

Benowa State School

2022 Annual Implementation Plan



We grow self-directed, disciplined and passionate learners with:

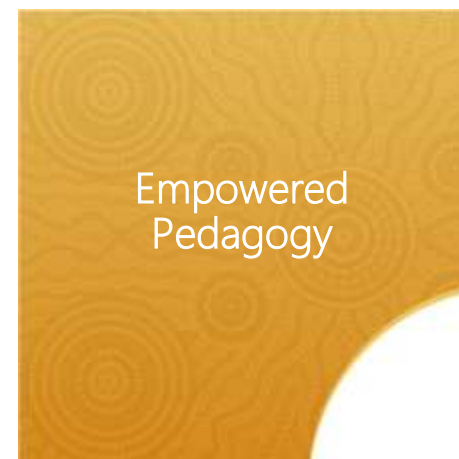
- Curiosity and creativity
- Integrity and authenticity

Through:

- Collaborative partnerships
- Consistent commitment to wellbeing



Empowered Pedagogy



Description of Purpose

Effective pedagogy is centred around basic principles of high-quality teaching, learning and assessment. It is the key medium through which all learning occurs.

At Benowa our whole school approach is built around three broad approaches, that of EXPLICIT INSTRUCTION, INQUIRY AND DESIGN.

We develop our teaching expertise through focusing on research that challenges us to continually concentrate on improving our capability in these three broad approaches, delivering the range of learning areas in line with their purpose and aims, and we ensure that rigorous moderation enables us to identify areas for improvement.

Item	Actions	Person Responsible	Costs and Resources	Notations
Inquiry	Continue to shape third level of planning to reflect inquiry learning through learning areas such as HASS and Science.	Narelle	Planning HOD:C	Staff meetings
Writing	Embed the research aspects of The Writing Revolution into the Benowa Writing Program Years 2-6	Tiffany Emma	Teacher Release T&L Mentors	Literacy leaders involved for collaboration
Instructional Routines	<ul style="list-style-type: none"> Collaborate with staff on the range of critical instructional routines that need to be quality assured through observation and feedback Continue to utilise school mentors to lead the enhancement and establishment of instructional routines to maximise student learning outcomes 	Leaders Mentors	T&L Mentors T&L Mentors	P-2 Strive, WTW, Modelled/Shared Reading Year 3-6 Writing Process, Reading Program
Differentiation of Teaching	<ul style="list-style-type: none"> Universal Design for Learning (UDL) – Stage 1 G&T Training from Sept 2021 to establish more effective adjustments and Differentiation to unit planning 	Lisa Lisa Individual G&T Team	Purchase of Texts for leaders Teacher Release	Whole team book study Leaders self-paced reading of text in preparation for deeper work with the staff in 2023
Moderation	Continue with 3 phases of moderation each term at 1.5h each in staff meeting time. Embedding pedagogical and assessment conversations critical to AC alignment.	Narelle	Staff Meeting HOD:C	
How do we know we have reached our purpose? <ul style="list-style-type: none"> - Met or exceeded A-E Targets - Met or exceeded S3237 target 				

Empowered Curriculum



Description of Purpose

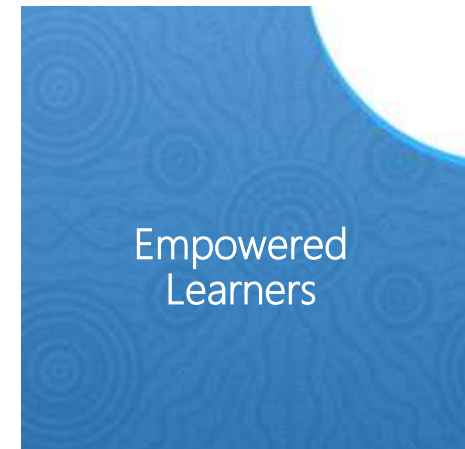
At Benowa State School we embrace the Australian Curriculum and all of its components. We recognise that our students not only need to be exposed to the knowledge and understandings of the various learning areas, but also be explicitly taught and able to apply the inquiry skills that underpin learning areas such as HASS and Science.

Our curriculum must respond to the diverse nature of our learners and the world around them. It recognises that our world is continually changing and challenging. Emphasis is placed on “Empowering Lifelong Learners” by helping our students to be curious, creative and passionate learners.

Item	Actions	Person Responsible	Costs and Resources	Notations
Differentiated Programs	<ul style="list-style-type: none"> Marine Biology Program FitX 	Tiffany Tim	Parent \$ TRS 0.2 FitX	
Learning Intention and Success Criteria	<ul style="list-style-type: none"> The intention mapped out over the 3 levels of planning Leadership Team to undergo professional learning of LI and SC for 3rd level of planning 	Narelle Leadership Team		
Cross Curriculum Priorities (CCP) and General Capabilities (GC)	Focus areas for 2022 <ul style="list-style-type: none"> GC – Intercultural Understandings (P-6) 	Narelle	Staff Meeting HOD:C	CCP will fit in with the range of new work being undertaken with Cultural awareness training
Science Maths The Arts Design	<ul style="list-style-type: none"> Years 3-6 Third level of planning developed 	Narelle	Staff Meeting HOD:C 0.2 Dance FTE	

Digital Technology	<ul style="list-style-type: none"> • Digital Technologies Mentor for P-6 with a major focus in <ul style="list-style-type: none"> - Supporting new and beginning teachers to Benowa SS - Year 5-6 Curriculum 	Barbs	0.2 School Support Staffing	
<p>How do we know we have reached our purpose?</p> <ul style="list-style-type: none"> - Completed all 3 levels of planning across P-6 - Integration of CCP/GC into third level of planning 				

Empowered Learners



Description of Purpose
 Empowered Lifelong Learning Skills are the skills and dispositions that act as important assets to students as learners – across the curriculum, the school and beyond. They are a broad skill set that enable our students to more effectively locate, access, understand and critique ideas, as well as design, create and share their own. These assets are transdisciplinary and generic, and are therefore the responsibility of all educators in the school. These, coupled with a growth mindset, in which everyone believes that their abilities can be developed, form the basis of the skills and dispositions critical for being successful in the 21 century.

Item	Actions	Person Responsible	Costs and Resources	Notations
Giving Feedback to students and Learning Goals	Complete the development of multiple vignettes of feedback strategies to be used by class teachers P-6	Tiffany Emma Karen	Teacher Release	
Empowering Lifelong Learning Skills	Development of teacher’s capabilities with implementing the Empowered Lifelong Learning Skills to improve student as learners.	Leadership Team	Staff Meeting CLD’s HOD:C T&L Mentors	
Supporting Successful Transitions	Supporting the positive transition from home to early education and into school for children and their families.	Detta Karen	I4S T&L Mentors	3B Network Koala Joeys Benowa Bunyips

How do we know we have reached our purpose?

- Level of student engagement.
- Ability of students to articulate and own personal learning goals and link this to their progress.
- Met or exceeded S2508, S2040, S2051

Empowered Wellbeing

Description of Purpose

At Benowa State School we value a safe, supportive and connected school community in which wellbeing is everyone's responsibility. We recognise the importance of developing healthy, confident and resilient people. By supporting the health and wellbeing of our diverse community we are enabling everyone to respond positively and succeed in a changing world.

Our inclusive environment must nurture the wellbeing of everyone so that we all become resilient, empowered lifelong learners who respond positively to the changing world and pursue our passions with confidence.



Item	Actions	Person Responsible	Costs and Resources	Notations
Peaceful Kids	Intervention programs for students in P-6 <ul style="list-style-type: none"> - Years 3-6 program - 4-6 students per program 	Chappy Fiona	School funded release	Chappy Fiona have just completed a well-being program on Peaceful programs
Reboot	Whole of school well-being program off site during Professional Learning Days Friday (2023).	Mike	\$3,500.00	

How do we know we have reached our purpose?

Professional Learning Plan

Leaders	Teachers	Education Assistants
<p>Developing Teaching Expertise book study.</p> <p>Finalising Kate Christie’s work on Roles and Responsibilities.</p> <p>QASSP</p> <p>EQI</p> <p>UDL</p>	<p>Inquiry</p> <p>Developing teaching expertise in priority areas to improve student learning outcomes.</p> <p>Universal Design</p> <p>GC and CCP</p>	<p>Finalising Kate Christie’s work on Roles and Responsibilities.</p>
Administration	School’s Officer	Ancillary
<p>Finalising Kate Christie’s work on Roles and Responsibilities.</p>	<p>Finalising Kate Christie’s work on Roles and Responsibilities.</p>	<p>Fiona Chappy – Peaceful Kids</p>

NAPLAN DATA

Year 3	National Minimum	U2B Target 2022
Reading	490	65%
Writing	450	60%
Number	465	55%
Year 5	NMS Target 2022	U2B Target 2022
Reading	550	55%
Writing	450	25%
Number	465	40%

School Opinion Survey Data

Pillar	Survey Item	% Target	Parent	Student	Staff
Empowered Learner	S2043 My school takes student opinions seriously.	>95%		✓	
	S2056 I feel accepted by other students at my school.	>95%		✓	
	S2058 My teachers challenge me to think.	>95%		✓	
	S2065 My school encourages me to be a good community member.	>95%		✓	
Empowered Curriculum	S2112 I feel confident in my knowledge of the Australian and Queensland curriculums.	100%			✓
	S2114 I feel confident embedding A&TSI perspectives across the learning areas.	100%			✓
Empowered Pedagogy	S2006 Teachers at this school provide my child with useful feedback about their work.	>95%	✓		
	S2040 My teachers provide me with useful feedback about my school work.	>95%		✓	
	S2051 I understand how I am assessed at my school.	>95%		✓	
	S2071 I receive useful feedback about my work at this school.	100%			✓
	S3237 I feel confident applying evidence-based teaching and learning practices.	100%			✓
Empowered Well-Being	Staff are well supported at this school	>95%			✓
	I feel that staff morale is positive at this school	>95%			✓
	Staff are treated fairly and consistently at this school	>95%			✓
	Teachers at this school are interested in my child's well-being	100%	✓		
	I feel safe at this school	100%	✓		
	My teachers are interested in my well-being	>95%	✓		

A-E Achievement Targets

Year Level	Achievement Standard	ENGLISH				MATHEMATICS				HASS				SCIENCE			
		2021 A-C	2021 A-B	2022 A-C	2022 A-B	2021 A-C	2021 A-B	2022 A-C	2022 A-B	2021 A-C	2021 A-B	2022 A-C	2022 A-B	2021 A-C	2021 A-B	2022 A-C	2022 A-B
Prep	AP/MC/WW	74	40	80	45	86	52	90	55	91	59	95	60	89	46	90	50
Yr 1	VH/H/S	74	37	85	45	90	59	95	60	94	47	95	50	94	55	95	60
Yr 2	VH/H/S	92	60	95	60	96	66	95	70	95	54	95	55	95	71	95	75
Yr 3	A-C	90	61	94	65	96	69	95	74	91	58	95	62	92	59	95	65
Yr 4	A-C	96	55	95	60	95	63	95	68	97	56	95	60	95	48	95	55
Yr 5	A-C	91	55	95	60	94	70	95	72	89	51	95	55	92	55	95	60
Yr 6	A-C	97	60	95	60	97	71	95	75	88	65	93	67	97	56	95	60
		Actuals		Targets		Actuals		Targets		Actuals		Targets		Actuals		Targets	

Key Priorities for 2022

Improvement Agenda – Developing Teaching Expertise to support the improvement of student learning outcomes.

Priority Areas for Implementation

Writing
Moderation
Feedback
Reading
Building the capacity of all teachers to support EAL/D students as new English speakers
Preparation for 2023 School Review
Finalising all 3 levels of planning

Research Influences

Anita Archer, Dylan Wiliam, Jim Knight, John Hattie, Michael Fullan, George Couros, Kath Murdoch, Judith Glaser, Jo Boaler, Judith Hockman and Ryan Dunn

Documents attached include

- The Annual Financial Report 2021
- The Budget Overview Report 2021
- School Improvement Targets for 2022

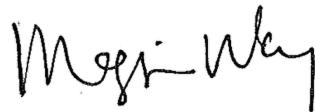
Certification

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



Principal – Mr Michael Josey

23/03/2022



P&C President Mrs Maggie

Wong- Steedman 23/03/2022



Assistant Regional Director – Mrs Kate

Bentley 01/04/2022