

Browns Plains State School 2025 ANNUAL IMPLEMENTATION PLAN






<p>School priority 1:</p> <p>By the end of 2025, 100% of students will have improved in English as a result of the enhancing and refining of 'Before' Moderation practices and embedding Structured Literacy.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <p>Behaviourally:</p> <p>Students can/will:</p> <ul style="list-style-type: none"> Be able to accept and apply feedback aligned to the Success Criteria in order to improve their work Be able to articulate their learning goals <p>Teachers can/will:</p> <ul style="list-style-type: none"> Engage confidently within their teams to plan and cater for individual student need based on evidence Be confident in their knowledge of the horizontal and vertical demands of the Australian Curriculum in order to monitor for evidence and determine next steps <p>Leadership team can/will:</p> <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 	<p>AIP measurable/desired outcomes:</p> <p>English P-2 % C or Better – Target:95% English P-2 % A or B – Target:70%</p> <p>English 3-6 % C or Better – Target:85% English 3-6 % A or B – Target:50%</p>
Monitoring															
Term 1	Term 2	Term 3	Term 4												
<p>Strategy/ies:</p> <ul style="list-style-type: none"> To lift A-C Level of Achievement in English by building capability in the use of data to assess, monitor and differentiate and to ensure students are being taught aligned to their point of need. To lift A-C Level of Achievement in English by embedding a consistent Structured Literacy approach across the school. To lift A-C Level of Achievement in English by prioritising collegial curriculum planning through the moderation cycle phases. 		<p>Responsible officer(s):</p> <p>Principal Deputy Principal Head of Special Education Services Head of Department – Curriculum Teachers Teacher Aides</p>	<p>Resources:</p> <ul style="list-style-type: none"> Australian Curriculum v9 Reading Position Statement P-12 CARF Year 1 Phonics Check Literacy Hub progress monitoring tool Phonological awareness screener Literacy Continuum Reading Padlet Implementation Guide and Signposts 												
<p>Actions:</p> <ul style="list-style-type: none"> Embed Structured Literacy through structured planning and teaching Prioritise Collegial Curriculum Planning (Moderation Cycle Phases) – Inclusion, Adjustments, Differentiation and Engagement Embed Learning Walk and Talks – Provision of Feedback Embed Formal Observations and Feedback Embed the use of Learning Intentions, Success Criteria and Learning Walls Prioritise ongoing Moderation and Monitoring of Student Work and Data Embed effective use of Human Resources to support Inclusion, Adjustments, Differentiation and Engagement Monitoring and reviewing of the three levels of planning Embed effective use of Literacy Hub progress monitoring tool, phonological awareness screener, Year 1 Phonics Check and the Literacy Continuum Review and enact progress against the Implementation Guide and Signposts 		<p>Responsible officer(s):</p> <p>Principal Deputy Principal Head of Special Education Services Head of Department – Curriculum Teachers Teacher Aides</p>	<p>Resources:</p> <ul style="list-style-type: none"> Australian Curriculum v9 Reading Position Statement P-12 CARF Year 1 Phonics Check Literacy Hub progress monitoring tool Phonological awareness screener Literacy Continuum Reading Padlet Implementation Guide and Signposts 												
<p>School priority 2:</p> <p>By the end of 2025, 100% of students will have improved in Mathematics as a result of the enhancing and refining of 'Before' Moderation practices and embedding V9 of the Australian Curriculum – Mathematics.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <p>Behaviourally:</p> <p>Students can/will:</p> <ul style="list-style-type: none"> Be able to accept and apply feedback aligned to the Success Criteria in order to improve their work Be able to articulate their learning goals <p>Teachers can/will:</p> <ul style="list-style-type: none"> Engage confidently within their teams to plan and cater for individual student need based on evidence Be confident in their knowledge of the horizontal and vertical demands of the Australian Curriculum in order to monitor for evidence and determine next steps <p>Leadership team can/will:</p> <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 	<p>AIP measurable/desired outcomes:</p> <p>Mathematics P-2 % C or Better – Target:95% Mathematics P-2 % A or B – Target:80%</p> <p>Mathematics 3-6 % C or Better – Target:90% Mathematics 3-6 % A or B – Target:50%</p>
Monitoring															
Term 1	Term 2	Term 3	Term 4												
<p>Strategy/ies:</p> <ul style="list-style-type: none"> To lift A-C Level of Achievement in Mathematics by building capability in the use of data to ensure students are being taught aligned to their point of need. To lift A-C Level of Achievement in Mathematics by embedding consistent research based pedagogical approaches across the school. 		<p>Responsible officer(s):</p> <p>Principal Deputy Principal Head of Special Education Services Head of Department – Curriculum Teachers Teacher Aides</p>	<p>Resources:</p> <ul style="list-style-type: none"> Australian Curriculum v9 Reading Position Statement P-12 CARF Year 1 Phonics Check Literacy Hub progress monitoring tool Phonological awareness screener Literacy Continuum Reading Padlet Implementation Guide and Signposts 												

<p>Actions:</p> <ul style="list-style-type: none"> • Develop a whole-school approach to numeracy • Plan for consistent quality numeracy practices, explicit teaching and structured processes • Embed the Year 1 Number Check • Embedding a focus on daily number • Prioritise ongoing Moderation and Monitoring of Student Work and Data • Embed Learning Walk and Talks – Provision of Feedback • Embed Formal Observations and Feedback • Embed effective use of Human Resources to support Inclusion, Adjustments, Differentiation and Engagement • Monitoring and reviewing of the three levels of planning • Prioritise Collegial Curriculum Planning – Inclusion, Adjustments, Differentiation and Engagement • Embed a consistent pedagogical approach across the school 	<p>Responsible officer(s):</p> <p>Principal Deputy Principal Head of Special Education Services Head of Department – Curriculum Teachers Teacher Aides</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Australian Curriculum v9 • P-12 CARF • Year 1 Number Check • Numeracy Continuum • Mathematics Padlet
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<p>School priority 3: By the end of 2025, 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.</p>	<p style="text-align: center;">Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <p>Behaviourally:</p> <p>Students can/will:</p> <ul style="list-style-type: none"> • Be able to respond appropriately to life experiences by self-regulating • Demonstrate the documented and expected behaviour expectations for learning and play time <p>Teachers can/will:</p> <ul style="list-style-type: none"> • Engage with colleagues aligned to the agreed Values to enact the agreed Vision • Lead their classrooms to promote student wellbeing and engagement <p>Leadership team can/will:</p> <ul style="list-style-type: none"> • Lead through modelling of the agreed Values to enact the agreed Vision • Respond proactively to behaviour and attendance concerns 	<p>AIP measurable/desired outcomes:</p> <p>Attendance P-2 % - Target: 90% SDA P-2 – Target: 20% reduction from 2024</p> <p>Attendance 3-6 % - Target: 90% SDA 3-6 – Target: 20% reduction from 2024</p> <p>Staff Morale % School Opinion Survey – Target: 80% Student Safety % School Opinion Survey – Target: 100%</p>
Term 1	Term 2	Term 3	Term 4				
<p>Strategy/ies:</p> <ul style="list-style-type: none"> • To prioritise improvement in staff morale as reported by the school opinion survey by co-constructing and embedding an agreed staff vision and values to guide our ways of working. • To lift student attendance by building capability in relation to whole school research-based wellbeing processes. • To decrease Student Disciplinary Absences by building capability in relation to whole school research-based wellbeing processes. 							

<p>Actions:</p> <ul style="list-style-type: none"> • Embed a staff acknowledgement system • Develop and embed an agreed staff Vision • Develop and embed an agreed set of staff Values to guide our ways of working • Embed Reboot processes across the school • Embed PBL processes across the school • Embed Tier 2 and 3 processes to respond to behaviour and attendance concerns • Monitoring and response to data aligned to behaviour, attendance and SDAs 	<p>Responsible officer(s):</p> <p>Principal Deputy Principal Head of Special Education Services Head of Department – Curriculum Head of Department – Student Services Guidance Officer Teachers Teacher Aides Ancillary Staff</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Staff Vision Statement • Staff Values • Reboot • PBL documentation • Wellbeing Padlet • Major & Minor Matrix & Proactive Strategies
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<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>		
 Principal	 P&C/School Council	 School Supervisor, Alisha Le Brese 24 Feb 2025