

BANKSIA BEACH SS 2025 ANNUAL IMPLEMENTATION PLAN

		Monitoring		
<p>School priority 1: <i>Deliver engaging English and Maths curriculum aligned to the AC Version 9 achievement standards with documentation aligned to K-12 Framework.</i></p> <p>Success Criteria: Students are:</p> <ul style="list-style-type: none"> Engaged in a curriculum aligned to the Australian Curriculum as per the implementation schedule (V9 – English and Maths). <p>Teachers are:</p> <ul style="list-style-type: none"> Demonstrating their understanding of the AC by implementing an engaging curriculum for students. Routinely engaged in collaborative planning ensuring consistency across the year level in intended curriculum and expectations. Participating in PLC Sessions & Moderation M1-M4 ensuring consistency in teacher judgements and understanding of achievement standards. <p>Leadership team are:</p> <ul style="list-style-type: none"> Leading collaborative planning Leading and engaging in walkthroughs ensuring line of sight Facilitating PLC Sessions & Moderation M1-M4 Developing a school-wide/partner school approach to moderation to strengthen understanding 	Sem 1		<p>Link to school review improvement strategy:</p> <ul style="list-style-type: none"> Develop explicit targets to guide the school's EIA to monitor student improvement and measure the impact of curriculum initiatives and strategies on student learning outcomes. Disaggregate data to identify First Nations students, students in OOHC and students identified by the NCCD to further inform planning and monitor their progress and attendance. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 95% of students achieving C or above in English and Mathematics P-2: 65% of students achieving an A or B in English with 15% achieving an A 3-6: 65% of students achieving an A or B in English with 15% achieving an A P-2: 65% of students achieving an A or B in Math with 15% achieving an A 3-6: 65% of students achieving an A or B in Math with 15% achieving an A <p>SOS: > 90% of students and parents satisfied – a good education/interest in learning LOA: 95% A-C Behaviour and Effort Staff: 100% engage in moderation opportunities and collaborative curriculum planning 100% English and Maths Planning documentation uploaded to the curriculum folder</p>
<p>Actions:</p> <ul style="list-style-type: none"> Leaders and teachers engage in collaborative practices to strengthen knowledge of the Australian Curriculum to inform practice. PLC Planner/Calendar Teachers deliver engaging lessons aligned to the Australian Curriculum V9. Enactment of Moderation (M1 – M4) in learning teams & with Partner School. Targeted professional learning through PLC 	<p>Responsible officer(s):</p> <p>Principal and Deputy Principals, Curriculum Leader Classroom Teachers</p>		<p>Artefacts:</p> <ul style="list-style-type: none"> Creation of "A" level, "B" level, "C" level exemplars for each unit of work in English and Maths GTMJ – annotated (Highlight A, B, C Levels) 3 Levels of planning (P-12 CARF) Learning Walls Learning 'Walks & Talks' data 	<p>Resources:</p> <ul style="list-style-type: none"> Financial: Each teacher 1 Full Day Release for Pre-moderation Curriculum Resources Curriculum Gateway Education Futures Institute
<p>School priority 2: <i>Create opportunities for differentiated learning through providing strategies allowing all students to access the curriculum</i></p> <p>Success Criteria: Students are:</p> <ul style="list-style-type: none"> Communicating their current achievement level and know their next steps according to the Marking Guide <p>Teachers are:</p> <ul style="list-style-type: none"> Accessing student data to identify and implement differentiation strategies that support students' needs. Participating in timetabled collaborative learning communities through PLC, analysing student samples on reading and writing to know where students are in their learning, identify next steps in learning. <p>Leadership team are:</p> <ul style="list-style-type: none"> Leading professional data analysis conversations, ensuring teachers are upskilled and can access the information to ensure students have access to resources 	Sem 1		<p>Link to school review improvement strategy:</p> <ul style="list-style-type: none"> Enhance school-wide curriculum differentiation and extension opportunities to support the EIA and cater for all students, including higher achieving students. Enhance and strengthen the early year's network between the school and ECEC providers to build staff and curriculum connections that further support successful transitions. Build on the school's existing inclusive philosophy and procedures to refine all practices and language to enable a fully inclusive environment 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 100 % ICP documentation aligned to V9 AC 95% of students achieving C or above in English and Mathematics <p>SOS: > 90% of students and parents satisfied – a good education/interest in learning LOA: 95% A-C Behaviour and Effort Staff: 100% engage in moderation opportunities (CASW & M1-M4) and collaborative curriculum planning</p>
<p>Actions:</p> <ul style="list-style-type: none"> Strengthen teacher capacity to embed differentiated teaching and tailored supports into planning and practice to support the range of students. Develop expertise in teachers and leaders in enacting school-wide processes, including support provisions, PLPs and adjustments for students with disabilities to ensure they access and progress through the curriculum. Build the capability of teachers to use the principles of pedagogy to identify approaches, practices and strategies that are most effective in improving student learning. 	<p>Responsible officer(s):</p> <p>Principal and Deputy Principals, Curriculum Leader Classroom Teachers</p>		<p>Artefacts:</p> <ul style="list-style-type: none"> Marking Guide– annotated (Highlight A, B, C Levels) ICP Documentation – Assessment Tasks 3 Levels of planning (P-12 CARF) Learning Walls Learning 'Walks & Talks' data 	<p>Resources:</p> <ul style="list-style-type: none"> Curriculum Gateway Education Futures Institute

Approvals

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

Principal

S Bell

P&C

[Signature]

School Supervisor

Martin Leach