



BEACHMERE STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN (AIP)



School Priority 1	To promote Equity and Excellence: Realising the potential of every student, through the enactment of the intended and planned curriculum in English – V9 (Reading through the Australian Curriculum)	Phase	Implementation
School Priority 2	To promote Equity and Excellence: Realising the potential of every student, through the provision of regular opportunities for school leaders and teachers to collaboratively discuss and analyse whole-school and classroom data, and enable staff to develop and deepen their data literacy	Phase	Implementation
Link to School Review Improvement Strategies	Systematically enact systems of planning and moderation in English – V9 (with a focus on reading) to ensure that students are being provided with a high-quality English curriculum (Domain 6: Leading systematic curriculum implementation). Strengthen the precision of existing collaborative data conversations between teachers and leaders, such as CASW and case management, to ensure a focus on monitoring student progress and the impact of pedagogies, strategies and interventions on student achievement in Reading (Domain 2: Analysing and discussing data)		
Strategies	Implement a whole-school, evidence-based approach to the teaching of English – V9, with a focus on Reading through the Australian Curriculum. Strengthen the culture of self-evaluation and reflection that enables deeper discussions of spelling & reading data, generates strategies for continuous improvement and monitors progress over time, and includes further opportunities for case management through individual data conversations		

Actions	Resources
<ul style="list-style-type: none"> Enact a quality pre-moderation process that deepens understanding of the Australian Curriculum (English – V9) and aligns differentiated curriculum planning, effective pedagogical practices, and agreed summative assessment processes in English – V9 Develop and implement a whole-school professional learning and development plan that builds staff capacity to deliver the 'Beachmere Way of Teaching Reading' (BWTR) whole-school reading program Deliver professional development for all teaching staff around curriculum planning, data literacy and effective pedagogies to support quality teaching and learning in English – V9 Provide opportunities for the analysis and discussion of purposeful spelling and reading data at regular intervals within the term cycle so that formative assessment data informs the next steps in teaching and learning Dedicate time for teaching teams to analyse student and school data, celebrate student achievement & growth, identify areas of challenge in practice, and to collaboratively plan next steps for teaching and learning Provide regular and timely feedback opportunities for staff in order to evaluate the effectiveness of teaching and make timely adjustments to practice Provide opportunities for teacher aides to engage in professional learning that supports quality teaching and learning in English with a focus on the BWTR Target school financial and human resources to support the implementation of the Annual Implementation Plan (AIP) 	<p>Financial Invest FTE/school budget to target professional learning that supports the implementation of the whole-school English program with a focus on the BWTR</p> <p>Human Release staff for pre-moderation in English Release staff for target data analysis and discussion Timetable staff to maximise the impact of delivering the whole-school English program with a focus on the BWTR</p>

Responsible Officers						
Teachers	Support Staff	Business Manager	STLAN	HOSES	Deputy Principal	Principal

End Term 4	End-of-Year measurable outcomes (data) <i>What will confirm our impact?</i>	Starting Strong (P-2) English A-C: 91% (Baseline Sem 2 2024: 85.5%) English A-B: 55% (Baseline Sem 2 2024: 49.3%) PLD Stage Benchmarks: Monitoring*		Building on Foundations (3-6) English A-C: 97.5% (Baseline Sem 2 2024: 94.5%) English A-B: 57% (Baseline Sem 2 2024: 50.0%) PLD Stage Benchmarks: Monitoring*		
	Success criteria (behaviours) <i>What will we see?</i>	Inter-assessment agreement between NAPLAN (Reading) and A-E (English) data Marker students/target cohorts improve by one level of achievement in English (e.g. C → B, B → A) from Sem 2 2024 to Sem 2 2025				
	Artefacts (evidence) <i>How can we check?</i>	English assessments LOA A-C English data Beachmere Way of Teaching Reading (BWTR) NAPLAN data – reading/writing/conventions Student work samples & formative assessment Feedback on implementation of agreed expectations	Teacher APDP and reflections Pre-moderation placemat Learning walls Student learning goals 5 Questions for Students, Teachers & Leaders Formative assessment data & monitoring CASW check-in meetings	Regional pivot table SORD (LOA/NAPLAN data) PLD Team Meetings Capability Development Plan SOS data School Data Plan Data meetings		

Measurable outcomes (data) <i>What will confirm our impact?</i>	Success criteria (behaviours) <i>What will we see?</i>
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End Term 1	Starting Strong (P-2) English A-C: Monitoring* English A-B: Monitoring* PLD Stage Benchmarks: Monitoring*	Students can/will: <ul style="list-style-type: none"> Engage with PLD lessons to increase their self-awareness of their progress in spelling Successfully describe what they need to do to achieve success in English – V9 (5Q4S) Teachers can/will: <ul style="list-style-type: none"> Complete professional development training in PLD (Student Free Days) Complete premoderation in English in Term 1 (Student Free Days) Actively engage with professional development aligned to the teaching and learning of English through staff meetings and professional teams Identify and monitor marker student/target cohort groups in English – V9 through embedded CASW processes Complete premoderation in English in preparation for Term 2 (end of term) and celebrate student achievement & growth Leadership team can/will: <ul style="list-style-type: none"> Identify, analyse and discuss target data to inform next steps in school improvement around the teaching and learning of English Facilitate familiarisation sessions aligned to the Australian Curriculum (English – V9) Facilitate professional development aligned to the teaching and learning of English – V9 through staff meetings and professional teams Participate in regional CLC – Reading through the Australian Curriculum (English – V9) Facilitate premoderation in English in Term 1 and in preparation for Term 2 (end of term) and celebrate student achievement & growth
	Building on Foundations (3-6) English A-C: Monitoring* English A-B: Monitoring* PLD Stage Benchmarks: Monitoring* <small>*Monitoring formative reading & PLD spelling assessment data & target marker students/cohorts</small>	

End Term 2	Starting Strong (P-2) English A-C: 88% (baseline 85.5%) English A-B: 52% (baseline 49.3%) PLD Stage Benchmarks: Monitoring*	Students can/will: <ul style="list-style-type: none"> Self-monitor their progress in spelling through engagement with PLD lessons Successfully describe what they need to do to achieve success in English – V9 (5Q4S) Teachers can/will: <ul style="list-style-type: none"> Actively engage with professional development aligned to the teaching and learning of English through staff meetings and professional team Analyse, discuss and monitor target spelling data to inform next steps in teaching Identify and monitor marker student/target cohort groups in English – V9 through embedded CASW processes CTLC teacher members support development of the BWTR Complete premoderation in English in preparation for Term 3 (end of term) and celebrate student achievement & growth Leadership team can/will: <ul style="list-style-type: none"> Analyse and discuss target data to inform the next steps in school improvement around the teaching and learning of English Facilitate professional development aligned to the teaching and learning of English – V9 through staff meetings and professional teams CTLC leadership members lead and support development of the BWTR Participate in regional CLC – Reading through the Australian Curriculum (English – V9) Facilitate premoderation and planning in English in preparation for Term 3 (end of term) and celebrate student achievement & growth
	Building on Foundations (3-6) English A-C: 96% (baseline 94.5%) English A-B: 54% (baseline 50%) PLD Stage Benchmarks: Monitoring* <small>*Monitoring formative reading & PLD spelling assessment data & target marker students/cohorts</small>	

End Term 3	Starting Strong (P-2) English A-C: Monitoring* English A-B: Monitoring* PLD Stage Benchmarks: Monitoring*	Students can/will: <ul style="list-style-type: none"> Self-monitor their progress in spelling (through engagement with PLD lessons) and reading (e.g., fluency rate) Successfully describe what they need to do to achieve success in English – V9 (5Q4S) Teachers can/will: <ul style="list-style-type: none"> Actively engage with professional development aligned to the teaching and learning of English through staff meetings and professional teams Analyse and discuss target spelling & fluency data to inform next steps in teaching Identify and monitor marker student/target cohort groups in English – V9 through embedded CASW processes CTLC teacher members support development and finalisation of the BWTR Complete premoderation in English in preparation for Term 4 (end of term) and celebrate student achievement & growth Leadership team can/will: <ul style="list-style-type: none"> Analyse, discuss and monitor target data to inform the next steps in school improvement around the teaching and learning of English Actively lead professional development aligned to familiarisation with the BWTR Participate in regional CLC – Reading through the Australian Curriculum (English – V9) CTLC leadership members finalise the BWTR and present to staff (during staff meetings & planning meetings) for implementation in Term 4 Facilitate premoderation and planning in English in preparation for Term 4 (end of term) and celebrate student achievement & growth
	Building on Foundations (3-6) English A-C: Monitoring* English A-B: Monitoring* PLD Stage Benchmarks: Monitoring* <small>*Monitoring formative reading & PLD spelling assessment data & target marker students/cohorts</small>	

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