



Biggera Waters State School

2019 Annual Implementation Plan

Improvement Priority 1. To deepen teacher knowledge, expertise and delivery of the Australian Curriculum.

Targets

Promote Australian Curriculum-mapped formative and diagnostic tools to better enable teachers and leaders to understand more clearly their impact and support individual learner progress

Strategy:	Ensuring the whole school pedagogical framework of explicit teaching is implemented in all classrooms		
Actions	Timeline	Responsible Officer(s)	
Classroom observation and feedback in relation to student engagement.	Ongoing	Principal, Deputy Principal, HOC, HOSES	
Strategy:	All teaching staff to have classroom observational visits. All teaching staff to receive feedback in the oral and written format.		
Actions	Timeline	Responsible Officer(s)	
Each staff member will receive feedback according to the documented Biggera Waters State School Collegial Engagement Framework.	Ongoing	Principal, Deputy Principal, HOC, HOSES	
Strategy:	Reviewing the Australian Curriculum General Capabilities to ensure that they are embedded in the Biggera Waters Guaranteed and Viable Curriculum.		
Actions	Timeline	Responsible Officer(s)	
Ensure that the 'Biggera Way' is the enacted curriculum across the school.	Ongoing	Principal, HOC, HOSES, Year Coordinator	
Strategy:	Data Meetings to focus on class, school and individual data leading directly into planning and teaching cycle.		
Actions	Timeline	Responsible Officer(s)	
Each term staff meet to unpack and drill down into student and class results across the school. This data capture and interrogation then triangulates into teacher planning.	Ongoing	Principal, Deputy Principal, HOC	
Strategy:	Sustain the teaching of Reading and Writing using the school agreed practices across all KLA's.		
Actions	Timeline	Responsible Officer(s)	
Continue to develop all teacher proficiency in relation to complex texts, rigorous reading and quality sustained writing.	Ongoing	Principal, HOC, HOSES, Year Coordinator	





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Improvement Priority 2. To develop a deeper understanding of trauma and student protection and how this impacts on the everyday lives of children in our care.

Targets

Develop a whole school understanding of the common language around Zones of Regulation to support the emotional development and wellbeing of all students.

Strategy: Professional development for all staff in relation to trauma, child protection mandatory reporting requirements and the teaching of protective behaviours across the school.

Actions	Timeline	Responsible Officer(s)
Review the Biggera Waters State School Wellbeing Framework to ensure effectiveness for student and staff. Develop key staff members for all staff to reach out and converse with as required.	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator

Strategy: Embed whole school wellbeing framework including growth mindset to track, monitor and support staff and student wellbeing

Actions	Timeline	Responsible Officer(s)
Develop within Student Support Meetings an umbrella for student and staff wellbeing and behaviour with the focus on support and a positive mindset.	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator

Improvement Priority 3. To develop a common understanding of inclusive educational practices within Biggera Waters State School.

Targets

Ensure there is common language across the school in reference to inclusion for all staff, students and their families. Enhance the inclusion of all through the development of the BWSS PBL Framework.

Strategy: Develop the framework of what inclusion looks like, feels like to parents, staff and students. How does this operate with the school Kids First Mantra.

Actions	Timeline	Responsible Officer(s)
Develop a common understanding of inclusion, with the focus on shared responsibilities for students in our care.	Ongoing	Principal, Deputy Principal, HOD, HOC, HOSES, Year Coordinator





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Improvement Priority 3. To develop a common understanding of inclusive educational practices within Biggera Waters State School.

Targets

Ensure there is common language across the school in reference to inclusion for all staff, students and their families.
Enhance the inclusion of all through the development of the BWSS PBL Framework.

Strategy: Embed clearly defined inclusive practices responsive to all students' individual needs through the inclusion framework as per the Deloitte report recommendations.

Actions	Timeline	Responsible Officer(s)
Action the Biggera Waters State School Inclusion Plan	Ongoing	Principal, Deputy Principal, HOSES





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Improvement Priority 4. To develop the Information and Communication Technologies Action Plan evident and implemented.

Targets

All staff to look to web based communication strategies with a focus on class dojo across the school. This tool is to be used for communication in relation to teaching and learning.

Strategy:	Develop a whole of school online communication approach with the parent and wider school community.		
Actions	Timeline	Responsible Officer(s)	
The use of class dojo will be used in relation to teaching and learning and will not focus on behaviour.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES	
Strategy:	Embed STEM strategies and Italian across years 5 & 6.		
Actions	Timeline	Responsible Officer(s)	
Strategy:	Continue to ensure that STEM is taught P -3 with a specific STEM teacher on a weekly timetabled basis.		
Actions	Timeline	Responsible Officer(s)	
In place operating since 2018	Ongoing	Susan Shaw	
Strategy:	Develop a specific teaching role from years 4 - 6 in the STEM area, to ensure the weekly timetabled program for this KLA.		
Actions	Timeline	Responsible Officer(s)	
Develop a whole of school program where class teachers are upskilled through observation in STEM lessons.	Ongoing	Jake Williamson	
Strategy:	Ensure that every class each semester has the experience in the designated technology lab to engage with a variety of ICT options to match the requirements of the Australian Curriculum.		
Actions	Timeline	Responsible Officer(s)	
Developed in 2018 continuing 2019	Ongoing	Year Coordinator	

Improvement Priority 5. Further develop student- led conferences with positive feedback from parents, students and staff.

Targets

Developed and ongoing .

Strategy:	Build confidence in our young people to share their goals and achievements each semester or as required with their family in a supportive structure and climate.		
Actions	Timeline	Responsible Officer(s)	
Developed and ongoing	Ongoing	Year Coordinator	





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Improvement Priority 5. Further develop student- led conferences with positive feedback from parents, students and staff.

Targets

Developed and ongoing .

Strategy: Teaching staff to review the whole school assessment framework ensuring that it has clear targets and benchmarks for all diagnostic testing, common formative assessment for each teaching cohort across core units of work with rigorous, meaningful summative assessment opportunities for all students.

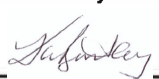
Actions	Timeline	Responsible Officer(s)
Review all school documents to ensure worthiness of planned assessment is meaningful and valid.	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator

Endorsement

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


Principal


P and C / School Council


Assistant Regional Director

