

Brighton State School - Annual Implementation Plan 2023 - School Improvement Priorities 2023

Strategy: A Whole School Approach To Phonics Based Instruction through English and the Australian Curriculum

Goal	Strategic Plan	Actions	Targets	Student Look Fors	Teacher Look Fors	Leader Look Fors
<p>Implement a Prep to Year Six Phonics Based Instruction Scope and Sequence</p> <p>Track all Prep to Year Six student's acquisition of Brighton State School's phonics code</p> <p>Align Brighton State School's phonics-based Instruction Scope and Sequence to the Australian Curriculum V9</p> <p>Equity and Excellence Educational Achievement <i>knowing each student's learning progression</i></p>	<p>Build a culture of feedback, maximising strengths, enhancing pedagogy and maximising student learning outcomes.</p> <p>Embed clear and explicit whole school frameworks informed by the Australian Curriculum for teaching priority areas to build expert pedagogical practice in Literacy and Numeracy.</p>	<p>Student feedback</p> <p>Learning Walls</p> <p>Academic Case Management</p> <p>Phonics Based Instruction</p> <p>Explicit teaching of 44 sounds P to 6</p> <p>Planned and timetabled M1 to M4 Moderation</p>	<p>P to 6 achieving 'B and Above' in English to 75%</p> <p>P to 2 achieving 'B and Above' in English to 80%</p>	<p>Alignment of success criteria feedback (including teacher, peer and self) to Learning Wall</p> <p>Application of A descriptors in writing</p> <p>Co-constructed goals</p> <p>Accessing Third Teacher prompts including Sounds Chart</p> <p>Segmentation and blending of words</p> <p>Decodable Readers</p> <p>Reciprocity of phonics decoding to encoding</p> <p>Participation in explicit phonological teaching Prep to 6</p> <p>Participation in explicit Heggerty phonological teaching Prep to 2</p>	<p>Intentional collaboration</p> <p>Prep to 6 Phonics Based Instruction</p> <p>Data Tracking</p> <p>Feedback to success criteria</p> <p>Alignment of reading and writing rotations</p> <p>Modelling of co-constructed goals and new/enhanced pedagogy</p> <p>Modelling Third Teacher (Learning Wall) prompts</p> <p>PLT meetings</p> <p>Mentoring/instructional coaching</p> <p>Watching Others Work</p> <p>Cluster Moderation</p> <p>Multiple opportunities for demonstration of student understanding</p>	<p>Collegial Engagement</p> <p>3 question 'walk throughs'</p> <p>Instructional Coaching</p> <p>Actioning EIA goals within APDP</p> <p>Data interrogation including celebration and next steps</p> <p>Intentional collaboration across schools including Learning Walks</p> <p>Facilitation of teacher collaboration and community consultation</p>

Strategy: A Whole School Approach to Pedagogy

Goal	Equity and Excellence Well Being and Engagement	Actions	Targets	Student Look Fors	Teacher Look Fors	Leader Look Fors
<p>Sharp and narrow focus for improving pedagogical practices to align with the school's improvement agenda and response to the diverse learning needs of the school's cohorts, classes, groups and/or students.</p> <p>Equity and Excellence Culture and Inclusion <i>diversity of our staff, students and school communities is our greatest strength</i></p>	<p>Equity and Excellence Well Being and Engagement <i>being healthy, confident and resilient is a foundation for engaging learning</i></p> <p>Equity and Excellence Culture and Inclusion <i>diversity of our staff, students and school communities is our greatest strength</i></p>	<p>Evidence informed effective pedagogical practices and high impact teaching strategies</p> <p>Identify and embed the interdisciplinary skills from the general capabilities and cross curriculum priorities of the Australian Curriculum</p> <p>Identify and employ pedagogical practices and high impact teaching strategies that respond to the needs of all students</p> <p>Collaboratively enhance and continue to build the capacity and capability of all teachers to deliver quality teaching and learning.</p> <p>Continue to build and maintain positive partnerships with and beyond the school community</p>	<p>P to 6 achieving 'B and Above' in Maths to above 80%</p> <p>P to 2 achieving 'B and Above' in Maths to 86%</p> <p>Attendance P to 2 95% <85% 10% 3 to 6 95% <85% 10%</p> <p>School Opinion Survey Positive School Culture Student 95% Staff 95% Parent 95%</p> <p>Positive Partnerships Student 95% Staff 85% Parent 95%</p>	<p>Independently articulate the application of wellbeing strategies</p> <p>Enactment of feedback through independent engagement with Learning Wall</p> <p>Engagement with a broader range of pedagogical practice as evidenced in planning</p> <p>Engagement in PBL</p> <p>Improvement in academic performance</p> <p>Positive tracking of School Opinion Survey 'school; culture' and 'partnerships' percentages</p> <p>Students engaged and on task</p> <p>Regular and ongoing celebrations of success</p>	<p>Alignment of a pedagogical practices suite across Learning Areas</p> <p>Intentional collaboration across year levels and across schools including Learning Walks</p> <p>Marker Student and Case Management Student 'action planning'</p> <p>Academic Case Management – D to C and B to A</p> <p>Explicit Teaching of the 'four expectations' – 'The Brighton Way' matrix</p> <p>Facilitating student engagement with PBL processes</p> <p>Implementation and consolidation of BSS's Well Being Framework P to 6</p> <p>Attendance tracking and notification as per whole school process</p> <p>Positive tracking of School Opinion Survey wellbeing and Engagement percentages</p> <p>All students engaged</p> <p>Minimum time off task</p> <p>Regular and planned home/school communication</p>	<p>Progression to PBL Tier 3</p> <p>Further consolidation of BSS's whole school approach to the delivery of the school's Well Being Framework P to 6</p> <p>Weekly attendance tracking and follow up</p> <p>Sharp and narrow focus for improving pedagogical practices</p> <p>Tracking 3 Question walk throughs of Diverse Groups</p> <p>Disengagement Case Management</p> <p>Community consultation</p> <p>Community involvement presence within the school</p>