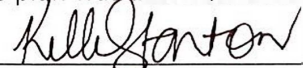



BRSS Annual Implementation Plan 2022

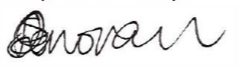
	Whole School	Leadership- Lead measures	Teacher- Lead measures	Student – Lead measures	Accountability	Capability Development	Targets – Lag Measures
Curriculum & Pedagogy	<p>Deepen knowledge of English curriculum, effective pedagogy and differentiation practices.</p>	<ul style="list-style-type: none"> Co-develop and review English Action Plans with class teachers and inclusion teachers; In planning sessions, unpack English achievement standards, content descriptors, elaborations and align to assessment task and marking guides. Moderation throughout planning process to clarify and provide feedback around formative and summative assessment. Assist (as needed) teachers to co-construct Bump It Up Walls, selection criteria and strong/weak examples to provide targeted feedback to improve student outcomes. Lead professional development focussed on pedagogy of English (high impact strategies, GRRM); Facilitate <i>Watching Others Work</i> via coaching to ensure sharing of practice. Lead the development of differentiation practices across 3 levels (all students, focussed & targeted); Collaboratively develop a curriculum/pedagogy/differentiation goal with teachers, focussed on teacher self-assessment (Annual Performance Review Plans) 	<p>Principal, Deputy, HOD-C, HOI, Inclusion Teacher – Intervention</p>	<ul style="list-style-type: none"> Co-develop, implement and review English Action Plans Use action plans to monitor and review marker students through case management. Develop task clarity in collaboration moderation to unpack English units. Utilise pre-assessment to plan sequence of teaching. Participate in 4 phases of moderation. Co-construct success criteria and Bump It Up Walls to provide targeted and continuous feedback for improvement. Collaborate across year levels to differentiate, resource and plan for the range of students Implement effective pedagogical practices Watch others work to ensure the sharing of pedagogical practices. Co-develop, implement and review differentiated practices across year levels. Actively engage in Annual Performance Development Plan process. 	<ul style="list-style-type: none"> Identify their English goals and answer Sharratt's 5 questions Actively using success criteria, Bump It Up Walls (BIUW) and marking guides to set goals, focus on improvement and seek feedback. Jointly construct exemplars to be utilised on the BIUW to express clarity regarding assessment task. Actively engage in learning activities throughout English units Actively engage in differentiated tasks that meet individual needs and abilities. 	<ul style="list-style-type: none"> Termly review of English Action plan. Monitor marker students through ICMs Collection of pre/post assessment 4 phases moderation – before, after, after, end. Know Thy Impact tracking. Artefacts – BIUW, writing samples, Success criteria, feedback tools (Checklists, exit tickets, student goals) Learning Walks – Principal and Deputy Principal Recording on unit plans – differentiation for targeted and focussed teaching. Annual Performance Development Pan 	<ul style="list-style-type: none"> Intentional Collaboration Meetings (ICM) Coaching Professional learning around Australian Curriculum through term planning. Cluster moderation and 4 phases moderation. Teacher led professional learning Collaboration with HIVE team and Student support team members. <p>School Target:</p> <ul style="list-style-type: none"> English 85% at or above 'C' Standard Improved outcomes for marker students. Increased documentation of Personalised Learning Plans/ Differentiation for target students in One School <p>Evidence:</p> <ul style="list-style-type: none"> Pre and Post testing Assessment trackers Marker students – ATSI, OOHC, EAL/D, D-C, B-A Semester Reporting (including Termly tracking of A-E) Action Plans
Student Engagement & Behaviour	<p>Setting high expectations for engagement and behaviour for every student through clarity, consistency and wrap-around support.</p>	<ul style="list-style-type: none"> Conduct Tier 1 audits across all classrooms so that teachers can make decisions regarding their choice of focus area and signature practice; Collaboratively develop an "Engagement" PDP goal with teachers, focussed on teacher self-assessment and Tier 1 audit tools, Lead Induction and Professional Learning focussed on embedding the SSW curriculum and Student Code of Conduct. Align conversations with teachers to "Supporting Student Success" document. Lead the unpacking of routines, transitions and expectations (lining up, toilet routines, lanyards, eating areas, playground expectations) 	<p>Principal, Deputy, HOD-C, HOI, Inclusion Teacher – Intervention</p>	<ul style="list-style-type: none"> Use a focus area and corresponding signature of practice from the SSW Curriculum to strengthen and action across the year using PDP check-ins and learning walk feedback to monitor. Co-develop student behaviour goals using Success Criteria, including next steps. Develop differentiated goals in collaboration with Case Managers in alignment with the Success Criteria. Enacting all GIVENS, explicit routines and transitions in classrooms. Actively use Student Code of conduct and artefacts and resources in response to supporting student behaviour. Facilitate staff development on the provision of differentiated, wrap-around supports. Facilitate, as part of ICMs (part of cohort meeting), to discuss student behaviour concerns and next steps. 	<ul style="list-style-type: none"> Identify and discuss their behaviour goal and its alignment to the Success Criteria, and describe the next steps to improvement. Demonstrate the relevant knowledge and skills as aligned to the signature practices of their class teacher. Actively engaging in routines, transitions and expectations (wearing lanyards, follow processes) Actively engage with SWAN process for proactive student support. Actively engage with HOI, case managers and DP to develop differentiated student support strategies. Engage with Functional Behaviour Assessment Tool (Autism Hub) prior to referrals and co-development of student plans. 	<ul style="list-style-type: none"> Annual Performance Review Audit of Tier 1 practices (Sem) SSW Case Management Plans (Sem) Behaviour Level Moderation (term) Review of student plans Required Artefacts (GIVENS) on display in all teaching spaces. Consistent adherence to established routines (GIVENS) 	<ul style="list-style-type: none"> Staff led professional learning – SSW curriculum Mindfulness Practice coaching – Mind with Heart Modelling of mindfulness practices and brain breaks in staff meetings Use of case management to build teacher led, collective expertise of SSW curriculum Development of protocols and expectations Development of student agency through making resources to promote expectations (videos, posters, assembly skits) Professional learning opportunities – accessing departmental student support resources (HR, financial, physical, digital) <p>School Target:</p> <ul style="list-style-type: none"> 100% classrooms have all Artefacts displayed (GIVENS) School Attendance > 95% Increase in documented personal learning plans (PLP) for students Increase in documented FBA for students. Improved School Opinion Survey data; student behaviour is well managed, expectations and rules are clear <p>Evidence</p> <ul style="list-style-type: none"> Percentage students on behaviour levels Collated data from Tier 1 Audits - 100% teachers have all Engagement artefacts displayed; 60% students interviewed can state a behaviour goal linked to the success criteria, 60% classes have a daily emotional check –in; 90% of classrooms have a mindfulness practice in place daily
Partnerships	<p>Build positive and meaningful partnerships parents, the community and key stakeholders.</p>	<ul style="list-style-type: none"> Establish informal and formal meet-ups to engage and encourage cultural, family, ECEC and community partnerships. Access regional support staff to provide resources and support connection. Establish School Wellbeing Team (GO, SWW, Psych) Re-connect with local elders and community agencies. Hold events to celebrate family and cultural engagement. Provide avenues for parent voice. Communication strategy – Positive PR (Facebook), Newsletter, eFlash, Celebrations/Events, Assemblies 	<p>Principal, Deputy, HOD-C, School Wellbeing Team, Business Manager</p>	<ul style="list-style-type: none"> Encourage partnerships between families and school. Accessing resources and building cultural perspectives into teaching. Supporting and engaging with key cultural events/ special dates. 	<ul style="list-style-type: none"> First Nations Leader to provide acknowledgement of country on assembly. 	<ul style="list-style-type: none"> Leadership School Wellbeing Team (Psychologist/ Student Welfare Worker/ Guidance Officer) 	<ul style="list-style-type: none"> Collaborative work with regional support staff to build staff knowledge and strategies. <p>School Target:</p> <ul style="list-style-type: none"> Established parent networks/groups (ATSI and ECEC). Improved School Opinion Survey data in target areas. School engagement in key cultural dates <p>Evidence:</p> <ul style="list-style-type: none"> School Opinion Survey data - this school asks for my input; This school takes parent opinions seriously; This school has a strong sense of community. School commemorates Sorry Day, Reconciliation Week, NAIDOC, Indigenous Literacy Day, Under 8's Day, Harmony Day.

Endorsement

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


Principal


P & C President
S. KENNEDY


Assistant Regional Director