



2024 ANNUAL IMPROVEMENT PLAN

“Every Student Matters”



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

Over the course of 2024 we will focus on improving our precision in pedagogical decision making and ensuring clarity and consistency of school wide positive behaviour/social emotional learning systems of support.

To ensure both the strategies and expected outcomes identified within our Annual Improvement Plan are achieved we have invested in:

- Additional specialist offerings to provide the time for teaching teams to engage in fortnightly collaborative planning
- Release time for teachers to Watch Others Work to reflect and refine their teaching practices in our priority area of Visible Learning, aligned with BSS quality assurance protocols
- Additional resources in the Early Years to support the implementation of synthetic phonics and decodable readers
- Additional student support staff to target diverse learning needs

Establish a culture of shared commitment	Strategies to support and enable staff to collectively implement school priorities	Expected outcomes
<p>Precision in pedagogical decision making and implementation</p> <p>Building teacher capability in understanding and selecting and applying the appropriate school identified pedagogical approaches to meet the needs of all students (School Review 2022)</p> <p>Developing Quality Assurance processes to monitor the planning and enactment of the AC (starting with English), with aligned moderation practices at the four phases of moderation (School Review 2022)</p> <p>Developing teacher capability to enact differentiated practices and reasonable adjustments for all students, including high achieving students, to successfully engage in the AC (School Review 2022)</p>	<ul style="list-style-type: none"> • Ensure a consistent approach, across P-6, in the high yield teaching practices critical to the implementation of effective learning walls (Visible Learning) <ul style="list-style-type: none"> ○ Refine and consolidate instructional practices (explicit teaching, goal setting, effective feedback, monitoring and review) and student interaction ○ Clarify, consolidate and embed the essential physical elements of the learning wall ○ Monitor and measure success and progress through the impact of learning • Revise the Reading Framework, across P-6, in line with the demands of the Australian Curriculum English (V9) and the implementation of systematic synthetic phonics <ul style="list-style-type: none"> ○ Deepen teacher understanding of the critical elements of the new approach to reading ○ Establish a consistent approach in the teaching, monitoring and assessment of reading • Develop Literacy Reviews (initial focus on reading) that automatise previously taught skills 	<ul style="list-style-type: none"> • Student achievement A-C English (2024 – 88.5%, 2025 - 90%) • Student achievement A-B English (2024 – 48.5%, 2025 - 50%) • Tier 1 and Tier 2 Positive Behaviour for Learning embedded • Student, parent and staff rating for ‘school culture’ (SOS) >95%
<p>Positive School Culture</p> <p>Underpinning all our work is creating a sense of belonging for our students, staff and families</p> <p>Developing clarity and consistency of school wide positive behaviour/social emotional learning systems of support</p> <p>Developing teacher capability to enact differentiated practices and reasonable adjustments for all students, including high achieving students, to successfully engage in the AC (School Review 2022)</p>	<ul style="list-style-type: none"> • Ensure clarity and consistency across Positive Behaviour for Learning systems including - behaviour definitions, response to behaviour, curriculum, professional development • Provide data driven, targeted interventions to students who are identified as at risk <ul style="list-style-type: none"> ○ Selection, monitoring, review ○ menu of interventions which are linked to Tier 1 processes and monitor implementation of Tier 2 interventions • Ensure the Tier 3 system design, for students who require intensive behavioural intervention, is implemented with fidelity 	<ul style="list-style-type: none"> • Student, parent and staff rating for ‘this is a good school’ (SOS) >95% • Student, parent and staff rating for ‘Behaviour is well managed’ (SOS) >80% • Overall school data (achievement, attendance, school disciplinary absences, School Opinion Survey) indicates sustained improvement in comparison with similar schools (I.e. ISCEA, student numbers)

Our school is committed to ensuring that we are aligned with our Department of Education’s strategic focus on *Equity and Excellence*. *Equity and Excellence* is founded on the belief that ‘Working together, we can realise the potential of every student’ and underpinned by three key drivers: Educational Achievement; Wellbeing and Engagement; Culture and Inclusion.

Approved and endorsed through the BSS School Council 15/11/2023. Reviewed by the BSS School Council 19/02/2024.


Matthew Denzin
 Principal


Brent Fewkes
 School Council Chair

2024 DATA TARGETS

Attendance Targets

- Trend

	2019	2020	2021	2022	2023	2024
All students	93%	89.9%	92.7%	88.4%	89.7%	
NCCD	90.4%	86.3%	89.6%	84.4%	84.8%	
First Nation	89.8%	85.7%	85.1%	79.6%	84%	

- Target

Overall school attendance from 89.7% to **92%** by:

- Creating Positive learning environments and building strong relationships with students and their families
- Reduce the number of students with less than 85% attendance from 21% to **15%** (2023 - 28%)
- Increase Aboriginal & Torres Strait Islander student attendance from 84% to **90%** (2023 – 82%)
- Decrease Aboriginal & Torres Strait Islander students with less than 85% from **50%** to 25% (2023 – 54%)

A-C English Targets

- Trend A-C English (End of Year)

	2020	2021	2022	2023
All students	82.6%	82.9%	83.4% (43.4% A/B)	86.7% (47.8% A/B)
NCCD	56.4%	63.7%	54.4%	57%
First Nation	58.5%	50%	53.5%	66.8%
Maths A-C	85.7%	87.2%	88.9% (49.1% A/B)	88.4% (54.8% A/B)

Overall English target is **88.5% A-C** in 2024 with a 90% A-C target by 2025 (maintain existing results and lift between 11-15 students). Our English A-B target is **48.5%** in 2024 with a 2025 target of 50%.

Prep

	AP	MC	WW	EX	BA	Numbers
Overall	40%	25%	25%	10%		
Male						
Female						
NCCD						
First Nations						
ICP	All students on an ICP to achieve a C or above					

Year 1 Targets

	A	B	C	D	E	Numbers
Overall	30% (36%)	30% (29%)	30% (21%)	10% (13%)	0% (1%)	76
Male	(33%)	(31%)	(17%)	(17%)	(3%)	36
Female	(38%)	(28%)	(25%)	(10%)	(0%)	46
NCCD	1 student	1 student	1 student	4 students	1 student	8
First Nations	5 students			3 students		8
ICP	All students on an ICP to achieve a C or above					

*Purple is the target. Brackets show the cohort's results from their previous year (i.e. their Prep results)

Year 2 Targets

	A	B	C	D	E	Numbers
Overall	30% (28%)	30% (28%)	30% (34%)	10% (10%)	0% (1%)	94
Male	(26%)	(28%)	(28%)	(17%)	(0%)	46
Female	(29%)	(27%)	(40%)	(2%)	(2%)	48
NCCD	2	4	3	5	1	15
First Nations	3 students		3 students			6
ICP	All students on an ICP to achieve a C or above					

*Purple is the target. Brackets show the cohort's results from their previous year (i.e. their Year 1 results)

Year 3 Targets

	A	B	C	D	E	Numbers
Overall	25% (24%)	30% (32%)	37% (36%)	8% (8%)	0% (1%)	101
Male	(16%)	(23%)	(42%)	(16%)	(2%)	43
Female	(29%)	(38%)	(31%)	(2%)		58
NCCD	1 student		11 students	6 students		18
First Nations		1 student	7 students	1 student		9
ICP	All students on an ICP to achieve a C or above					

*Purple is the target. Brackets show the cohort's results from their previous year (i.e. their Year 2 results)

Year 4 Targets

	A	B	C	D	E	Numbers
Overall	10% (7%)	40% (37%)	40% (44%)	10% (12%)		84
Male	(5%)	(39%)	(44%)	(13%)		39
Female	(9%)	(36%)	(45%)	(11%)		45
NCCD		5 students	4 students	6 students		15
First Nations		1 student	1 student	2 students		4
ICP	All students on an ICP to achieve a C or above					

*Purple is the target. Brackets show the cohort's results from their previous year (i.e. their Year 3 results)

Year 5 Targets

	A	B	C	D	E	Numbers
Overall	19% (19%)	28% (28%)	39% (39%)	14% (14%)		109
Male	(13%)	(25%)	(45%)	(16%)		67
Female	(29%)	(31%)	(31%)	(10%)		42
NCCD		2 students	6 students	6 students		14
First Nations			5 students	7 students		12
ICP	All students on an ICP to achieve a C or above					

*Purple is the target. Brackets show the cohort's results from their previous year (i.e. their Year 4 results)

Year 6 Targets

	A	B	C	D	E	Numbers
Overall	10% (5%)	30% (21%)	45% (54%)	15% (21%)		83
Male	(0%)	(19%)	(56%)	(26%)		43
Female	(10%)	(23%)	(53%)	(15%)		40
NCCD		1 student	5 students	5 students		11
First Nations			3 students	1 student		4
ICP	All students on an ICP to achieve a C or above					

*Purple is the target. Brackets show the cohort's results from their previous year (i.e. their Year 5 results)

Precision in Pedagogy	Term 1 Key Actions	Leader Actions	Teacher Actions	Student Behaviours	Quality Assurance
<p>Ensure a consistent approach, across P-6, in the high yield teaching practices critical to the implementation of effective learning walls (Visible Learning)</p> <ul style="list-style-type: none"> Refine and consolidate instructional practices (explicit teaching, goal setting, effective feedback, monitoring and review) and student interactions Clarify, consolidate and embed the key physical elements of the learning wall 	<ul style="list-style-type: none"> Clarify the key physical elements of the learning wall (documented in T&L Handbook) Use Sharratt questions, as a monitoring tool, to: <ul style="list-style-type: none"> identify next steps in the teaching and learning cycle; promote agency and achievement for students. Establish a consistent, shared understanding of explicit teaching, goal setting, feedback, monitoring (documented in T&L Handbook) Embed a ploughback in every lesson, using the Learning Wall, to clarify the learning intention and success criteria for both teacher and student. Establish clear, concise and relevant success criteria that are precisely linked to the unit-specific assessable elements of the Achievement Standard. Ensure learning artefacts are aligned to the curriculum and differentiated for student accessibility. 	<ul style="list-style-type: none"> Review T&L Handbook to ensure up to date documentation Conduct walkthroughs to quality assure expected physical elements of English Learning Walls (first 2 weeks): <ul style="list-style-type: none"> give generalised verbal feedback at staff meeting share/highlight quality practise provide opportunity for teachers to self-identify area for growth and set a fortnightly goal revisit expectations and conduct goal review in week 4 staff meeting Conduct Learning Walks and Talks (with Door Talk): <ul style="list-style-type: none"> Focus Student/s used to measure success (clarity in their learning and achievement in English), through observations and interactions with these students. give teachers feedback on Learning Walls and student agency to inform their next steps. Precision in Pedagogy (PIP) meetings: <ul style="list-style-type: none"> analyse and interrogate English data lead the identification of pedagogical responses to data to target teacher pedagogy and student achievement support capability development to achieve pedagogical responses (Professional Learning and Collegial Engagement Framework) 	<ul style="list-style-type: none"> Ensure targeted aspects of the Learning Wall are displayed in week 1: <ul style="list-style-type: none"> Unit Learning Intention & Success Criteria A3 print of Marking Guide “A” exemplar: colour coded annotations linking to success criteria Participate in Learning Wall feedback cycle at staff meeting: <ul style="list-style-type: none"> reflect on general verbal feedback given self-identify area for growth with a shoulder-buddy set a fortnightly goal share the goal with Leadership (optional) action feedback review fortnightly goal and outcome at staff meeting week 4. Participate in Learning Walks and Talks with Door Talk to clarify and confirm next steps. Teacher weekly check in with randomised student on the 3 focus Sharratt questions Learning Wall to be used in every English lesson. Learning wall includes evolving student samples that have been used in ploughback. Responding to leader/peer feedback <p>PIP meeting:</p> <ul style="list-style-type: none"> active participants in data analyse and identification of responsive pedagogical practices self-identify areas for capability development to achieve pedagogical responses (Professional Learning and Collegial Engagement Framework) 	<ul style="list-style-type: none"> Answer the Sharratt questions (focus on 3) Articulate and demonstrate improvement in their writing goal/s Articulate a clear understanding of the use of the Learning Wall Demonstrate fluency of usage of the various aspects of the Learning Wall 	<p>Targeted aspects of the LW to be displayed in week 1:</p> <ul style="list-style-type: none"> Unit Learning Intention & Success Criteria A3 print of Marking Guide “A” exemplar: colour coded annotations linking to success criteria <ul style="list-style-type: none"> Students can answer the 3 focus Sharratt questions with class teachers and leadership PIP meetings foci on data analysis, targeted pedagogy, and capability development, to inform improvement Focus student used to measure success – clarity in their learning and achievement in English Learning Walks and Talks with Door Talk
<p>Revise the Reading Framework, across P-6, in line with the demands of the Australian Curriculum English (V9) and the implementation of systematic synthetic phonics</p> <ul style="list-style-type: none"> Deepen teacher understanding of the critical elements of the new approach to reading Establish a consistent approach in the teaching, monitoring and assessment of reading 	<ul style="list-style-type: none"> Continue to build capability in the Science of Reading through active participation in EQ Reading Modules Update the BSS Reading Framework (including P-2 Phonics Scope and Sequence) to align to new reading approach and the demands of the curriculum Explore the Year 1 Phonics Check to assess students’ decoding skills across words of increasing complexity and data will monitor inform differentiated phonics instruction Establish consistent monitoring strategies for letter, word and sentence reading (P-4) V9 English Create aligned scope and sequence of morphemes, orthography and vocabulary for 3-6 	<ul style="list-style-type: none"> Provide differentiated PD for all teaching and support staff to develop their knowledge and understanding of how to teach reading using a synthetic phonics approach (reading modules and Sharing Best Practice) Lead the collaborative updating of BSS Reading framework alongside the Teaching and Learning Team to provide a structured approach to the teaching of reading which is aligned to the curriculum and evidence based best practice Guide teaching and support staff to explore, develop and select monitoring tools to track students’ progress in reading and comprehending Reading documents in T&L Handbook 	<ul style="list-style-type: none"> All teaching and support staff actively participate in opportunities to develop their knowledge of The Science of Reading and how to teach reading using a synthetic phonics approach Teaching and Learning Team collaborate and share expertise to assist their colleagues to understand and implement BSS Reading Framework (staff meetings, PIP, WOWs) Utilise differentiated reading texts and resources to teach students to read and comprehend Monitor and record students’ progress using agreed year level tools Provide goal setting and feedback opportunities so every student knows how to improve their reading skills 	<ul style="list-style-type: none"> High level of engagement in focused reading lessons Articulate and demonstrate improvement in their reading goal/s 	<ul style="list-style-type: none"> Staff become familiar with the components of Science of Reading and how these fit into the curriculum Updated BSS Reading Framework is enacted using consistent expectations and common language in every classroom The Year 1 Phonics Check student data used to monitor inform differentiated phonics instruction All classes will use English marking guides to monitor students’ reading progress
<p>2. Develop Literacy Reviews (initial focus on reading) that automatise</p>	<ul style="list-style-type: none"> Revise and continue to develop staff capability to deliver Literacy Reviews focusing on Reading components 	<ul style="list-style-type: none"> Literacy Reviews are implemented in every classroom to schedule Review expectations documented within T&L Handbook 	<ul style="list-style-type: none"> Timetabled reviews 3 times / week Using shared language and format when implementing Literacy Reviews 	<ul style="list-style-type: none"> Active participants in Reading Reviews Review concepts accurately applied 	<ul style="list-style-type: none"> Literacy Reviews implemented in all P-6 classrooms using existing format

previously taught skills				in reading and writing contexts	• Instructional observation and feedback on the delivery of Literacy Review (Reading focus)
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Positive School Culture	Term 1 Actions	Leader Actions	Teacher / TA Actions / Youth Workers / Positive School Culture Support Teacher / GO	Student Behaviours	Quality Assurance
<p>Ensure clarity and consistency across Positive Behaviour for Learning systems including - behaviour definitions, response to behaviour, professional development content and the professional development system</p>	<ul style="list-style-type: none"> Clearly defined Roles and Responsibilities for Positive School Culture Leaders Whole Staff Orientation of PBL handbook including procedures and processes Embed Essential skills in Classroom Management Refine PBL Action Plan Quality Assurance Processes defined and enacted through the Collegial Engagement Framework, Walk Throughs, WOW, TFI , Data informed decisions 	<ul style="list-style-type: none"> Roles and Responsibilities for Positive School Culture Leaders and Support Staff developed and communicated (DP, HOD – Positive Culture, Behaviour Coach, Youth Workers, GO) Professional orientation to PBL processes to all new staff Schedule PBL and Zones of Regulation Lessons Weekly PBL and Zones of regulation lessons communicated at Assembly, Weekly and Newsletters and a clear line of sight of classroom teaching and learning. Clear expectations of PBL Learning Wall requirements Student Free Days used to build clarity and consistency of PBL processes Planned Professional Development during Term 1 staff meetings (e.g ESCM, Restrictive Practices, Trauma Informed Practice) Consultation of Quality Assurance Processes (identification and communication) 	<ul style="list-style-type: none"> Staff members actively teach and practice routines with students Teachers are enacting proactive PBL processes, GOTCHAs, Passports, Weekly awards Teachers and teacher aides identify strategies available to manage minor / major behaviours Staff to enact the Essential Skill in Classroom Management with a focus on least to most intrusive Teachers to ensure weekly Rise and Zones lessons are taught with fidelity (including making learning visible) 	<ul style="list-style-type: none"> Articulate whole school routines. Articulate positive behaviour systems Articulate processes to identify the zone they are in. Articulate strategies in their toolbox to help regulate their emotions. Articulate processes if their behaviour does not meet school expectations. 	<ul style="list-style-type: none"> Walkthrough whole school processes including visuals in each classroom Tiered Fidelity Inventory Monthly monitoring and publishing of GOTCHAs
<p>Provide data driven, targeted interventions to students who are identified as at risk</p> <ul style="list-style-type: none"> Selection, monitoring, review menu of interventions which are linked to Tier 1 processes and monitor implementation of Tier 2 interventions 	<ul style="list-style-type: none"> Students identified from 2023 data. Support provisions planned and developed based on the Personal and Social Capability Framework (Youth Workers, Guidance Officer, Positive School Culture HOC) Communication systems in place to monitor implementation 	<ul style="list-style-type: none"> Identify at risk students' needs and provisions to support positive behaviour for learning through an inquiry cycle (Data Analyses, Plan, Action, Review) Develop support provisions (programs) that target the identified student needs: <ul style="list-style-type: none"> Scope out a semester overview of provisions Prioritise students into support Ensure communication with all relevant staff/parents before and after program delivery 	<ul style="list-style-type: none"> Support at risk students through: <ul style="list-style-type: none"> positive student relationship strong communication welcoming learning environment individualised behaviour support differentiated curriculum quality teaching 	<ul style="list-style-type: none"> Engage in support provisions to target Personal and Social Capability development Articulate goals for targeted support provisions and can articulate individual progress. 	<ul style="list-style-type: none"> 2023 Data review to identify students at risk Support Provisions recorded in OneSchool Monthly data sweep to identify emerging patterns Monthly communication of Tier 2 interventions
<p>Ensure the Tier 3 system design, for students who require intensive behavioural intervention, is implemented with fidelity</p>	<ul style="list-style-type: none"> Students identified who require Case Management, Individual Behaviour Support Plans. Case Management Meeting held including ongoing review Restrictive Practices Training for staff members working with identified students 	<ul style="list-style-type: none"> Leaders identify students requiring Case Management and Individual Behaviour Support Plans Leaders to work with support staff, teachers and TAs to identify intensive support provisions. 	<ul style="list-style-type: none"> Staff work with stakeholders to identify Individual Learning Goals Staff to work with stakeholders to identify Individual Toolbox options Staff can articulate and enact individual support processes 	<ul style="list-style-type: none"> Articulate Individual Behavioural Goals Articulate Individual Toolbox options to co and self-regulate Self-track and monitor Toolbox success 	<ul style="list-style-type: none"> Individual student monitoring systems and communication Case Management Recorded in OneSchool Support Provisions recorded in OneSchool Monthly data sweep to identify emerging patterns Monthly communication of Tier 3 processes