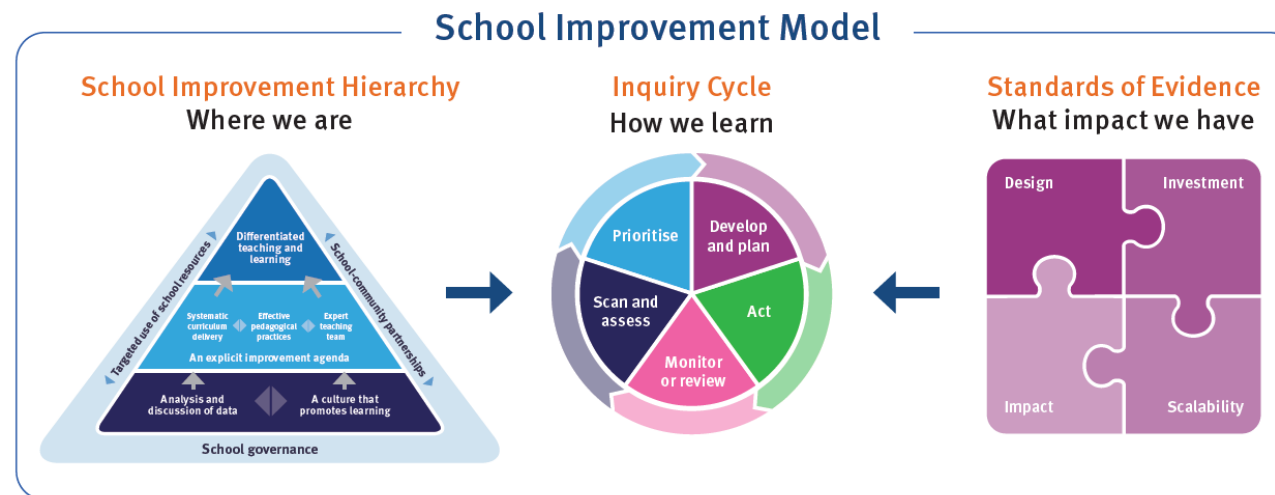
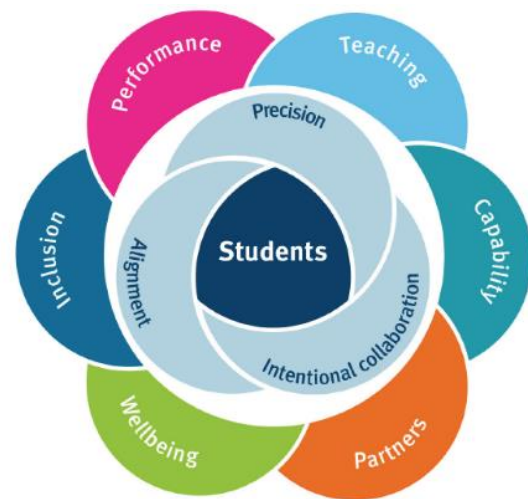


BAYVIEW STATE SCHOOL STRATEGIC PLAN 2021 – 2024
Annual Implementation Plan 2021 – Writing

State Schools Improvement Strategy 2021-2025
Every Child Succeeding



Guiding questions

1. How are all students engaged and improving in their learning?
2. How do we know?
3. What adjustments are we making to ensure every student is improving in their learning?
4. How do we know what is working?

MISSION – Improved learning outcomes in Writing for everyone.

VISION – An expert team implements an effective, research based pedagogical framework that is focused on improved learning outcomes in Writing for everyone.

EXPLICIT IMPROVEMENT AGENDA (EIA) – Improved English results 2021-2024

Improved Writing results 2021

CONTEXT – To further explicitly enhance the BVSS culture to improve learning outcomes in Writing.

CONTENT – To facilitate the implementation of the BVSS CARF with an explicit focus on Writing planning, teaching, learning and assessment.

FEEDBACK – To provide explicit feedback and quality assurance of Writing learning outcomes.



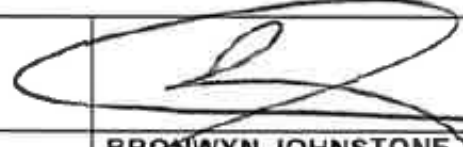
CONTEXT* – To further explicitly enhance the BVSS culture to improve learning outcomes in Writing.

Responsible Officer / Team	Strategy/Priority Area	Success Indicator	Targets	Data Set	Term 1	Term 2	Term 3	Term 4	Domain
Executive Team + Improvement Team	Develop and implement a statement of roles, responsibilities, accountabilities and timelines for all positions, including composition of leadership teams.	Document exists and is referred to by all staff.	>90% +5%	School Opinion Survey (SOS) Data High Reliability Schools (HRS) Survey	Dev	Imp	Imp	Imp	1, 5
Curriculum Team + Improvement Team	Establish Working Teams to coordinate school/community events.	Working teams established and School/community events delivered.		Community attendance.	Establish	Imp	Imp	Imp	5
	Establish Curriculum Teams to support the development, alignment and implementation improved programming and pedagogy in English. – what teams?	Curriculum Teams established, programs developed, aligned and implemented across all areas.	>90%	SOS data A-E data	Establish	Imp	Imp	Imp	
	Develop and implement a Professional Learning Plan (PLP) which caters for the needs of all staff to enhance their capabilities in improving student learning outcomes in English. PLT, Student Improvement Project (SIP)	Document exist and is referred to by all staff. Document is reviewed yearly to align with staff and school needs.	>90 +5%	SOS data HRS survey	Dev PLP	Imp	Imp	Imp	3, 5, 8, 7
Improvement Team	Develop and implement an explicit whole staff Data Learning Plan to strengthen data literacy and ownership in English. PLT, SIP	Document exist and is referred to by all staff. Document is reviewed yearly to align with staff and school needs.	>90	SOS data Systemic data	Dev Data Learning Plan	Imp	Imp	Imp	2
	Review, evaluate, align and embed current strategies which are integral to the BV school culture.	Continued engagement in 1. BYO iPad 2. Barna Jarjum 3. Safe & Supportive Environment Strategy 4. Early Years strategies 5. Community Partnerships	+5%	HRS survey	Review + Evaluate	Review + Evaluate			4, 9
	Review and enhance improved communication of school strategic priorities to all stakeholder.	Improved and effective communication practices.	>90% +5%	SOS data HRS survey			Review		3

CONTENT* – To facilitate the implementation of the BVSS CARF with an explicit focus on Writing planning, teaching, learning and assessment.									
Responsible Officer / Team	Strategy/Priority Area	Success Indicator	Targets	Data Sets	Term 1	Term 2	Term 3	Term 4	Domain
Curriculum Team + Improvement Team	<i>Interrogate</i> the explicit requirements of the Australian Curriculum for each year level in English.	Year level requirements of the Australian Curriculum are explicit understood and form the basis of teacher professional dialogue and decisions for planning, teaching and assessment.	>90%	Staff SOS data	Interrogate				1, 6
	<i>Develop, implement and embed</i> the BVSS response to the three levels of planning with an explicit focus on English.	Three levels of planning clearly identified and articulated by staff. Each level of planning embedded in daily practice.	+5%	Writing A-E data	Dev	Imp	Imp	Imp	6, 8
	<i>Review</i> the BVSS Pedagogical Framework and align to the focus on English. <i>Build</i> teacher knowledge, understanding and capabilities necessary for the effective implementation of BVSS Pedagogical Framework.	Full and proficient implementation of the BVSS Pedagogical Framework.	+5%	Student Improvement Project (SIP)	Review and align				7, 8
	<i>Develop, implement and embed</i> a unit planning process identified in the BVSS CARF with an explicit focus on English.	Full and proficient implementation of the writing unit planning process including planner, formative and summative assessment, task sheet, marking guide, exemplar and differentiation.	+5%		Dev Prioritised Planning	Imp	Imp	Imp	7, 8
	<i>Develop, implement and embed</i> effective pedagogical practice for the teaching and learning of English to improve students learning outcomes. – coaching	Enhanced effective pedagogical practice in the teaching and learning of English.	+5%	HRS Survey	Dev Coaching	Imp	Imp	Imp	5, 8
	<i>Develop, implement and embed</i> data literacy processes to inform teaching, learning and differentiation. Student Improvement Project (SIP)	Staff use analysis of school wide data trends to inform teaching, learning and differentiation.		Quality assurance processes	Dev Data Learning Plan	Imp	Imp	Imp	2
	<i>Develop, implement and embed</i> effective assessment and reporting practices focused on documenting student progress and achievement in English. <i>Develop, implement and embed</i> moderation practices to ensure consistency of teacher judgement. Cognitions, cog verbs, exemplars, differentiation (U3B)	Effective and consistent teacher judgement in the assessment and reporting of student progress in English.	100%		Dev Prioritised Planning + PD	Imp	Imp	Imp	6, 8
Improvement Team	<i>Develop, implement and embed</i> whole school processes to quality assure curriculum planning and delivery.	Effective and engaging learning is delivered to students resulting in improved learning outcomes in English.		APDP + MBT	Dev	Imp	Imp	Imp	5, 6, 8

FEEDBACK* – To provide explicit feedback and quality assurance on learning outcomes in Writing.									
Responsible Officer / Team	Strategy/Priority Area	Success Indicator	Targets	Data Sets	Term 1	Term 2	Term 3	Term 4	Domain
Curriculum Team + Improvement Team	<i>Develop, implement and embed</i> whole school practice for giving feedback on English learning to students.	Consistent and proficient implementation of individual goal setting and feedback to students in the focus area of English.	>90%	SOS data		Dev	Imp	Imp	5, 7, 8
Improvement Team	<i>Develop, implement and embed</i> a whole school collegial engagement strategy to foster enhanced pedagogy development and practice in teaching English.	Effective and engaging learning is delivered to students resulting in improved learning outcomes in English.	+5%	HRS Survey	Dev quality assurance processes	Imp	Imp	Imp	5,8
			100%	Quality assurance processes					
				APDP + MBT					

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

		
PETER BLACK Principal	CASEY SAADE P and C PRESIDENT	BRONWYN JOHNSTONE Assistant Regional Director