



# Bracken Ridge State School

## 2019 Annual Implementation Plan

**Improvement Priority 1. Improvement - At Bracken Ridge State School, we collaboratively interrogate and use data to develop high expectations that grow our learning.**

Targets		
95% above NMS (National Minimum Standard) across all test areas. 40% at U2B (Upper 2 Bands) Year 3 Reading 30% at U2B Year 3 & 5 – all other test areas 80% achieve C or higher in subject English		
Strategy:		
Teachers consistently implement a balanced (Reading and Writing) literacy block for a minimum of 90 to 100 minutes per day, a minimum of 4 days per week.		
Actions	Timeline	Responsible Officer(s)
Continue 1.1 FTE Coaching allocation to support teachers to refine and implement comprehensive literacy blocks, balancing Reading and Writing.	Ongoing	Principal, Deputy Principal, HOC
Utilise Collaborative Data Inquiry Meetings to support teachers to develop comprehensive and targeted Action Plans that articulate the delivery of differentiated Reading practices aligned to GRRM.	Ongoing	Principal, Deputy Principal, HOC
Monitor the implementation of Literacy Blocks through Action Plan Review Meetings, Reading Learning Walks and daily walk throughs, identifying areas for further professional learning and support.	Ongoing	Principal, Deputy Principal, HOC
Continue Reading Learning Walks to provide authentic feedback to teachers regarding the efficacy of their Reading instruction and to identify next steps as SMART goals for further development.	Ongoing	Principal, Deputy Principal
Provide further professional learning to support the implementation of targeted independent learning activities aligned to Reading Action Plans and the Australian Curriculum.	Ongoing	HOC
Continue teacher-led sharing of practices that facilitate the operation of effective and comprehensive Literacy Blocks across P-6.	Term 1	Principal, Deputy Principal, HOC
Continue to utilise and strengthen the Case Management process to ensure that teachers examine and interrogate their instructional literacy practices to meet the needs of the full range of students.	Ongoing	Principal, Deputy Principal, HOC
Continue to use Reading Learning Walks to monitor students identified through the Case Management process.	Ongoing	Principal, Deputy Principal
Continue to support teachers to align Reading Success Criteria (Achievement Standard) and School Reading programs to the specific goals identified to ensure every student progresses their reading.	Ongoing	Principal, Deputy Principal, HOC





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**Strategy:** Teachers actively integrate explicit Phonics Instruction within Reading and Writing Programs, as part of their balanced Literacy Block.

Actions	Timeline	Responsible Officer(s)
Coach to continue to lead targeted professional learning and coaching to support phonics based instruction across P-2 classes.	Ongoing	HOC
Continue to ensure all untrained teachers access 2 day THRASS training.	Ongoing	HOC
Coach to support and monitor the implementation of Phonemic Awareness Curriculum in Prep.	Ongoing	HOC

**Strategy:** Teachers consistently use Literacy and Numeracy Warm Ups on a daily basis to reinforce key concepts and surface level content, using pre and post-test data to ascertain efficacy.

Actions	Timeline	Responsible Officer(s)
Continue to provide professional learning sessions, aligning the implementation of warm ups with current and new knowledge of neuroscience to develop a compelling case and sense of urgency.	Ongoing	HOC
Teachers to utilise a simple Action Research cycle to test efficacy of, and distance travelled as a result of warm up (literacy or numeracy) implementation.	Term 1	Principal, Deputy Principal, HOC
Coach to support and monitor the implementation of warm ups across P-6, including the collection and analysis of pre and post-test data to determine efficacy.	Ongoing	HOC

**Strategy:** Prep Teachers, Speech-Language Pathologist, Literacy and Pedagogy Coach, Deputy Principal and Head of Curriculum collaboratively develop comprehensive Oral Language Programs to support students' language acquisition and early reading skills development.

Actions	Timeline	Responsible Officer(s)
SLP supports Prep teachers to use Read it Again as a framework for unpacking texts and using the questioning ladder for differentiated questioning.	Ongoing	Deputy Principal, HOC
Prep teachers implement targeted teaching for identified students using Tell It Again. Student achievement will be reassessed using Cubed.	Ongoing	Deputy Principal, HOC





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**Strategy:** Intervention Teacher, Literacy and Pedagogy Coach, Head of Curriculum and Principal work collaboratively to design intensive and rigorous Intervention Programs for students in Prep to Year 3, who meet specific criteria.

Actions	Timeline	Responsible Officer(s)
Continue to identify students for intervention through the triangulation of data sources as part of the Student Support Plan.	Ongoing	Principal, HOC
Continue to refine criteria for intervention, as articulated in the Student Support Plan.	Ongoing	Principal, HOC
Utilise SWAN processes as mechanism for identifying students for further investigation and formal Intervention.	Ongoing	Principal, Guidance Officer, HOC, HOSES
Work collaboratively with Intervention Teacher to support the design of intensive and targeted programs, with realistic and authentic data collection to determine program efficacy.	Ongoing	Principal, HOC

**Strategy:** School Leaders lead the review of the current coaching model to create greater differentiation to meet the unique and diverse needs of adult learners, including but not restricted to, peer-led observation and feedback.

Actions	Timeline	Responsible Officer(s)
Survey teachers to gather feedback regarding general efficacy of coaching program and to ascertain preferred alternatives/options for inclusion in new coaching model.	Term 2	Principal, Deputy Principal, HOC
Leadership Team to review coaching alternatives, including Sharratt's co-Teaching model, to present to teachers for consideration and feedback.	Term 3	Principal, Deputy Principal, HOC
HOC and Coach to redesign Coaching Model/ Framework, presenting to teacher for feedback and endorsement.	Term 4	HOC





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**Strategy:** Teachers collaborate in teams to develop and implement Action Research programs that focus on a problem of practice.

Actions	Timeline	Responsible Officer(s)
Teachers engage in professional learning that examines and unpacks Action Research framework, to investigate a problem of practice previously identified through examination of 2018 NAPLAN data.	Term 1	HOC
With support from the Leadership Team, teachers work collaboratively in groups to enact Action Plan cycle to resolve a problem of practice.	Ongoing	Principal, Deputy Principal, HOC
Collaborative teacher teams present Action Plan and student achievement data to peers.	Term 4	Principal, Deputy Principal, HOC

**Strategy:** Head of Inclusion leads the development of co-teaching processes and plans to support the additional and diverse needs of Students With Disabilities.

Actions	Timeline	Responsible Officer(s)
Head of Inclusion to present possible co-teaching models for trial implementation to increase the level of differentiation for students with disabilities.	Term 2	HOSES
Inclusion teachers to trial co-teaching models with class teachers by mutual agreement, presenting collaborative work to peers through a staff meeting.	Ongoing	HOSES

**Strategy:** School Leaders and Teachers collaborate to review the efficacy of the Data Wall and examine alternative configurations and formats.

Actions	Timeline	Responsible Officer(s)
Seek teacher feedback regarding efficacy of current wall configuration.	Term 2	HOC
Plan review of data wall with teachers, for further "renovation" in 2020.	Term 3	HOC

**Strategy:** Practising Prep Teachers lead Playgroup, with a focus on oral language development in pre-Prep children.

Actions	Timeline	Responsible Officer(s)
Provide Teacher Release for Prep teachers to operate Playgroup on a semester basis.	Ongoing	Principal
Continue to promote participation in Playgroup through Facebook posts, school newsletter, flyers and community engagement (Brisbane City Council Library, ECEC centres, local businesses).	Ongoing	Principal, Deputy Principal





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## 2019 Annual Implementation Plan

**Improvement Priority 2. Achievement - At Bracken Ridge State School, we design learning and provide feedback to achieve our goals.**

### Targets

80% of all students achieve a C in English (in-line with headline indicators).

**Strategy:** School Leaders lead the development of teacher expertise in the use of class and school data sets to identify starting points for differentiated learning for the full range of students, particularly higher performing students.

Actions	Timeline	Responsible Officer(s)
Utilise Collaborative Data Inquiry Meetings to support teachers to effectively analyse and triangulate data to ensure Action Plans are narrow and sharp.	Ongoing	Principal, Deputy Principal, HOC
Provide opportunities for teachers to give feedback on the Collaborative Data Inquiry process, with the purpose of differentiating support to meet individual needs.	Term 1	Principal, Deputy Principal, HOC
Continue to ensure that teachers examine and interrogate their data and resulting practice to select plateauing or high performing students for Case Management.	Ongoing	Principal, Deputy Principal, HOC
Head of Inclusion and Inclusion teachers will collaborate with class teachers to develop adjusted and differentiated assessment tasks for students with additional needs.	Ongoing	HOSES
Continue Learning Walks to provide authentic feedback to teachers regarding students' understanding of the Success Criteria, their goal and the role of feedback for improving practice.	Ongoing	Principal, Deputy Principal
Support teachers to develop learning goals with students in Reading, English and another learning area, aligned to Success Criteria, that articulates the "next step" in their learning.	Ongoing	Principal, Deputy Principal, HOC
Classroom and Inclusion teachers work collaboratively to develop and implement co-teaching programs, utilising data sets, to plan levels of differentiation for students with additional needs.	Ongoing	HOSES





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### Improvement Priority 2. Achievement - At Bracken Ridge State School, we design learning and provide feedback to achieve our goals.

#### Targets

80% of all students achieve a C in English (in-line with headline indicators).

**Strategy:** Head of Curriculum leads collaborative curriculum planning meetings that further deepen and extend teachers' understanding of the Australian Curriculum, Learning Intentions and Success Criteria across several curriculum areas, with a particular focus on "surface" and "deep" knowledge.

Actions	Timeline	Responsible Officer(s)
HOC to lead teacher identification of "surface" and "deep" knowledge using the SOLO taxonomy, to ensure alignment to English Success Criteria.	Ongoing	HOC
Leadership Team and Teachers work collaboratively to ensure that Success Criteria and learning represents surface, deep and transfer knowledge, so students can attain an A or B level of achievement.	Ongoing	Principal, Deputy Principal, HOC
HOC leads the development of Learning Intentions and Success Criteria in another Learning Area, identifying and making explicit the surface, deep and transfer knowledge required to achieve an A or B.	Term 2	HOC
Continue Learning Walks to provide authentic feedback to teachers regarding the efficacy of the Success Criteria and student feedback, collaboratively creating SMART goals for further development.	Ongoing	Principal, Deputy Principal
Leadership Team continues to promote the 4 part process for the co-construction of Success Criteria, developing further mastery of the process through Learning Walk Feedback and Planning meetings.	Term 4	Principal, Deputy Principal, HOC
Support teachers to use "Strong" and Weak" samples with annotations or Bump It Up Walls, demonstrating how to improve using Success Criteria, through planning meetings and Learning Walks.	Ongoing	Principal, Deputy Principal, HOSES

**Strategy:** Teachers develop with students "child friendly" Marking Guides that clearly articulate the Levels of Achievement.

Actions	Timeline	Responsible Officer(s)
Leadership team to lead professional learning that supports teachers to use assessment task criteria, learning intentions and Success criteria to create Marking Guides that are accessible to students.	Term 3	Principal, Deputy Principal, HOC

**Strategy:** Student Led Conferences provide opportunities for students to discuss their learning and "next steps" with their parents, supported by their class teacher, student data sets and formative and summative work samples and feedback.

Actions	Timeline	Responsible Officer(s)
Support teachers to develop learning goals with students in Reading, English and another learning area, aligned to Success Criteria, that articulates the "next step" in their learning.	Ongoing	Principal, Deputy Principal, HOC
Teacher led professional learning, sharing experiences of Student-Led Conferences in 2018, including processes utilised and benefits for student and parent.	Term 4	Principal, Deputy Principal





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<b>Strategy:</b>	Teachers deepen and extend their understanding of effective feedback practices, through alignment to the Learning Intentions, Success Criteria and Child Friendly Marking Guides.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Continue to participate in the University of Queensland's Feedback Project, with focus on feedback practices leading to incremental student improvement (Year 3 teachers).	Ongoing	Principal, Deputy Principal, HOC	
Continue Learning Walks to provide authentic feedback to teachers regarding students' understanding of the Success Criteria, their goal and the role of feedback for improving practice.	Ongoing	Principal, Deputy Principal	
Introduce Effective Feedback Model (Brooks) to staff as part of ongoing professional learning.	Term 3	Principal, Deputy Principal, HOC	
<b>Strategy:</b>	School Leaders lead the review of Report Cards, including the quality of comments and the relevance to parents, students and the community.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Survey parents regarding efficacy of current report card comments to elicit suggestions regarding how different comments and formats might be made more accessible.	Term 3	Principal, Deputy Principal, HOC	
Develop a focus group (teachers, parents) to review survey results, and develop a BRSS Reporting document for review and endorsement by teaching staff.	Term 4	Principal, Deputy Principal, HOC	





# Bracken Ridge State School

## 2019 Annual Implementation Plan

### Improvement Priority 3. Engagement - At Bracken Ridge State School, we draw on our knowledge of neuroscience to develop successful, healthy and engaged learners.

#### Targets

20% decrease - ISBPs/ behaviour passports (non-verified students)  
 20% decrease - IBSPs/ behaviour passports (verified students)  
 20% decrease - minor/ major incidents  
 5% decrease - suspensions

**Strategy:** Teachers develop behaviour goals with students aligned to the Behaviour Success Criteria, and identify students' next steps to achieve the next Behaviour level.

Actions	Timeline	Responsible Officer(s)
Monitoring of student behaviour goals through Student Success and Wellbeing Learning Walks, with feedback provided directly to staff for action.	Ongoing	Principal, Deputy Principal
Continue to moderate the allocation of behaviour levels through quarterly review meetings, with input from class teachers, specialist teachers and the leadership team.	Ongoing	Deputy Principal, HOSES
Inclusion teachers to work collaboratively with class teachers to develop adjusted behaviour goals and levels for students with a disability.	Ongoing	HOSES

**Strategy:** Teachers consolidate student understanding of parts of the brain, the toggling process and school values.

Actions	Timeline	Responsible Officer(s)
Monitoring of student knowledge and understanding of the hand model through Student Success and Wellbeing Learning Walks.	Term 1	Principal, Deputy Principal
Teachers work collaboratively to develop learning activities (models, songs, activities etc.) that support student acquisition of baseline neuroscience language and understandings.	Term 1	Principal, Deputy Principal

**Strategy:** Teachers actively use brain breaks and engage students in formal and informal mindfulness practice.

Actions	Timeline	Responsible Officer(s)
Continue modelling of brain breaks and mindfulness practices by the Leadership Team and teachers during staff meetings.	Ongoing	Principal, Deputy Principal, HOC
Continue to engage Mind With Heart to provide individual coaching to classes and teachers to embed informal and formal mindfulness practice.	Term 1	Principal
Monitoring of mindfulness practices using Student Success and Wellbeing Learning Walks, with feedback provided to teachers, to create collaborative SMART goals for further development.	Ongoing	Principal, Deputy Principal







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<b>Strategy:</b>	Teachers explicitly teach students about the "Learning Pit" and the backpack of skills required to navigate the "Learning Pit" (Habits of Mind).	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Work collaboratively with class teachers to identify 3 tools (e.g.Habits of Mind) to unpack with students as strategies to support them when in "the pit".	Ongoing	Principal, Deputy Principal, HOC
Utilise whole school assemblies, morning chats, class visits and parent information sessions to develop awareness of the "Learning Pit".	Ongoing	Principal, Deputy Principal, HOC
Teachers display "Learning Pit" posters in classrooms.	Ongoing	Principal, Deputy Principal
James Anderson to present workshop to teachers on Student Free Day, providing an introduction to growth mindset, "the Learning Pit" and learning agility theory.	Term 1	Deputy Principal
<b>Strategy:</b>	Student Success and Wellbeing Committee develops a Curriculum Overview based on the explicit teaching of the school's signature practices.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Leadership Team to collaborate with teachers to create comprehensive year level overviews of key concepts and practices utilised over previous 3 years, for future curriculum development.	Ongoing	Deputy Principal
<b>Strategy:</b>	School Leaders lead the book study, "How the Brain Learns" with all teachers, to develop their knowledge and expertise, so that they make explicit connections to teaching and learning within and across the Australian Curriculum.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Teachers will participate in book study sessions, with Leadership Team to assist teachers to make explicit links to their own teaching and learning, with opportunities for reflection on practice.	Ongoing	Principal, Deputy Principal, HOC
Leadership Team to assist teachers to make real world connections to knowledge of neuroscience through collaborative data inquiry, curriculum planning and Case Management meetings.	Ongoing	Principal, Deputy Principal, HOC





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<b>Strategy:</b>	Teachers and School Leaders collaborate to develop measures for the monitoring of student wellbeing and success (learning and engagement).	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Leadership Team to investigate effective and authentic data collection tools to monitor student success and wellbeing across P-6.	Ongoing	Principal, Deputy Principal, HOC, HOSES
<b>Strategy:</b>	School Leaders and Teachers actively promote the school vision and SIA priorities through newsletters, Facebook, school events, parent sessions and webpage.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continue to refine consistent templates for Parent Information Sessions across P-6.	Term 1	Principal, Deputy Principal
Establish a YouTube site for school videos of students and teachers that explains the SIA priorities and promote school events, visits and highlights.	Term 2	Principal
Continue to refine and present Prep Information Sessions focussed on school priorities, in particular, neuroscience and mindfulness.	Ongoing	Principal, Deputy Principal
<b>Strategy:</b>	School Leaders and Teachers collaborate to develop a deeper understanding of andragogy, and further develop teacher led, designed and personalised professional learning that meets the diverse needs of adult learners.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Leadership Team to explore and develop personal knowledge of andragogy, through own research and external consultants.	Term 2	Principal, Deputy Principal, HOC, HOSES
Leadership Team to investigate Teachers' preferred ways of learning through survey, consultation and feedback processes.	Term 2	Principal, Deputy Principal, HOC
Investigate professional learning opportunities for teachers to engage in further skill development in designing, implementing and presenting Professional Learning.	Term 3	Principal, Deputy Principal, HOC





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<b>Strategy:</b>	School Leaders and Teachers work collaboratively to develop mechanisms to support and engage students with attendance below 90%	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continue twice yearly recognition of 100% attendance through 100 Club certificates and bands.	Ongoing	Deputy Principal
Establish alerts on OneSchool of students who achieved less than 90% attendance in Term 1, 2019 for ongoing monitoring, support and follow up.	Term 2	Principal, Deputy Principal
<b>Strategy:</b>	School Leaders and staff work collaboratively to extend the provision of extra-curricular activities and lunch time clubs, including developing work plans that support students working towards a common purpose or goal.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Establish collaborative work plans with teachers (Coding and Robotics Clubs and Hip Hop) that incorporate real life opportunities allowing students to publicly demonstrate, compete or perform.	Term 1	Principal
Establish collaborative work plans with teachers leading Mindful Hive and Supportive Play to establish rationale and implement the theoretical and evidence based practices.	Term 2	Principal
<b>Strategy:</b>	School Leaders and Business Manager co-lead the development of Professional Development Plans for non-teaching staff.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Teacher Aides develop collaborative online plans (through myHR Capability and Talent), identifying common goals.	Term 2	Principal
Leadership Team to develop a comprehensive Learning Plan, informed by the SIA and Improvement priorities as well as Teacher Aides self-identified areas for further development	Term 2	Principal, Deputy Principal, HOC, HOSES
Continue development of Teacher aide skill set to implement LLI, Minilit and Cracking the Code as part of class based intervention programs.	Ongoing	HOC





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**Strategy:** School Leaders design and lead comprehensive induction programs that outline operational processes, current school priorities and teaching practices.

Actions	Timeline	Responsible Officer(s)
Establish an Induction program that provides an effective overview of the SIA priorities, key signature practices and school processes.	Term 1	Principal, Deputy Principal, HOC, HOSES

### Endorsement

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

\_\_\_\_\_  
Principal

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P and C / School Council

