



Beachmere School State School Implementation Plan 2020

School Improvement Priorities 2020

P1: Maintain improvement in Reading

P2: Writing Improvement

P3: Building Capacity

P4: Student Engagement and Differentiation

P4: Early Years and Parent Community Partnerships

Actions	Targets	Timelines	Responsible Officers/s	AIP Progress Review Reflections
Priority 1 : Maintain Improvement in Reading	NMS – Reading Yr3 – 95% Yr 5 – 95% MSS Yr 3/5 <33 percentile	May	Leadership Team, Teachers, T/A's	<p>At 3 months:</p> <p>At 6 months:</p> <p>At 9 months:</p>
Ensure consistent implementation of 'The Beachmere Way' (gradual release, reading shrines, WALT & WILF, Learning Goals) of teaching reading and upskill new teachers through inductions, staff meetings and professional development opportunities.	100% teachers	Whole Year	Leadership Team	
Continue to focus on early literacy skills through oral language programs e.g. OLEY, Support a Talker (Prep/Year1).	85% of students age appropriate level	Whole Year	STLAN, Lower school teachers, T/A's	
Provide additional teacher aide support for teachers during guided reading block to support consistency of practice.	In all classes	Whole Year	STLAN, BSM, P	
Implement reading support program (Reading Squadron targeted at Year 1 students >school reading target).	80% Year 1 students at level	End of Year	STLAN, Teachers	
Implement year 2 reading support for reluctant readers (e.g. Story Dogs).	80% of students @reading target	End of Year	STLaN, Teachers	
Review and redesign home reading program to help motivate students and lift home reading engagement – Move from Book Busters to Super Readers and redesign rewards. Implement Accelerated Reading for upper school.	Track % of students that reach each level	Whole Year	STLAN, Teachers	
Provide parent information sessions to help engage community in home reading and ready reading volunteers during school. Timetable volunteer support across school to assist with reading groups.	Increase number of community members volunteering in reading groups	Whole Year	DP,STLAN, Teachers	

Allocate additional T/A time to provide before school sight word and reading support for students Prep-Year 6.	80% @ School Target	Whole Year	All Staff	At 12 months:
Continue to update Modelled comprehension lessons on OneNote Platform to build the collegial sharing culture.	80% Teachers	Whole Year	Leadership Team, Teachers	
Enact NAPLAN Action plan, providing support and intervention for identified students in reading – targeted at Year 3/5.	As Above	May	Leadership Team, 3/5 Teachers, T/A's.	
Priority 2: Writing Improvement	NMS – Writing Yr3 – 95% Yr 5 – 85% MSS Yr 3/5 <30 percentile	May	Leadership Team, Teachers, T/A's	
Refine 'The Beachmere Way' (gradual release, WALT & WILF, Success Criteria, Learning goals) of teaching writing and upskill teachers through staff meetings and professional development opportunities.	100% teachers	Whole Year	Leadership Team	
Implement a "Writing Shrine" in every classroom to support both teachers and students with age-appropriate writing content.	100% Classrooms	Term 1	CT&L Team	
Develop the Beachmere State School Bookwork Expectations to improve consistency of practice across the school.	100% Teachers	Term 3	DP, Curriculum and Teaching Committee.	
Provide professional development opportunities for teacher aides in supporting students with writing.	P-2 Teacher aides	Term 1	Leadership Team	
Schedule opportunities for Pre-moderation/calibration/post-moderation both internally and within cluster schools, with particular focus on the school improvement area of writing and developing consistency in A-E data.	100% Teachers	1 per term	DP, Teachers	
Implement teaching sprint data cycles with a focus on developing teachers' knowledge and capability to teach writing. Support teachers to analyse students writing against an agreed criteria. Set individual targets for writing improvement through teaching sprints. Use this process to influence teaching and learning.	100% Teachers Engaged	1 per term	Leadership Team, Teachers	
Priority 3: Building Capability	A-C and SOS DATA	Whole Year	All Staff	
Engage in Community of Practice Meetings to share improvement strategies and access regional support to increase A-C data in Early Years.	Consistently hold: Prep – 90% Year 1- 90% Year 2 – 90%			
Provide and promote professional development opportunities in the identified school priorities. Engage external curriculum experts to provide professional development and support to teaching staff to build their capacity to differentiate and deliver the curriculum and modify assessment modes (AVT –IC and AVT – Assistive Technology).	S2086 94%	Whole year	All Staff	
Implement Annual Performance Plans that are linked to the school improvement agenda and the professional standards for teachers. Utilise the new DET online tools.	S3215 94%	Whole Year	All Staff	

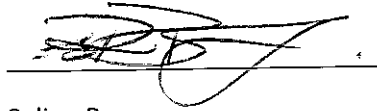
Ensure that high quality observations and developmental feedback is given as part of Professional Practice, with a focus on the school improvement agenda and Individual Performance Plans	S3213 97%	1 per term	All Staff
Prioritise opportunities for teachers to 'watch others work', internally and also externally (other schools).		1 per term	All Staff
Provide professional development to the leadership team to build capabilities in curriculum knowledge, differentiation and leading others.	S3212 90% S3214 94%	Whole Year	Leadership Team
Build teacher capacity to implement teaching sprint data cycles with opportunities to analyse data through supported Data Sector Meetings.		1 cycle per term	Leadership Team supporting Teachers
Schedule term opportunities for teacher teams to pre-moderate English and Mathematics Units, unpacking content descriptors, achievement standards, marking guides and assessment conditions. Plan collaboratively and share planning on OneNote platform.	English A-C Data Prep – 90% Year 1- 90% Year 2 – 90%	½ day per term	DP, Leadership Team, Teachers
Provide training in Reboot and Trauma awareness for teachers and teacher aides, focused on both staff and student wellbeing.	S3223 – 94% S3224 – 94%	Term 1	Principal/PBL Coach
Provide PBL training to PBL Coach, Team Leader and Data Manager to build skills in the implementation of PBL across the school.	S2073 – 94% S2074 – 97%	Week 5 each term	PBL Coach PBL Team Leader PBL Data Manager
Priority 4: Student Engagement and Differentiation	Naplan &SOS Data	October	All Staff
Provide professional development in differentiated teaching strategies for students with learning difficulties and disabilities (Accessing specialists and regional support). Provide Professional development on the implementation of ICP's in the classroom, using the personalised learning and support provision tabs in Oneschool.	S3202 97%	Whole Year	HOSES, STLAN
Review the 'Whole School Approach to Support Student Learning' document and processes with AVT IC and review enactment of processes across school.	Updated and enacted	Sem 1	HOSES, Principal
Utilise I4S funding to employ an additional teacher to minimise class sizes and spread additional support needs out across class groupings.	Reduce Learning Time majors from approx. 4 per week to 2 per week	Across the Year	
Utilise I4S funding to continue to implement pro-active strategies (PBL and Reboot) to support student wellbeing and engagement.	S2012 94% S2074 97% S2044 92%	Whole Year	PBL Team and Principal
Update RBP to Student Code of Conduct, with a focus on proactive strategies implemented from PBL, Reboot and Kids Matter.	Student Code of Conduct approved	Sem 1	PBL Team and Principal
Regular analysis of behaviour and attendance data trends. Implement proactive strategies to improve overall student attendance rates and follow up on students with high absenteeism.	Overall 93%	End of Year	All Staff
Identify EBS priorities and implement the PBL Action Plan for 2020.	Meet Tier 2 Requirements	End of Year	PBL Team

Provide opportunity for eligible U2B students to access extension programs e.g. Solid Pathways, Robotics, Writers Camp, Cartoon Phil.	U2Bands Year 5 R – 30% Year 5 W – 20%	End of Year	HOSES, STLaN, Teachers
Development of Murri Maths Garden and Yarning Circle to provide hands on opportunities for teachers and students to deliver the Australian Curriculum and implement Aboriginal and Torres Strait Islander Perspectives. Re-engage Deadly Choices Program for students in years 5 and 6.	S3202 - 98% S2114 – 90% Projection Completion in 2020	End of Year	Principal and STLaN
Priority 5: Early Years and Parent and Community partnerships	Target		
Provide additional T/A support and intervention strategies in P-2 to support student improvement in early years.	Consistently hold: Prep – 90% Year 1- 90% Year 2 – 90%	Across Year	Early Years Committee/Principal and STLaN
Through Supporting Successful Transitions, continue to develop opportunities to partner with local Early Childhood Education Centres and Community Organisations to develop and implement the “Connecting the Dots Action Plan”.	Engage in committee meetings each term. Action initiatives.	End of Year	Early Years Committee
Implement Age Appropriate Pedagogies in P-2 to engage students in the curriculum. Utilise the support from Regional Services and Community of Practice triad to help plan, enact and reflect on implementation.	Reduction of learning time behaviours in P-2	Across the Year	PBL
Review the schools pedagogical framework and how AAP, Reboot, Gradual Release and ASOT are reflected in this document.	Current Ped Framework which reflects practice	End of Year	Leadership Team
Implement Early Start Testing in Prep and Year 1 to track student improvement and guide teaching, learning and intervention.	Early Start Testing enacted for all prep/year 1 students	Term 1, Term 4	Early Years Teachers, DP
Utilise multiple communication methods to share progress and build knowledge of the school improvement priorities across school community.	S2028 90%	Whole Year	Leadership Team, Admin, Teachers
Promote attendance of local EY providers and parent/community participation at school events. Provide opportunities to observe learning and celebrate achievements.	S2033 100%	Whole Year	Leadership Team, Teachers
Provide information session for EY providers and parent/community members on the school improvement areas and include EY providers in appropriate staff PD.	S2026 92%	2 Sessions Per term	Leadership Team
Offer Volunteer Induction Workshops to upskill and motivate helpers so that they can support teachers and students.		2 sessions semester	Leadership Team

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



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