



Bli Bli State School

## 2021 Annual Implementation Plan

**BLI BLI**  
 STATE SCHOOL

**Improvement Priority 1. Explicit Improvement Agenda: Oral Language Approach to Writing**

Targets		
90% of students achieving a C or higher in English by the end of the year. 45% of students achieving a B or higher in English by the end of the year. 45% of Year 3 students achieving U2B for NAPLAN writing. 25% of Year 5 students achieving U2B for NAPLAN writing.		
<b>Strategy:</b>	ETT, EPP: Pedagogy Coaches work collaboratively with the teaching staff to improve writing pedagogy within a culture of feedback and growth.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continue to focus on differentiation in planning for and teaching English with coaches to co-analyse data, co-plan learning, co-teach lessons and co-reflect on success in an inquiry cycle. (I4S)	Ongoing	Jacki Goss, Tammy Kelly
<b>Strategy:</b>	TSR; DTL: Deployment of paraprofessional staff to support differentiation within the writing process.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continue to focus on learning intentions and success criteria for students and assign teacher aide work related to school-defined roles for supporting writing and English. (I4S)	Ongoing	HOC, Year Coordinator
Provide additional Teacher Aide time to every class weekly, Prep-Y6, to enable teachers to better provide a differentiated curriculum, particularly related to the skills of Writing and English. (I4S)	Ongoing	Principal, Deputy Principal, HOC, HOSES
<b>Strategy:</b>	ETT, EPP, ADD: Deepening moderation practices.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continue to formalise the M1-M4 phases within the planning and meeting cycles each term/semester.	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator
<b>Strategy:</b>	EPP Development of school wide expectations in Literacy Routines.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Conduct full school Literacy Review to direct future change in the areas of phonics, reading, writing, spelling, learning support etc.	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator
<b>Strategy:</b>	SCD: Collaborative development of writing-focused units of work.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Undertake in the context of multi-age classes only.	Ongoing	HOC





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 25% of Year 5 students achieving U2B for NAPLAN writing.

**Strategy:** ADD, EPP, Facilitate a short data cycle (GROWTH cycle) utilising school proficiency scale and collaborative approaches to interventions

Actions	Timeline	Responsible Officer(s)
Merge the school based Growth Cycle with the Collaborative Assessment of Student Work regional project focusing on moving marker students from D-C. C-B and B-A.	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator

## Improvement Priority 2. Supporting Improvement Agenda: PBL

## Targets

95% of parents agree that student behaviour is well managed at this school (2019 90.5%).  
 93% of parents agree that teachers at this school treat students fairly (2019 90%).  
 90% of students agree that students behaviour is well managed at this school (2019 86%).  
 100% of staff agree that student behaviour is well managed at this school (2019 98%).  
 Maintain 100% School Evaluation Tool survey (2020 SET Survey result 100%).  
 Maintain or increase Tier 1 student percentages Green (2020 89.14%).  
 Maintain or decrease Tier 2 student percentages - Yellow (2020 6.99%).  
 Decrease Tier 3 student percentages - Red (2020 3.87%).  
 20% increase in recorded OneSchool positive behaviour entries.

**Strategy:** ADD, CPL, EPP, ETT: Whole school sweep of Classroom profiling supports whole school approach to behaviour management.

Actions	Timeline	Responsible Officer(s)
Classroom profiling explanation and sweep orientation offered for all teaching staff by Behaviour Support Teacher.	Ongoing	Janet Thomson
All teaching staff are Classroom Profiled by the Student Engagement Teacher and Teachers aides are offered to be profiled. Bli Bli is a Lighthouse school for Classroom Profiling.	Term 3	Janet Thomson
Whole school sweep data is entered and analysed to provide future directions and foci.	Term 3	Janet Thomson





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<b>Strategy:</b>	CPL, SCD, EPP: Whole school approach to Restorative Practices and Essential Skills for Classroom Management implemented across the school through training, mentoring and coaching.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
ESCM training in 4 modules is offered to all teaching team members - invitation extended to regional schools.	Term 2	Janet Thomson	
ESCM focus to be included and communicated in PBL scope and Sequence and lessons.	Ongoing	Janet Thomson	
Ongoing focus in restorative practices across the school. Induction of new staff in PD, communication to parent body via multiple media platforms, involvement of peer mentors through kids club.	Ongoing	Nicole Merritt, Nicole Walton	
<b>Strategy:</b>	ETT, EPP: Behaviour Coach works collaboratively with staff to lead implementation of whole school approach to supporting positive behaviour for learning.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Student Engagement Teacher employed 0.4FTE using WSS-SLR allocation.	Ongoing	Kyla Bonney	
PBL Chair leads PBL Team and works collaboratively with team, internal PBL coach and school administration team.	Ongoing	Kelly McCall	
<b>Strategy:</b>	ADD, CPL, TUSR, DTL: Clear procedures developed for referral and increased appropriate strategies employed and maintained for Tier Two targetted supports, including creation of Tier Two PBL sub-team.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Targeted focus on enhancing appropriate pedagogy and social skilling for male students (Tier 3, peer attention, physical misconduct, non-compliant with school routine, classroom, middle session)	Ongoing	Kelly McCall, Janet Thomson, Sandy Vella	





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<b>Strategy:</b>	ADD, CPL, TUSR, DTL: Functional behaviour assessment, including individualised data collection and development of individual behaviour support plans, ensures intensive support for students with high needs.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Trained teacher aides to complete Functional Behaviour data collection on need.	Term 1	Janet Thomson
ABC data collection occurs in a timely and responsive manner based on individual student needs.	Ongoing	Janet Thomson, Sandy Vella
Suite of Tier 3 interventions implemented and monitored through a team approach for all Tier 3 interventions students and other including; IBSP, Play Plans/Menus, Contracts- daily RP, Check in/out	Ongoing	Kyla Bonney, Catherine Dolphin, Trevor Durbidge, Janet Thomson, Sandy Vella





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## 2021 Annual Implementation Plan

## Improvement Priority 3. STEM Initiative

## Targets

85% of students achieve a C or higher in Science and Technology by the end of the year.  
 40% of students achieve a B or higher in Science and Technology by the end of the year.  
 90% or more of teaching staff will indicate agree or strongly agree that their understanding of the Technologies syllabus has improved.  
 90% or more of teaching staff will indicate agree or strongly agree that their confidence has improved in the delivery of STEM related pedagogies.  
 Evidence of connection with outside school agencies and organisations that link with our school based primary STEM initiatives.  
 75% of students will indicate agree or strongly agree that their access to ICT devices has increased and that they have increased skill capability to engage with ICT.  
 Student numbers maximised at lunchtime STEM clubs daily.  
 Bli Bli State School will send student representation to 2 or more STEM related challenges and / or competitions in the region.

<b>Strategy:</b>	ADD - Develop plan for ongoing curriculum rollout and assessment of student acquisition of ICT capabilities and students' understanding and skills in Design and Digital Technologies.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
STEM leader, HOC and STEM Curriculum Team to establish and review curriculum overviews for both Digital Technologies and Design Technology syllabi rollout.	Ongoing	Joel Batson, Linda Callender, Trevor Durbidge	
<b>Strategy:</b>	ETT-EPP: STEM leader to co-delivering STEM related activities to develop teacher capability to deliver the Design and Digital Technologies curriculum and build student ICT capacity.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
School supported purchase (0.2) of S.T.E.M teacher to increase to 0.8 to lead co-teaching of Design and Digital Technology syllabus.	Ongoing	Joel Batson, Kyla Bonney, Linda Callender	
<b>Strategy:</b>	EPP-ETT-SCD: Maintain, extend existing or develop new connections with outside school agencies or organisations that link with our school based STEM initiatives.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
STEM leader, HOC and STEM Curriculum Team to pursue connections with district and regional leaders and groups with EQ, other local schools as well as connections with outside agencies.	Ongoing	Joel Batson, Linda Callender, Trevor Durbidge	
<b>Strategy:</b>	TUR - Work in concert with school ICT plan and asset replacement schedule to create a resource purchase plan that strategically supports effective rollout of student attainment of ICT capabilities and the achievement standards of the Technologies syllabus.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Develop a 3 year STEM resource purchasing plan with consideration of and in concert with the school's ICT resource purchase plan and asset replacement schedule.	Ongoing	Kyla Bonney, Linda Callender, Trevor Durbidge, Danielle Francis, Jodie Lee	





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 75% of students will indicate agree or strongly agree that their access to ICT devices has increased and that they have increased skill capability to engage with ICT.  
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 Bli Bli State School will send student representation to 2 or more STEM related challenges and / or competitions in the region.

**Strategy:** DTL - Use student involvement in lunchtime clubs, outside school competitions and other opportunities to enrich their STEM and digital learning.

Actions	Timeline	Responsible Officer(s)
Implement a STEM club activity each day - Monday to Thursday	Ongoing	Linda Callender, Trevor Durbidge
Create a calendar of events and activities to celebrate SCIENCE week.	Term 3	Linda Callender, Trevor Durbidge
Search out opportunities for student involvement in enrichment days and competitions at local schools and outside agencies.	Ongoing	Joel Batson, Linda Callender, Trevor Durbidge





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## 2021 Annual Implementation Plan

## Improvement Priority 4. Working Mathematically Initiative

## Targets

85% of students achieving a C or above in Mathematics by the end of the year.  
 40% of students achieving a B or higher in Mathematics by the end of the year.  
 100% student engagement with school based Diagnostic Maths Assessments (DMA) with pre-post term data collected.  
 80% of staff acknowledge that they have improved their rate of intervention response to DMA data.  
 80% of students are achieving growth in pre-post term data in DMA.

<b>Strategy:</b>	SCD, ADD: Align school based diagnostics to reflect current Australian Curriculum roll out and strengthen school wide consistency of administration of diagnostics and analysis of data.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Year level Maths Curriculum Team representatives use Maths Team meeting to check accuracy and alignment of next term diagnostic assessment with curriculum roll out and curriculum demands.	Ongoing	Deputy Principal, HOC, Year Coordinator	
Each term the YL Maths representative will collect and analyse DMA data of their year level. Focus on developing an understanding of common misconceptions across the year level and the school.	Ongoing	Deputy Principal, HOC, Year Coordinator	
<b>Strategy:</b>	CPL : Engage teaching staff members in professional learning that is focused on improving students' ability to problem solve and reason mathematically.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Maths Curriculum Team members to provide PowerPoints of modelled sessions in classes to promote 'think-ups' that promote problem solving and reasoning.	Ongoing	Deputy Principal, HOC, Year Coordinator	
<b>Strategy:</b>	ADD, SCD: Support teachers to implement 'Think up/warm ups' in response to data.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
After analysing the year level data, Maths Curriculum Team members will promote access to resources to support their intervention strategy focussing on think ups and problem solving.	Ongoing	Deputy Principal, HOC, Year Coordinator	
Maths Curriculum Team members will present at each Year Level staff meeting for a period of five minutes. DMA data to be discussed and common/collective misconceptions.	Ongoing	Deputy Principal, HOC, Year Coordinator	
Maths Curriculum Team members to provide an audit of the classroom maths kits. Allocation of new resources that align with the curriculum to be purchased to support teachers to implement interventions	Term 2	Deputy Principal, HOC, Year Coordinator	

## Endorsement

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

  
Principal

  
Parent / School Council

