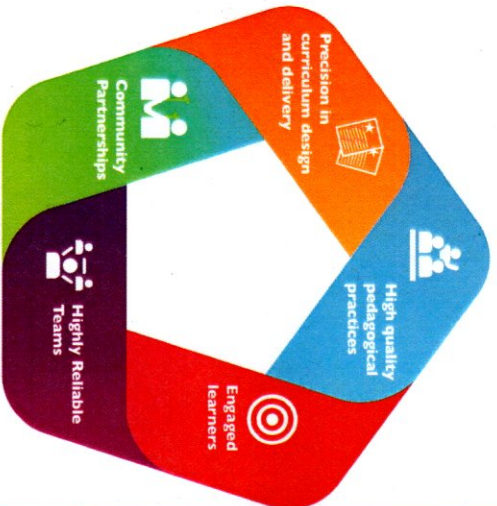




Annual Improvement Plan 2021

In 2021, Boondall State School is committed to student improvement.

Our overarching goal is to provide high quality, inclusive education that is underpinned by an unrelenting belief that all students can learn.



Improvement Actions	Success Indicators
<p>Precision in curriculum design and delivery</p> <p>Teaching teams intentionally collaborating (using an inquiry process) to ensure purposeful, systematic design and implementation of the Australian Curriculum (English)</p>	<ul style="list-style-type: none"> Achievement standards are audited against Assessment task, Marking Guide and lesson sequence Lesson sequencing and differentiation is informed through skills gap analysis Diagnostic assessment is used to inform teaching practice – literacy 'B' and 'D' Marker groups are prioritised through collaborative inquiry - English Student improvement is individualised through goal setting and feedback in Reading and Writing Student work is moderated to ensure validity, reliability and consistency of judgement
<p>High quality pedagogical practices</p> <p>Every teaching team implements explicit teaching (teacher directed learning) to ensure purposeful, systematic curriculum delivery in English for all students</p>	<ul style="list-style-type: none"> Explicit teaching lessons occur in English Consistency of reading lessons aligned to the quality standard Text Dependent Questions are embedded to deepen comprehension Teacher practice is moderated to ensure validity, reliability and consistency Robust Vocabulary Instruction (RVI) is explicitly taught in English
<p>Engaged learners</p> <p>Every team implements Positive Behaviour for Learning to ensure safe, respectful, quality learning environments for all students</p> <p>Student case management supports success in learning for every student</p>	<ul style="list-style-type: none"> Year level timetables demonstrate a balance between agreed practices, demands of the Australian Curriculum, Social and Emotional Learning and year level needs Clear routines, classroom expectations and positive classroom tone are evident in every learning environment Personal and social capability is embedded into RISE lessons Tier 2 and 3 students are identified with planned support and intervention at their level of need
<p>Highly Reliable Teams</p> <p>The Developing Performance Framework for staff is used to reflect on and individualise capability needs and to guide each team's professional learning agenda</p>	<ul style="list-style-type: none"> Every staff member has a PDP Teams plan for and engage in differentiated capability development Teaching staff receive formal feedback – reading and writing Teachers engage in regular WOW and LW Leaders prioritise walkthroughs in class and lunchtimes to support teachers Strong teams in place – PBL, Literacy, Wellbeing, SST
<p>Community Partnerships</p> <p>The Community Engagement Framework articulates the strategies the school uses to ensure an informed and engaged community</p>	<ul style="list-style-type: none"> Whole school home reading program, Reading selfies and P reading nights Parent workshops in identified needs areas – e.g reading Reading and writing goals regularly communicated to parents Prep Transition achieved to schedule

Principal

Deputy Principal

Our Measures of Success

English & Maths: Average grading across classes - 15% A, 30% B, 45% C

All students who do not meet Boondall State Schools P-2 "Reading Benchmarks" are identified and receive support

Staff Capability: 90% of staff identify they are engaging in regular capability development at their point of need

Team Efficacy: 90% of staff identify they are part of a highly effective team

Respect, Independence, Safety and Effort

