroom PBL • Staff to engage in the Tier 2 and 3 process and identify barriers to inclusion • Monitoring of strategies employed in Erase plans and IBSPs • 100% of students who exhibit Tier 3 behaviours will be involved in a case management process <p>Student Attendance Review</p> <ul style="list-style-type: none"> • Refine attendance policy & procedures • Communicate attendance process with staff • Leaders quality assure attendance process • Attendance monitoring tools implemented in shorter timeframes • Cohort attendance discussions in weekly Leadership Meetings 	<ul style="list-style-type: none"> • Consistently enact the language and processes of Tier 1 PBL (classroom and non-classroom) • Engage in Tier 3 Case Management discussions and implement suggested strategies • Monitoring and tracking of strategies effectiveness within Case Management discussions • Participation in subjective wellbeing activities. <p>Leaders will</p> <ul style="list-style-type: none"> • Disaggregate and reference data (wellbeing survey, class dashboard target groups and PBL) in staff conversations • Lead the creation of efficient and refined processes and practices to further support student wellbeing • Enact wellbeing strategies which have been collaboratively decided when interacting with students • Facilitate roll out of Positive Relationships Framework (PBL) through Pedagogical Leaders • Quality assure Tier 3 Case Management Process • Review and monitor attendance data in weekly leadership meetings • Ensure the school budget aligns with the agreed processes, practices, programs and tools
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Teachers design deep learning experiences for all learners by embedding relevant general capabilities through a whole school approach to planning, differentiation and moderation.

Actions	Evidence of Impact
<p>Whole school approach to planning and moderation:</p> <ul style="list-style-type: none"> • Continue to refine and differentiate pre-moderation and planning processes for each cohort to ensure horizontal and vertical alignment of the curriculum and to meet the needs of the staff and students • Embed in planning and implement inclusive practices and high impact strategies for focused and intensive teaching. • Deepen learning experience for students by understanding and embedding relevant General Capabilities in planning documents • Teachers work collaboratively in cohort teams to plan units and required resources for consistency across cohorts (BIUW, PLD) <p>Middle Leadership – Cohort Leaders</p>	<p>At 6 months behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none"> • Actively engaged and challenged in their learning ensuring this meets their interests, needs and strengths • Articulate an understanding of what they are learning within the context of English (5 critical questions) <p>Staff can/will</p> <ul style="list-style-type: none"> • Intentionally collaborate (planning, calibration, moderation) to build collective efficacy • Plan and implement differentiated, focused and intensive teaching for the range of students in their class • Engage in coaching, observations and data discussions • Participate in external moderation - English

<ul style="list-style-type: none"> Continue to build leadership capabilities to lead cohort teams through the process of moderation and planning <p>Systematic curriculum delivery:</p> <ul style="list-style-type: none"> Continue the Implementation of Structured Synthetic Phonics through PLD and refine teaching practices of Reading and Writing - Review and update the current BBSS Reading Framework and BBSS Reading Placemat Plan for the implementation of ACV9.0 English and Mathematics in 2024 by reviewing the current units of work and assessments Professional development provided to all staff to build shared understanding of the updated curriculum ACV9.0 - English and Mathematics Review the whole school assessment and monitoring tools and framework – data collection for Tier 1, 2 & 3 <p>External Moderation for Curriculum alignment:</p> <ul style="list-style-type: none"> Participate in regional CASW opportunities – NCR Leading the Learning Cluster Folio moderation English and Mathematics – NLSC Continue to work with regional Principal Advisor to review and refine whole school curriculum delivery and moderation processes 	<p>Leaders can/will</p> <ul style="list-style-type: none"> Analyse data trends to identify Tier 2 and Tier 3 student support and track impact of targeted teaching Monitor and review curriculum implementation through external moderation <p>At 12 Months, behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none"> Clearly communicate what and why about their learning <p>Staff can/will</p> <ul style="list-style-type: none"> Plan and implement differentiated assessments that are personalised for groups and individual students in response to achievement and engagement data Embed and implement general capability – creative and critical thinking in planning Participate in external moderation - Mathematics <p>Leaders can/will</p> <ul style="list-style-type: none"> Plan for a consistent approach to systematic review and evaluation of targeted teaching for impact (where in the cycle of unit this is happening) Facilitate differentiated planning and moderation processes for cohorts to meet the needs of students Monitor, review and refine curriculum implementation through external moderation
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Embed a whole school approach to building teacher capability to use data to select enact, monitor, and refine whole school pedagogical practices across the teaching and learning cycle, to progress all learners.

Actions	Evidence of Impact
<p>Building a shared understanding and language:</p> <ul style="list-style-type: none"> WSA to pedagogy (cycle of inquiry) National school improvement tool – Effective Pedagogical Practices Shared language around pedagogy <p>Stocktake current pedagogical practices and processes in school context</p> <ul style="list-style-type: none"> Beliefs/philosophies (individuals, teams, school) Pedagogies currently employed to support improved student learning and achievement, engagement and wellbeing, and transitions for continuity of learning 	<p>Students can/will</p> <ul style="list-style-type: none"> Engage actively with the routines of signature practices eg. PBL, PLD, Archer and Hughes explicit teaching model Use the language of key signature pedagogies and related routines <p>Staff can/will</p> <ul style="list-style-type: none"> Use a shared language to describe pedagogical approaches, practices and strategies Engage in a stocktake of existing processes and practices that support meaningful collaboration around pedagogy Engage in deep discussions about pedagogy, formally at key junctures of the whole school approach to moderation

- Current practices and processes that provide opportunities to support teachers to determine and employ effective pedagogies (pre-task analysis, calibration, moderation, planning, coaching, class visits)

Establishment of Pedagogical Leader Role

- Building capability – whole school approach to pedagogy
- Building leadership and coaching capabilities
- Classroom Coaching – led by pedagogical leaders and deputy principals

BBSS Pedagogical Playbook

- Table of contents
- One Pager and Check list for current high-impact teaching strategies -
 - Goal setting
 - Feedback
 - Explicit Instruction
 - Gradual Release of Responsibility
 - Bump-it-up and learning walls
 - Pre-assessment
 - PLD - Structured Synthetic Phonics
 - Positive Classroom Environment (ESCMS, relationship building, etc) (Classroom environment and culture)
 - Intentional Room Design (environmental audit tool)

Observation & Feedback Cycles:

- Co-teaching
- Learning Walks & Talks (Target Students)
- Formal Observations – termly
- Watching Others Work (WOW)

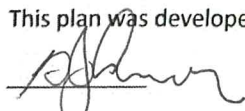
- Analyse student, class and cohort data to monitor the impact of pedagogical decisions
- Use the lens of target students to analyse the impact of chosen pedagogies
- Consider the 3 principles of pedagogy, evident in key pedagogical approaches, practices and teaching strategies identified in unit planning
- Give and receive feedback
- Engage with coaching

Leaders can/will

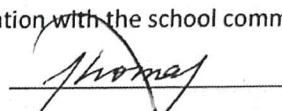
- Model our shared language and understanding related to pedagogy
- Monitor and review the pedagogical approaches through observations, walkthroughs and data discussions
- Engage with coaching
- Engage with signature practices eg. PBL, PLD, Archer and Hughes explicit teaching model
- Support, coach and monitor student and staff success
- Facilitate deep reflective conversations around the impact of chosen pedagogies on students, class and cohort.

Endorsement

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

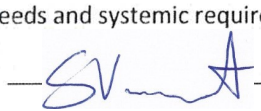


Principal



P and C / School Council

Thomas Bell
School Council Chair



Assistant Regional Director