



Every Student Succeeding

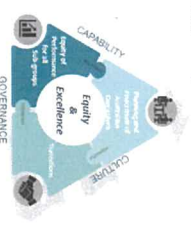
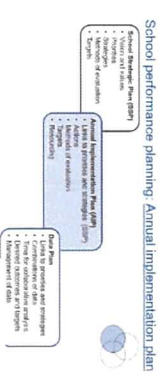
Bundaberg West State School

Annual Improvement Plan 2023

Bundaberg West School: *Improvement Priority:* to develop, lead and monitor an explicit improvement agenda focussed on planning and enacting the intended curriculum with precision to ensure every student achieves success through equity and excellence.

Bundaberg West State school: *Improvement Priority:* to develop, lead and monitor an explicit improvement agenda focussed on the explicit teaching of spelling and moderation processes across the whole school to ensure every student achieves.

Bundaberg West State School: *Improvement Priority:* to develop, lead and monitor and explicit improvement agenda focussing on an inclusive, safe and supportive teaching and learning environment to ensure every student is succeeding.



12 Month Success Criteria

12 Month Success Criteria:

PREP - 2

- ENGLISH: 90% achieving A-C; 70% achieving A-B
- MATHS: 95% achieving A-C; 70% achieving A-B
- Increased attendance: 90%

YEARS 3-6

- ENGLISH: 85% achieving A-C; 60% achieving A-B
- MATHS: 85% achieving A-C; 60% achieving A-B
- Increased attendance: 85%

WHOLE SCHOOL

- 100% of teachers engaged in the Moderation Cycle (M1 – M4) working alongside HUB and HOD-C
- 100% of staff engaged in professional learning to develop inclusive practices and behaviour management

Leading School Improvement



Planning and Enacting the Intended Curriculum		Baseline (2022)	6 Month progress	12 Month progress
Every school delivering the Australian Curriculum, QKGL with fidelity		English Achievement P-2: 85.5% A-C; 58% A-B 3-6: 80.1 % A-C; 43.4% A-B	English Achievement P-2: 85.5% A-C; 58% A-B 3-6: 80.1 % A-C; 43.4% A-B	English Achievement P-2: 85.5% A-C; 65% A-B 3-6: 82 % A-C; 45% A-B
	Every student engaged in high quality learning	Mathematics Achievement P-2: 94.2% A-C; 68.1% A-B 3-6: 79.2% A-C; 45.9% A-B	Mathematics Achievement P-2: 95% A-C; 68.1% A-B 3-6: 79.2% A-C; 45.9% A-B	Mathematics Achievement P-2: 90% A-C; 70% A-B 3-6: 80% A-C; 50% A-B
Driving successful transitions and meaningful pathways		Baseline	6 Month progress	12 Month progress
Engagement		2022 Prep SDAs - 0% 2022 SDAs - 0%	2022 Prep SDAs - 0% 2022 SDAs - 0%	2022 Prep SDAs - 0% 2022 SDAs - 0%
Wellbeing		2022 Attendance P-6 - 81.4%	2022 Attendance P-6 - 85%	2022 Attendance P-6 - 88%
		SOS 2022 Staff Morale - 65.2%	SOS 2022 Staff Morale - 85%	SOS 2022 Staff Morale - 95%

Driving Equity of Performance for all Sub-groups	Baseline (2022)	6 Month progress	12 Month progress
No group outperforming another	English Achievement ATSI P-2: 90% A-C; 50% A-B ATSI 3-6: 65.2% A-C; 34.8% A-B	English Achievement ATSI P-2: 90% A-C; 50% A-B ATSI 3-6: 65.2% A-C; 34.8% A-B	English Achievement ATSI P-2: 93% A-C; 55% A-B ATSI 3-6: 70% A-C; 40% A-B
	SWD P-2: 65.2% A-C; 39.1% A-B SWD 3-6: 42.9% A-C; 4.8% A-B	SWD P-2: 65.2% A-C; 39.1% A-B SWD 3-6: 42.9% A-C; 4.8% A-B	SWD P-2: 70% A-C; 40% A-B SWD 3-6: 44% A-C; 43% A-B
	Mathematics Achievement ATSI P-2: 90% A-C; 70% A-B ATSI 3-6: 60.8% A-C; 26% A-B	Mathematics Achievement ATSI P-2: 90% A-C; 70% A-B ATSI 3-6: 60.8% A-C; 26% A-B	Mathematics Achievement ATSI P-2: 92% A-C; 70% A-B ATSI 3-6: 62% A-C; 30% A-B
	SWD P-2: 82.6% A-C; 39.1% A-B SWD 3-6: 52.5% A-C; 9.6% A-B 2022 SOS Crossing Cultures PD	SWD P-2: 82.6% A-C; 39.1% A-B SWD 3-6: 52.5% A-C; 9.6% A-B 2022 SOS Crossing Cultures PD	SWD P-2: 85% A-C; 45% A-B SWD 3-6: 55% A-C; 12% A-B 2022 SOS Crossing Cultures PD

Improvement priorities (these two improvement priorities link):

- **Planning and enacting the curriculum**
- **Driving equity of performance for all sub-groups**

PERFORMANCE	TEACHING	CAPABILITY	PARTNERS	WELLBEING	INCLUSION
Key Strategies to Address Improvement Priorities			Timelines	Resources	Responsible Officer/s
Develop Bundaberg West State School Inclusion policy and develop and implement clear guidelines and expectations around inclusive practices and learning support.			At 3 months. behaviourally	Clarity text Data Work samples	Principal, HOSES, HOD-C, Teachers
Continue to develop and deepen teachers understanding and capability of 3 levels of planning, within the whole school CARP.			<ul style="list-style-type: none"> Students can/will Continue to engage in school-wide expectations towards acknowledging difference. Have access to structured and targeted support for their learning and well-being 		
Continue to deepen leader and teacher knowledge and understanding of inclusive education (as opposed to inclusion) including the human rights and legislative drivers.			<ul style="list-style-type: none"> Teachers will unpack and develop a collaborative understanding of Inclusive Practices. Develop a common language to improve communication and understanding for all sub-groups. 	TRS	Principal, HOSES, HOD-C, Teachers
Collaboratively develop a strong/bold inclusion position statement that highlights the school's commitment to inclusive education and the attitudes, behaviours and practices (know, understand and do) that are valued so that they can be replicated by all community members.			<ul style="list-style-type: none"> Teacher will engage in collaborative conversation and develop knowledge to implement co-constructed 3rd teacher. 	TRS	Principal, HOSES, HOD-C, Teachers and Student Engagement Officer
Establish a dedicated inclusive education Professional Learning Community (PLC), representative of the diversity of staff and roles, to lead aspects of the school's inclusive education agenda – to be headed up by HOSES.			<ul style="list-style-type: none"> Teachers will have access to The PLACE (Personalised Learning to Access Curriculum for Engagement) 	Time	Principal, HOSES, HOD-C, Teachers, Student Engagement Officer and Learning Support Specialists (Teachers and Teacher Aides)
			<ul style="list-style-type: none"> Leaders can/will Develop and verbalise a clear referral, support and feedback process for Student Support Services – students requiring support, external agencies or case management. 		

Improvement priorities (these two improvement priorities link):

- ***Driving successful transitions and meaningful pathways***
- ***Driving positive behaviour management with clear and consistent expectations for all***

PERFORMANCE	TEACHING	CAPABILITY	PARTNERS	WELLBEING	INCLUSION	
Key Strategies to Address Improvement Priorities			Timelines	Resources	Responsible Officer/s	
Engage with Chaplaincy Service and other agencies to provide outreach service for students with mental health and other wellbeing issues.	Continue the implementation lessons and strategies into the classroom to promote positive interactions with parents, families and staff, as well as students	At 3 months. behaviourally	Students can/will	External community resources Chaplain	Support Services Team & External Agencies (Chaplain, Little Dreamers, Paediatrician, Step in Black etc)	
			<ul style="list-style-type: none">Continue to engage in school-wide core values expectations.Have access to structured and targeted focus lessons around core expectations	On TRACK (Thoughtful, Respectful, Accountable, Co-Operative, Kind)	Principal, HOSES, Teachers	
			Teachers will	<ul style="list-style-type: none">unpack and develop a collaborative understanding whole school behaviour management and expectations	Student Code of Conduct, GOTCHA's	Principal, Leadership Team, Whole School Staff
			<ul style="list-style-type: none">Develop a common language to improve behaviour management	Student Code of Conduct	Principal, Leadership Team, Whole School Staff	
Continue promoting and working with the whole school community to embed a clear and consistent approach to behaviour management and whole school expectations.			<ul style="list-style-type: none">Teachers will have access to The PLACE (Personalised Learning to Access Curriculum for Engagement) to support behaviour management (circuit breaker, reset, social skills)			
Continue to promote wellbeing across the school community – self, staff, parents and community.			Leaders can/will	Wellbeing Framework	Principal, Leadership Team, Whole School Staff	
			<ul style="list-style-type: none">Develop and verbalise a clear referral, support and feedback process for Student Support Services – students requiring support, external agencies, behaviour and learning support			

	<p>At 6 months, behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none"> • Verbalise the whole school core values and expectations • Enact the whole school core values and expectations and can verbalise what it means to 'Be on T.R.A.C.K for success.' <p>Teachers can/will</p> <ul style="list-style-type: none"> • identify barriers to inform their decisions around behaviour management • Reflect on own teaching and consistence around behaviour management <p>Leaders can/will</p> <ul style="list-style-type: none"> • Monitoring of behaviour management strategies, rewards and expectations • Develop support for specific behaviours through the analysis of data 	
	<p>At 9 Months, behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none"> • Verbalise their next steps for learning by referencing LI/SC and the 3rd Teacher. <ul style="list-style-type: none"> ○ 5 Questions <p>Teachers can/will</p> <ul style="list-style-type: none"> • Engage in constructive student/teacher feedback conferencing to improve learning and behaviour outcomes. • Enact strategies to 'break down the barriers' to inform their decisions around behaviour management • Reflect on own teaching and consistence around behaviour management <p>Leaders can/will</p> <ul style="list-style-type: none"> • Identify effective behaviour management strategies, rewards and expectations • Support for specific behaviours through the analysis of data 	

	Governance & Management	Term 1	Term 2	Term 3	Term 4
	SAR				
	AIP				
	I4S				
	Budget				
	Data Plan				
	Annual Safety Assessment				
	Evacuation Drill	Week 6	Week 6	Week 6	Week 6
	Lock Down Drill	Week 4	Week 4	Week 4	Week 4
	WHS Meeting Minutes	Week 3 & 8	Week 3 & 8	Week 3 & 8	Week 3 & 8
	Emergency Response Plan				
	P & C Executive				
	P & C Financial				
	Internal Audit				
	Mandatory Training	Pupil Free Day			
	Finance Actual/Planned				

Endorsement

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



Principal



P and C

Lead Principal