






BUDDINA STATE SCHOOL *Annual Improvement Plan*

2024

	Belonging <i>Foster strong relationships with self and others (students, staff and community) to feel a part of the society</i> 	Engagement <i>Develop safe and supportive learning environment where students are engaged</i> 	Learning <i>Implementation of the Australian Curriculum through the use of evidence-based strategies</i> 				
Whole School Targets	✓ 95% SOS ✓ 95% wellbeing survey (link to general capabilities)	✓ 93% Attendance ✓ < 3 Major incidents per week ✓ < 5 Minor incidents per week	✓ 98% A-C English and Math ✓ 65% A/B English and Math ✓ 30% 'Exceeding' NAPLAN				
Observable Behaviours							
Leadership	<ul style="list-style-type: none">Lead staff in building capabilities of zones of regulation and data analysisConnect and engage with staff, parents, students and wider community for students' wellbeingModel and coach staff by listening to, seeking to understand, accepting and respecting others' points of view	<ul style="list-style-type: none">Review school and individual behaviour and attendance data, set targets and collaborate and monitor with staff on plans (solution plans, engagement plans, attendance plans, PLPS)Communicate with key staff to build knowledge of EQ policies and students within the school and strategies for support	<ul style="list-style-type: none">Build capabilities with staff in unpacking Australian CurriculumTrack and monitor the teaching and learning of the whole school and provide opportunities to improve data literacy of staffProvide staff with timely and actionable feedback for students to accept and applyAccept, articulate and apply feedback they have received				
Staff	<ul style="list-style-type: none">Explicitly teach zones of regulation and use data/teachable momentsConnect and engage with students, staff and parents for student wellbeingListen to, seek to understand, accept and respect others' points of view by using teachable moments	<ul style="list-style-type: none">Explicitly teach the PBL focus and implement whole school processes (caring cards, whole class reward, rewards menu flow chart, attendance policy, student code of conduct, recording)Help, support and nurture all students emotionally and academically (inclusive education, reasonable adjustments)	<ul style="list-style-type: none">Know and be able to articulate the Australian Curriculum (vertical alignment)Track and monitor student learning to identify whole class and student learning goalsProvide students with timely and actionable feedback for students to accept and applyAccept, articulate and apply feedback they have received				
Students	<ul style="list-style-type: none">Identify tools for self-regulation and problem solve in different situationsConnect and engage in a range of situations with peers/friendsListen to, self-reflect and accept others' points of views	<ul style="list-style-type: none">Follow the school expectations (caring values) and understand school processes (Consequences +, attendance, ...)Know how and where to go for help/support	<ul style="list-style-type: none">Know what they are learning and whyArticulate how they are going with their learning and identify their learning goalAccept, articulate and apply feedback they have received				
	Strategies			Time			
				T1	T2	T3	T4
Leadership	✓ Establish a whole-school professional learning plan that aligns with the EIA, giving primacy to the role of instructional leadership in driving improved student outcomes. ✓ Develop instructional leadership processes and practices to ensure that the intended curriculum is enacted in learning environments and is aligned vertically to the AC.			✓ ✓		✓	
Staff Capabilities	✓ Collaboratively revisit and develop the collegial engagement framework, and implement an agreed systematic process for observation, feedback, coaching and mentoring. ✓ Collaboratively review the repertoires of practice to identify the school's signature pedagogical approaches ✓ Provide opportunities for staff to be involved in regular coaching and mentoring processes, including observation and feedback, to support the school's desired pedagogical approaches. ✓ Deepen teacher knowledge and understanding of the AC through the moderation cycle, including co-designing planning and assessment aligned to the AC. ✓ Provide differentiated professional learning opportunities in data literacy to strengthen the capability of all staff. ✓ Strengthen staff capability to enact proactive PBL behaviour management strategies and the Zones of Regulation framework to foster improved student efficacy of belonging, engagement and learning			✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓
Partnerships	✓ Communicate to the wider community, a clear vision for inclusive education that is underpinned by research, legislative requirements and documented in the PaCE framework. ✓ Formalise initiatives and programs to support student and staff wellbeing ✓ Maximise the impact of all allocated human resource allocations, funded through discretionary funds, through the implementation of roles, responsibilities, and accountabilities.			✓ ✓	✓	✓	✓ ✓

Approvals

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


Principal


P&C/School Council


School Supervisor