

Browns Plains State School 2024 ANNUAL IMPLEMENTATION PLAN

Educational
achievementWellbeing and
engagementCulture and
inclusion

STATE SCHOOL		achievement	engagement	inclusion			
School priority 1	By the end of 2024, 100% of students will have improved in English as a result of the enhancing and refining of 'Before' Moderation practices.		Phase I	School priority 2	By the end of 2024, staff wellbeing and student wellbeing and engagement will be improved as a result of the embedding of multi-tiered systems of support that are responsive to the needs of our staff and students and measured by attendance, SDAs and School Opinion Survey responses.		Phase I
Strategy/ies	<ul style="list-style-type: none">Review and refine all levels of curriculum planning aligned to version 9 of the Australian Curriculum, EnglishEnact the Reading Position StatementEnact P-12 CARF – Before Moderation practices			Strategy/ies	<ul style="list-style-type: none">Refine and embed universal, Tier 2 and 3 intervention systems of support through PBL and SLAWF		
Actions			Resources	Actions			Resources
<ul style="list-style-type: none">Prioritise Collegial Curriculum Planning – Inclusion, Adjustments, Differentiation and EngagementEmbed Learning Walk and Talks – Provision of FeedbackEmbed the 5Q4 Learners, Teachers and ParentsEmbed the use of Learning Intentions, Success Criteria and Learning WallsPrioritise ongoing Moderation and Monitoring of Student Work and DataEmbed effective use of Human Resources to support Inclusion, Adjustments, Differentiation and Engagement			<ul style="list-style-type: none">Australian Curriculum v9Reading Position StatementP-12 CARF	<ul style="list-style-type: none">Embed a Whole School Approach to support WellbeingPrioritise Collegial Curriculum Planning – Inclusion, Adjustments, Differentiation and EngagementEmbed Case Management systems to identify and support vulnerable studentsEmbed PBL and universal systemsEmbed Tier 2 and 3 intervention systems to respond to wellbeing and engagement needs			<ul style="list-style-type: none">Student Code of ConductAustralian Curriculum v9P-12 CARF
End Term 4	Measurable outcomes	English P-2 % C or Better – Target:85% English P-2 % A or B – Target:55% English 3-6 % C or Better – Target:80% English 3-6 % A or B – Target:50%		End Term 4	Measurable outcomes	Attendance P-2 % - Target: 90% SDA P-2 – Target: 30% reduction from 2023 Attendance 3-6 % - Target: 90% SDA 3-6 – Target: 30% reduction from 2023 Staff Morale % School Opinion Survey – Target: 80% Student Safety % School Opinion Survey – Target: 90%	
	Success criteria	Behaviourally: Students can/will: <ul style="list-style-type: none">Be able to confidently respond to the 5Q4 Students and utilise Learning WallsBe able to accept and respond to feedback aligned to the Success Criteria in order to improve their workFeel as if they are engaged, inquisitive and successful learners Teachers can/will: <ul style="list-style-type: none">Engage confidently within their teams to plan and cater for individual student needBe confident in their knowledge of the horizontal and vertical demands of the Australian Curriculum in order to monitor for evidence and determine next steps Leadership team can/will: <ul style="list-style-type: none">Be confident of line of sight from planning to the delivery of the Australian Curriculum v9 which meets the needs of individual students			Success criteria	Behaviourally: Students can/will: <ul style="list-style-type: none">Demonstrate the documented and expected behaviour expectations for learning and play timeBe able to respond appropriately to life experiences by self-regulating Teachers can/will: <ul style="list-style-type: none">Engage confidently within their teams to plan and cater for individual student needBe confidently advocating for support for students within their class through the case management process Leadership team can/will: <ul style="list-style-type: none">Have established proactive systems for identifying and supporting vulnerable students	
	Artefacts	<ul style="list-style-type: none">Documented Three Levels of Planning (Including Differentiation at each level)Documented School Wide Pedagogical ApproachDocumented School Coaching FrameworkDocumented Learning Walk and Talk ProcessConsistent Learning Walls which contain student voice and feedback aligned to the Success CriteriaStudent Assessment ProfileStudents Reading Learning Progressions			Artefacts	<ul style="list-style-type: none">Displaying of non-negotiable PBL and Re-boot documentation in classroomsDocumented whole school behaviour expectations for learning and play timeDocumented Universal, Tier 2 and 3 Intervention Systems	
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			