Bellevue Park State School - 2017 Annual Implementation Plan

Priority One: Improve **pedagogy** that targets **extending** learning opportunities in **reading**.			
Actions	**Performance Indicators**	**Timeline**	**Responsible Officer/s**
Enhance the school's reading program by identifying common text comprehension strategies, including decoding and developing a whole school oral language program.	☐ Research-based revisions evident in school's reading program.	Term 1	Teaching and Learning Leadership Team
Use data to inform targeted student intervention (i.e. support and extension) with a focus on strategies implemented in the classroom.	☐ Data informed intervention (support and extension) evident at lesson, unit and term level (i.e. planning and classroom practice).	T1 – T4	Class teachers
Target professional learning opportunities, including instructional coaching, to support the implementation of Reading @ BPSS with a strong focus on the inclusion of teaching with complex texts.	☐ Reading @ BPSS implemented by 100% classroom teachers. ☐ 100% of teachers engaged in instructional coaching. ☐ Improvement in teacher confidence in pedagogy of reading evident in Professional Learning Needs survey data.	T1 – T4	Teaching and Learning Leadership Team, Principal – Recruitment of Coach

Priority Two: Improve **pedagogy** that develops **ease, familiarity** and **intuition** when working with **numbers**.			
Actions	**Performance Indicators**	**Timeline**	**Responsible Officer/s**
Implement daily problem solving in all classrooms, consistent with Problem Solving @ BPSS.	☐ Research-based revisions evident in school's problem solving program. ☐ Daily problem solving evident in planning and classroom practice.	T1 – T4	Class teachers
Identify and implement a whole school approach to fluency in Number.	☐ Daily fluency routines evident in planning and classroom practice. ☐ Whole school approach to developing fluency evident in Number @ BPSS, including an aspirational scope and sequence.	T1 - Identify T1 - T4: Implement	HOC – Identification Class Teachers - Implementation
Target professional learning opportunities to support implementation of Problem Solving @ BPSS and Number @BPSS.	☐ Number @ BPSS and Problem Solving @BPSS implemented by all classroom teachers. ☐ Improvement in teacher confidence of pedagogy of Number evident in Professional Learning Needs survey data.	T1 – T4	Teaching and Learning Leadership Team
Use data to inform targeted student intervention (i.e. support and extension) with a focus on strategies implemented in the classroom.	☐ Data informed intervention evident at lesson, unit and term level (i.e. planning and classroom practice).		Class teachers

Priority Three: Establish **strong community partnerships** that **add value** to **differentiated teaching** and **learning**.			
Actions	**Performance Indicators**	**Timeline**	**Responsible Officer/s**
Establish partnership with Griffith University's Conservatorium to harness available STEAM opportunities.	☐ School/cluster projects throughout the year.	T1 – T4	Principal
Engage and train volunteers and parents/carers (face-to-face and digital modes) to assist the teaching of reading and Number, consistent with school practices.	☐ Volunteer training conducted. ☐ Resources to inform parents available on school website. ☐ Parent/carer training workshops implemented.	T1 – Train T1 – T4 Engage	Teaching and Learning Leadership Team Teachers
Create opportunities to form mutually beneficial partnerships with local schools, businesses and organisations.	☐ Partnerships established / enhanced with positive student outcomes likely/evident.	T1 – T4	Principal All staff

Key Areas of Development	Quadrennial School Review	Revise Pedagogical Framework	Audit and revise school curriculum and program documents.