



Beachmere State School Annual Implementation Plan – 2023

Improvement Priority 1 – Curriculum

Enact the intended and planned curriculum in Mathematics

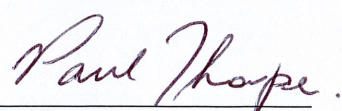
<i>Our intentional actions</i>	<i>Our impact measures</i>	<i>Our timelines</i>	<i>Responsible Officer/s</i>
<p>By the end of 2023:</p> <ol style="list-style-type: none"> Conduct an inquiry cycle to guide our whole school approach to the teaching of Mathematics, including familiarisation and planning for a transition to Version 9 implementation. Develop and enact a quality internal moderation process that deepens understanding of the Australian Curriculum (Mathematics) and aligns differentiated curriculum planning, effective pedagogical practices, consistent assessment processes and accurate summative reporting practices in Mathematics. Deliver professional development for all teaching and support staff around curriculum planning and effective pedagogies for the teaching of Mathematics. Target/purchase school financial resources to support implementation of the whole school Mathematics program (Investing for Success funding: \$29,000). 	<p>Students in Prep-Year 6 will achieve a B or above in Mathematics:</p> <ul style="list-style-type: none"> by 6 months: >50% (2022: 45.2%) by 12 months: >60% <p>Marker cohort students (Year 3) will achieve a B or above in Mathematics:</p> <ul style="list-style-type: none"> by 6 months: >25% (2022: 16.7%) by 12 months: >40% <p>Teaching, support and leadership staff will have access to relevant professional development (strongly agree):</p> <ul style="list-style-type: none"> by 6 months: >70% (2022: 52.6%) by 12 months: >85% 	<p>Term 1</p> <p>Term 2</p> <p>Terms 2-4</p> <p>Terms 1-4</p>	<p>Teachers Support Staff Business Manager STLAN HOSES Deputy Principal Principal</p>

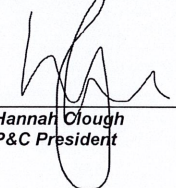
Improvement Priority 2 – Culture

Deepen cultural capability around localised Aboriginal and Torres Strait Islander perspectives

<i>Our intentional actions</i>	<i>Our impact measures</i>	<i>Our timelines</i>	<i>Responsible Officer/s</i>
<p>By the end of 2023:</p> <ol style="list-style-type: none"> Conduct an inquiry cycle to guide our whole school approach to embedding localised Aboriginal and Torres Strait Islander perspectives into the curriculum and school settings. Partner with local schools, Principal Advisor – Indigenous Education, Traditional Custodians, Community Elders and Leaders to co-design localised initiatives that foster and empower belonging and connection to Aboriginal and Torres Strait Islander culture in our school communities. Build staff capability to integrate the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority into classrooms and school settings, ensuring that localised Aboriginal and Torres Strait Islander perspectives are embedded within the curriculum in English and Mathematics. Deliver professional development for all teaching and support staff around curriculum planning and effective pedagogies for embedding Aboriginal and Torres Strait Islander perspectives. Deliver professional development for teachers and support staff around the Aboriginal and Torres Strait Islander Cultural Capability Framework. Lift learning outcomes for all Aboriginal and Torres Strait Islander students and extend high-achieving students through excellence programs. Connect with parents/caregivers and the community to co-design whole of school strategies that ensure students' wellbeing and cultural identity is nurtured, especially teaching-specific practices that support the learning needs of students with trauma-related behaviours. Target/purchase school financial resources to support implementation (Investing for Success funding: \$17,356). 	<p>Aboriginal and Torres Strait Islander students will achieve a C or above in English:</p> <ul style="list-style-type: none"> by 6 months: 85% (2022: 76.1%) by 12 months: 95% <p>Aboriginal and Torres Strait Islander students will achieve a C or above in Mathematics:</p> <ul style="list-style-type: none"> by 6 months: 90% (2022: 84.4%) by 12 months: 95% <p>Students will feel accepted (strongly agree) by other students at our school:</p> <ul style="list-style-type: none"> by 6 months: 50% (2022: 33.3%) by 12 months: 75% <p>Teaching, support and leadership staff will improve their confidence (strongly agree) in embedding Aboriginal and Torres Strait Islander perspectives across learning areas:</p> <ul style="list-style-type: none"> by 6 months: 50% (2022: 31.0%) by 12 months: 80% <p>Teaching, support and leadership staff will have access to relevant professional development (strongly agree):</p> <ul style="list-style-type: none"> by 6 months: >70% (2022: 52.6%) by 12 months: >85% 	<p>Term 1</p> <p>Terms 2-4</p> <p>Terms 2-4</p> <p>Terms 2-4</p> <p>Terms 2-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p>	<p>Teachers Support Staff Business Manager STLAN HOSES Deputy Principal Principal</p>

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


 Paul Thorpe
Principal
 Date: 2/3/23


 Hannah Clough
P&C President


 Martin Leach
Assistant Regional Director