



Annual Improvement Plan 2022

In 2022, 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
Precision in curriculum design and delivery	<ul style="list-style-type: none"> Embedding our whole school approach to moderation (our Collaborative Planning Framework) in English to ensure precision in differentiated curriculum design and provision of the Australian Curriculum 	<ul style="list-style-type: none"> Achievement standards are aligned against the assessment task, marking guide and lesson sequence Student skills gap analysis informs lesson sequencing, goal setting and differentiation (including tailored supports and reasonable adjustments) Purposeful learning intent and success criteria are designed for the unit of work 'B' and 'D' Marker groups are prioritised through collaborative inquiry - English Each student has purposeful, individualised learning goals (reading and writing) Student work is moderated to ensure validity, reliability and consistency of judgement
High quality pedagogical practices	<ul style="list-style-type: none"> Focus on the transference of a deep understanding of English curriculum into our agreed pedagogical practice and teaching strategies 	<ul style="list-style-type: none"> The Gradual Release model is used to explicitly teach English Classroom visible learning displays front end assessment and guide student learning Bump It Up Walls are co-constructed with students as English Unit progresses Student conferencing provides targeted feedback and next steps for students Reading lessons are aligned to the reading quality standard
Engaged learners in an inclusive learning environment	<ul style="list-style-type: none"> Develop a whole school approach to tailored supports & reasonable adjustments Implement our whole school approach to social/emotional learning through Zones of Regulation Review Tier 1 PBL processes in line with our Student Code of Conduct Review Student Case Management using a multi-tiered system of support 	<ul style="list-style-type: none"> Clear routines, classroom expectations and positive classroom tone are evident in every learning environment Year level timetables demonstrate a balance between agreed practices, demands of the Australian Curriculum, Social and Emotional Learning (Zones of Regulation) and year level needs Classroom Environmental Plans are used to design inclusive learning environments Tailored supports and reasonable adjustments are intentionally planned for identified students A range of teaching and assessment strategies are chosen to provide tailored supports and reasonable adjustments Tier 2 & 3 students are identified with planned support and intervention at their level of need
Highly Reliable Teams	<ul style="list-style-type: none"> Teaching teams are provided regular time to intentionally collaborate, with a leadership facilitator, on the school's improvement priorities The Developing Performance Framework for staff is used to reflect on and individualise capability development 	<ul style="list-style-type: none"> Every staff member has a PDP Teams plan for and engage in differentiated capability development with their leadership facilitator Learning Walks and Watching Others Work inform and improve practice Leaders prioritise walkthroughs in class and lunchtimes to support teachers Strong teams in place – PBL, Literacy, Wellbeing, SST
Community Partnerships	<ul style="list-style-type: none"> Co-construct the new School Strategic Plan following the school review Co – construct the P&C Strategic Plan Implement the agreed School Council Handbook Review the homework policy Implement the Grounds Improvement Plan/Ensure continuity of the Prep transition plan and strengthen the secondary transition process 	<ul style="list-style-type: none"> Strong school community engagement in development of the 2022-2025 Strategic Plan P&C Strategic Plan complements the school's strategic direction Whole school home reading program, Reading selfies and PJ reading nights Parent workshops in identified needs areas – e.g reading Class newsletters sent home termly Reading and writing goals regularly communicated to parents Prep transition achieved to schedule

Our Measures of Success

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

All students who do not meet Boondall State School's 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

