

Browns Plains State School

2026 ANNUAL IMPLEMENTATION PLAN



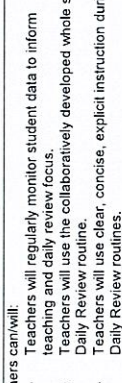
Educational achievement Belonging and engagement

School Priority One					School Priority Two				
By the end of 2026, all teachers will have embedded a consistent daily review, utilising collaboratively agreed engagement norms and data, to improve reading outcomes for all students.					By the end of 2026, collaboratively developed whole school consistent Tier 1 engagement strategies and routines, within MTSS processes, will be embedded to support positive engagement and belonging within the school environment for all students.				
Revisit Simple View of Reading	Engagement Norms	Use of data	Prioritise consistent planning	Prioritise modelling and coaching	Review and celebration	Monitoring <i>Green – on track, Yellow – underway, Amber – yet to commence</i>			
						Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:					Link to school improvement strategy:				
Domain 1: Collaboratively sharpen strategic priorities and accountabilities, to enhance shared ownership and understanding of the improvement agenda and commitment to agreed targets, actions and strategies.					Domain 7: Formalise and systematically enact a school-wide multi-tiered system of supports (MTSS) targeting learning, engagement and wellbeing needs provide a clear structure, roles, processes and strategies for implementing differentiated supports.				
Strategy/ies:					Strategy/ies:				
- Collaboratively develop consistent whole school engagement norms for daily reviews to support alignment of high impact teaching across the school. - Prioritise opportunities to collaboratively plan daily reviews and resources, focusing on reading, to support alignment of high impact teaching across the school. - Further strengthen opportunities for capability development aligned with the use of data to promote daily reviews as responsive to the curriculum and student need. - Further strengthen opportunities for capability development through modelling, coaching, feedback, observations and Learning Walk and Talks to enhance consistency and impact of daily reviews.					- Collaboratively develop and implement high impact MTSS processes, including Tier 1 engagement strategies and routines to promote positive engagement and belonging throughout the school. - Prioritise opportunities to collaboratively review the impact of whole school consistent Tier 1 engagement strategies and routines to inform next steps and areas of focus. - Further strengthen opportunities for capability development through modelling, coaching, feedback, observations and Learning Walk and Talks to enhance consistency and impact of MTSS, including Tier 1 engagement strategies and routines.				
Actions: including responsible role(s)					Actions: including responsible role(s)				
- Prioritise time during PLTs and Teacher Meetings for the HOD-C work alongside staff to review the Simple View of Reading to support consistent understanding of research. RO: Leaders, Teachers & Teacher Aides - Prioritise time for all staff to collaboratively develop a shared understanding of what a daily review is, and why it will benefit all students. RO: Leaders, Teachers & Teacher Aides - Prioritise time for all staff to participate in development of school engagement norms for daily reviews. RO: Leaders, Teachers & Teacher Aides - Prioritise time for teachers to collaboratively plan for daily reviews and develop resources. RO: Leaders & Teachers - Prioritise time for teachers to develop their understanding of relevant data sets that inform teaching and support monitoring of learning progression. RO: Leaders & Teachers - Prioritise time for teachers to disaggregate and review data to support daily reviews that are responsive to student need. RO: Leaders & Teachers - Prioritise developing processes for MTSS to support identified students – reading. RO: Leaders & Teachers - Prioritise capability development opportunities for staff through modelling, coaching, feedback, observations and Learning Walk and Talks. RO: Leaders & Teachers - Prioritise opportunities to review student data and celebrate improvement. RO: Leaders & Teachers					- Prioritise environmental scans of classrooms to establish a welcoming environment that promotes belonging and engagement. RO: Leaders, Teachers & OT Aides - Prioritise opportunities to develop a consistent understanding of MTSS. RO: Leaders, Teachers & Teacher Aides - Collaboratively audit current Tier 1 practices and routines to re-define expected practices. RO: Leaders, Teachers & Teacher Aides - Prioritise time during Teacher and Teacher Aide Meetings to collaboratively determine Tier 1 engagement strategies and routines. RO: Leaders, Teachers & Teacher Aides - Prioritise time for the PBL team to develop resources to model best practice. RO: PBL Committee - Prioritise explicit teaching of expected behaviours, practices and routines. RO: Leaders, Teachers & Teacher Aides - Prioritise capability development opportunities for staff through modelling, coaching, feedback, observations and Learning Walk and Talks. RO: Leaders & Teachers - Prioritise opportunities to review student data, celebrate improvement and prioritise Tier 2 & 3 interventions aligned with MTSS processes. RO: Leaders, Teachers & Teacher Aides - Prioritise opportunities for reviewing formative and summative data to inform planning, differentiation and instructional adjustments. RO: Leaders & Teachers - Develop, implement and monitor Personalised Learning Records as required to support belonging and engagement. RO: Leaders & Teachers				
Resources					Resources				
- Additional teacher release for learning walks, collaboration and PD. - Visual aids and cue cards. - Modelled exemplars - Teacher meeting time - PLT time - Literacy Hub - DIBELS - SORD - Reading Portal - EFI - SER Professional Learning Network - Reading - Collegial Engagement Framework					- OT school purchase 0.2 - Visual aids - Behaviour flow chart - Minor/Major Matrix - Modelled video exemplars - PBL committee - SORD - Collegial Engagement Framework - SER Professional Learning Engagement – Elevating Engagement				
Performance:					Performance:				
English P-2 % C or Better – Target: 90% English P-2 % A or B – Target: 60% English 3-6 % C or Better – Target: 80% English 3-6 % A or B – Target: 50% Daily Reviews – Teacher Monitoring: Phonics, Spelling, Grammar & Punctuation DIBELS – 20% increase in the number of students achieving at level. Literacy Hub Phases – 20% increase in the number of students achieving at level.					Attendance P-2 % Target: 90% SDA P-2 Target: Maintain Major Behaviours P-2: 20% reduction from 2025 Attendance 3-6 % Target: 90% SDA 3-6 Target: 10% reduction from 2025 Major Behaviours 3-6: 20% reduction from 2025 Behaviour Insights Data: Increase % of students in Tier 1 to 80% (Triangle Data) QEW Data – Clarity of Expectations: Target 75% School Opinion Survey – Student Interest in Schoolwork: Target 90% School Opinion Survey – Leaders Model Behaviours: Target 90% School Opinion Survey – Staff Access to Professional Development: Target 90% School Opinion Survey – Staff Receive Feedback: Target 90% School Opinion Survey – Students Receive Feedback: Target 100%				
Measures					Measures				
End of Year Success Criteria					End of Year Success Criteria				



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Students can/will: - Students will engage in daily reviews because of the predictability of the engagement norms and routines. - Students will prepare in advance for Daily Reviews (equipment). - Students will use consistent actions across the school during Daily Reviews.	Teacher aides can/will: - Teacher Aides will deliver daily reviews for focus groups (Tier 2/3) to improve outcomes. - Teacher Aides will discuss improvements and next steps with Teachers.	Students can/will: - Students will engage with collaboratively developed whole school Tier 1 engagement strategies and routines. - Students will feel a sense of belonging with their classroom and across the school. - Students will access calm corner to self-regulate. - Students will utilise learnings from Reboot to self-determine wellbeing and respond accordingly.	Teacher aides can/will: - Teacher Aides will model self-regulation strategies. - Teacher Aides will embed collaboratively developed whole school Tier 1 engagement strategies and routines.
Teachers can/will: - Teachers will regularly monitor student data to inform teaching and daily review focus. - Teachers will use the collaboratively developed whole school Daily Review routine. - Teachers will use clear, concise, explicit instruction during Daily Review routines. - Teachers will provide opportunities for active student engagement using collaboratively developed whole school norms and language (choral, whiteboards) - Teachers will circulate around the classroom to check for understanding and engagement. - Teachers will provide immediate feedback to students during Daily Reviews.	Leadership team can/will: - Leaders will model practice alongside teachers to promote reflection, professional conversation and feedback. - Leaders will provide time for teachers to plan, prepare and reflect on Daily Reviews. - Leaders will share, analyse and celebrate whole school, cohort and class data trends. - Leaders will monitor implementation fidelity through walkthroughs, learning walks and formal observations.	Teachers can/will: - Teachers will embed collaboratively developed whole school Tier 1 engagement strategies and routines. - Teachers will have demonstrate an understanding of MTSS and engage with relevant processes to support the success of all students. - Teachers will explicitly teach students how to self-regulate using whole school resources. - Teachers will establish classroom calm corners to support students to self-regulate. - Teachers will explicitly teach students to self-determine wellbeing and respond appropriately. - Teachers will model self-regulation strategies.	Leadership team can/will: - Leaders will embed collaboratively developed whole school Tier 1 engagement strategies and routines. - Leaders will promote self-reflection, professional conversation and feedback to support consistency of collaboratively developed whole school Tier 1 engagement strategies and routines. - Leaders will promote MTSS to support the success of all students. - Leaders will promote the importance of belonging and engagement throughout the school.
Artifacts - Daily Review resources - Videos of best practice - Daily Review planning processes		Artifacts - Tier 1 whole school engagement strategies and routines - MTSS process document - School resources for self-regulation – Calm Corners, Reboot Posters	
Reduction of red tape in day-to-day work, planning and processes include: Development of a spreadsheet to simplify data entry processes aligned to phonics data sets.			
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  27/02/2026