



Brookfield State School Annual Implementation Plan 2021



Overarching School Review Recommendations

- *Develop an Explicit Improvement Agenda (EIA) for the school that is aligned to the new school strategic planning cycle, informed by school data and includes timelines for implementation and targets for improved student learning outcomes.*
- *Align current and future school processes that enable members of the leadership team to support teachers to work together to gain a deeper understanding of curriculum, student achievement data, and effective pedagogical practices with the EIA.*
- *Review the roles of key staff and the associated responsibilities and accountabilities aligned with these roles to enable the enactment of the identified key strategies and actions of the next strategic plan cycle.*

Development priority: Curriculum Implementation and Pedagogy

School Review Recommendations

- *Continue to build staff and community awareness of the **potential for high performance achievement** that can be expected of students at the school and the **data required to measure progress**.*
- *Enhance staff capability through the implementation of targeted and aligned **induction and APR processes**.*
- *Continue to **develop and refine the school curriculum framework** in-line with the AC.*
- *Build on the collaborative curriculum planning processes to align with the school curriculum framework and **deepen teacher understanding of the AC and school expectations for an 'A' student achievement standard**.*
- *Promote the development of **intellectual rigour** with all students as a key component of the school culture.*
- *Further develop school moderation practices to include both **horizontal and vertical moderation** to assist in quality assurance of the enactment of the intended curriculum*
- *Establish a **whole-school approach to differentiation** that best caters for the needs of all students.*
- *Develop teacher capabilities to **effectively differentiate** for student learning within classrooms.*
- *Align **roles and responsibilities of specialist and support staff** with the EIA in assisting teachers to differentiate their teaching to support and extend students within their classrooms.*
- *Support all staff to access appropriate PD including **coaching and mentoring** in order to maximise student achievement.*
- *Further develop the school **observation and feedback model** for staff to align with the **EIA, APR process and the school pedagogical expectations**.*
- *In conjunction with the School Council, **explore and develop partnerships beyond the local community** that have the potential to improve students' learning and wellbeing outcomes.*
- *Review the **school pedagogical framework** to clarify the school **evidence-based teaching practices** that are expected in all classrooms.*

Targets

- Increase the percentage of students achieving As and Bs to 75% in English, maths and science
- Increase the *Year 3-5 NAPLAN Effect Size Gain* to be greater than the Nation

Strategic Plan Targets

- >75th percentile performance in the state-wide distribution of school Mean Scale Scores for NAPLAN (MSS Percentile from 63-80)
- >80% of Year 3 and Year 5 students performing in the NAPLAN Upper Two Bands for Reading
- >80% of Year 3 students and >45% of Year 5 students performing in the NAPLAN Upper Two Bands for Writing
- >75% of Year 3 and Year 5 students performing in the NAPLAN Upper Two Bands for Numeracy
- ACARA Mean Performance close to similar schools for all NAPLAN domains

Embed

Actions	Timelines	Responsible Officer/s
Develop and refine the school Curriculum Framework to include three levels of planning (unit, year level, whole school) and clarify curriculum implementation expectations.	Term 1 and Term 4	Curriculum Coordinator
Embed high quality collaborative curriculum planning and implementation processes.	Ongoing	Curriculum Coordinator, Year Level Coordinators
Ensure adequate access to curriculum materials prior to teaching units, including Bounce Back resources.	End of every term	Teacher-Librarian, Committee Members, Class Teachers
Monitor teacher progress within teaching-learning sequences to ensure consistent implementation of curriculum areas.	Ongoing	Year Level Coordinators, Curriculum Coordinator
Class teachers share unit overviews with parents at the beginning of every term, seeking expertise from parents and community members to support class teaching and learning.	Term 1	Year Level Coordinators, Curriculum Coordinator
Implement whole school moderation processes for English – before assessment (planning stages), throughout teaching/learning sequence (formative tasks), after assessment but before it is graded, after assessment is graded, and using assessment folios to determine report card achievement ratings.	Term 2	Curriculum Coordinator, Year Level Coordinators

Embed, Enhance, Review

Provide a continuum of support for student learning beginning in the classroom for students with learning difficulties and students requiring extension.	Ongoing	Class Teachers, Student Support Services Team
Engage in GEM Training with teachers new to the Year 3/4 team and Curriculum Specialists	Ongoing	Extension Support Teacher
Deepen understanding of the curriculum and assessment requirements of units: <ul style="list-style-type: none"> including the Achievement Standards, Content Descriptions, General Capabilities and Cross-curriculum Priorities aiming at an A standard identifying what students already and need to know, understand and do (KUD) 	Ongoing	Curriculum Coordinator, STEM Mentor
Continue to build teacher understanding and implementation of The Arts and HPE learning areas.	Ongoing	Curriculum Coordinator
Develop cross-disciplinary school science and technology units.	Ongoing	STEM Mentor
Use A, B and C exemplars of student writing to <ul style="list-style-type: none"> explain and teach expectations to students, especially an A standard support marking of student English assessment. 	Term 2	Curriculum Coordinator, Year Level Coordinators
Review number diagnostics <ul style="list-style-type: none"> reformat so that working space is appropriate for year level and task check alignment with Australian Curriculum include <u>application</u> of learning and extension 	Term 2	Maths Committee, Curriculum Coordinator
Review the School Maths Framework	Term 3	Maths Committee, Curriculum Coordinator
Review the Pedagogical Framework to ensure inclusion of evidence-based practices including effective differentiation practices.	Term 3	Principal

Develop

Identify what students already know, understand and can do (KUD) at the commencement of units to collaboratively adjust and develop the teaching-learning sequence and target teaching to best support student learning.	Ongoing	Curriculum Coordinator, Class Teachers, Learning Support Teachers
Map coverage of The Arts and HPE learning areas.	Ongoing	Curriculum Coordinator
Develop school-based units in Prep to Year 3 <ul style="list-style-type: none"> plan for evidence-based implementation of the Dimensions of Teaching and Learning incorporate effective literacy and numeracy instruction and assessment follow the Beverley Derewianka teaching-learning cycle of Building Field Knowledge, Deconstructing and Constructing use developmental assessment GTMJs that include the key elements of literacy (reading, writing, listening and speaking) and numeracy and can be used summatively and formatively to guide future teaching 	Ongoing	P-3 Deputy Principal
Build teacher capabilities through professional development and coaching to implement evidence-based teaching practices for different stages and phases of learning, including <ul style="list-style-type: none"> Explicit instruction and mastery learning, including warm ups Reasonable adjustments for students with disabilities and learning difficulties Intellectual rigour for all students including Higher Order Thinking (HOT) Extension of more capable learners Surface, deep and transfer learning in maths 	Ongoing	Principal, Deputy Principals Learning Support and Inclusion Teachers 4-6 Deputy Principal Maths Committee Leader



Support teachers to differentiate within curriculum units, including assessing the effectiveness of the Learning Place's "How to Assess Learning and Use Evidence to Differentiate" modules.	Ongoing	Curriculum Coordinator, Learning Support and Inclusion Teachers
Document the school assessment and reporting policy and supporting documents, including <ul style="list-style-type: none"> assessment conditions and reasonable adjustments use of student assessment folios inclusion of formative assessment in reporting student achievement, referring to DoE advice 	Term 1	Curriculum Coordinator, Learning Support Teachers
Develop Health assessment, investigating appropriateness of Bounce Back and QCAA resources.	Term 1	Curriculum Coordinator
Develop whole school moderation processes to extend beyond English and to schools in other contexts.	Term 2	Curriculum Coordinator
Build staff confidence embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	Term 2	Curriculum Coordinator
Establish a whole-school approach to differentiation that best caters for the needs of all students.	Term 3	Principal, Deputy Principals, Learning Support Teachers



Development priority: *Literacy and Numeracy*

School Review Recommendations

- Undertake a process to develop a common understanding of what the term **'high expectations'** means at the school within the national context.
- Continue to build staff and community awareness of the potential for **high performance achievement** that can be expected of students at the school and the **data required to measure progress**.
- Build on school processes that strengthen teachers' **data analysis skills** to inform their reflection on classroom practices and lead them to **enacting the next step in their teaching**.
- Develop a whole-school approach to building teacher capability that includes **classroom-based learning of modelling, mentoring and coaching**.
- Align roles and responsibilities of **specialist and support staff** with the EIA in **assisting teachers to differentiate** their teaching to **support and extend** students within their classrooms.
- Enhance staff capability through the implementation of **targeted and aligned induction and APR processes**.
- Review the school pedagogical framework to clarify the **school evidence-based teaching practices** that are expected in all classrooms.

Targets

- Increase Year 3-5 NAPLAN Effect Size Gain (Relative to the Nation) to greater than the nation in all areas
- Maintain 2021 NAPLAN NMS at 95-100% in Reading, Writing and Numeracy for Years 3 and 5
- Increase percentage of students achieving NAPLAN U2B

Strategic Plan Targets

- >95% of students achieving fundamental literacy and numeracy expectations aligned with the Australian Curriculum
- >75% of students achieving high level literacy and numeracy expectations aligned with the Australian Curriculum
- ACARA Mean Performance close to similar schools for all NAPLAN domains
- >75th percentile performance in the state-wide distribution of school Mean Scale Scores for NAPLAN

Embed, Enhance and Review

Actions	Timelines	Responsible Officer/s
Conduct previous school checks (including OS Student Profile) and literacy and numeracy assessment for students new to the school, sharing with class teachers, investigating further and planning for students' learning needs	Ongoing	Deputy Principals, Learning Support Teachers, Class Teachers
Ensure mastery learning of fundamental literacy and numeracy expectations	Ongoing	Class Teachers, Learning Support Teachers, Deputy Principals
Provide a continuum of support for student learning beginning in the classroom for students with learning difficulties and students requiring extension	Ongoing	Class teachers, Learning Support Teachers
Conduct Pedagogical Reflections across Prep to Year 6.	Ongoing	Deputy Principals, Principal
Engage teachers in timely collaborative year level meetings to support student learning through: <ul style="list-style-type: none"> • Data analysis of student achievement of year level and high level literacy and numeracy expectations as feedback on impact and to plan for teaching to support year level, class and student learning needs • The development of effective lesson planning and pedagogical practices, targeted, differentiated teaching, resourcing and use of aide time 	Ongoing	Principal, Deputy Principals, Data Support Teacher
Embed, enhance and review year level and high level expectations for fundamental literacy and numeracy knowledge and skills <ul style="list-style-type: none"> • Clarify and review • Ensure vertical continuity • Check student mastery and retention 	Term 1	Committee Leaders, Data Support Teacher Class Teachers, Learning Support Teachers
Monitor the school spelling program to ensure resourcing for staff members and integrity of implementation. <ul style="list-style-type: none"> • Simplify the Spelling Framework 	Term 1	Principal, English Committee Leaders, Year Level Coordinators



<ul style="list-style-type: none"> • Continue implementation of phonemic awareness, phonics and sight word writing in Prep to Year 2 and beyond for those still mastering • Conduct spelling standardised assessment in Years 3-6 at beginning of year to monitor progress • Monitor implementation of Spelling Mastery in Prep to Year 6 		
Review and implement the School Writing and Reading Frameworks – what and how reading and writing are taught daily to include: <ul style="list-style-type: none"> – Assessment tools – Warm ups – Phonemic Awareness – Jolly Phonics – Magic Words – Seven Steps to Writing Success – Cameron & Dempsey's <i>The Writing Book</i> – Modelled writing – Joint construction – Independent construction – Modelled reading – Guided reading – Shared reading – Sheena Cameron's <i>Reading Comprehension Strategies</i> – QAR – Upper school strategies and pedagogical approaches 	Term 2	Principal, Deputy Principal, Curriculum Coordinator, Committee Leaders

Develop

Induct new staff members in school data and pedagogical practices.	Term 1 and ongoing	Deputy Principals
Develop teachers' use of Assistive Technology for students needing relevant adjustments in Years 4-6	Term 1	Learning Support Teacher (4-6)
Adjust levels of PAT assessment used for students with significant learning difficulties and students well above year level expectations. Ensure adjustments are tracked.	Term 1	Data Support Teacher, Learning Support Teachers
Develop evidence-based Support Plans for commonly diagnosed learning difficulties	Term 2	Learning Support Teacher
Support teachers' development of students' reading, writing and maths goals based on individual student data.	Term 2	Committee Leaders
Develop the Upper School Reading Framework to ensure continued student progress in reading.	Term 2	English Committee Leader, Year 4-6 Deputy Principal
Investigate a system of staff development that includes self, peer and expert coaching and collaboration.	Term 2	Principal
Provide opportunities to upskill parents in current programs, strategies and resources to support their children's reading development.	Term 2	Learning Support Teachers, Class Teachers
Develop efficient recording of adjustments made by class teachers for students in Personalised Learning for continuity of learning from one year to the next	Term 3	Learning Support Teacher
Build staff understanding of numeracy and how that can be incorporated in maths.	Term 2	Maths Committee
Develop quality assurance and moderation of running records administration		English Committee Leader
Investigate more effective use of P-2 Early Start and 3-6 PAT assessment		Deputy Principals, Curriculum Coordinator



Development priority: **STEM and ICT**

School Review Recommendations

- Support all staff to access appropriate PD including coaching and mentoring in order to maximise student achievement.
- Build school Information and Communication Technology (ICT) infrastructure and teacher capability in the use of technology that supports effective delivery of the curriculum.
- Develop a whole-school approach to building teacher capability that includes classroom-based learning of modelling, mentoring and coaching.
- In conjunction with the School Council, explore and develop partnerships [within and] beyond the local community that have the potential to improve students' learning and wellbeing outcomes.

Targets

- Increase the percentage of students achieving As and Bs in Maths and Science to 75%
- Increase parent agreement that *I understand how computers and other technologies are used at this school to enhance my child's learning* to 90%

Embed

Actions	Timelines	Responsible Officer/s
Support teachers to implement STEM-related curriculum areas – Maths, Science, Technologies – and general capabilities – ICT, Critical and Creative Thinking - through cross-disciplinary school-based science and technology units.	Ongoing	STEM Mentor
Build on students' curiosity and connect STEM learning to solving real world problems, through collaborative and individual learning experiences that are hands-on and inquiry-based and support the achievement of deep knowledge.	Ongoing	STEM Mentor, Teacher Librarian, Class Teachers
Implement high quality collaborative curriculum planning processes for science and technology.	Ongoing	STEM Mentor, Class Teachers
Build teacher capabilities to effectively teach STEM through unit planning, PD, modelling, mentoring and coaching <ul style="list-style-type: none"> – STEM-focused time in unit planning – coach one staff member per year level per term to support unit plan implementation – network with other schools on STEM implementation – source guest speakers from school community with expertise in unit topics 	Ongoing	STEM Mentor STEM Committee, Class Teachers
Maintain the Resource Centre Computer Lab for whole class access.	Ongoing	STEM Mentor, Teacher Librarian, ICT Committee
Increase access to coding, robotics & drones for students.	Ongoing	STEM Mentor, Teacher Librarian

Embed, Enhance, Review

Build teacher capabilities in the use of ICT and assistive technology in daily teaching and learning, including interactive whiteboards, document cameras and OneNote	Ongoing	ICT Committee
Communicate STEM and ICT initiatives to the school community through the STEAMing Ahead newsletter, Banter newsletter, Facebook and website (long-term, embedded initiatives).	Ongoing	STEM Committee
Review special events to promote and celebrate ICT and STEM – Tech Week, Science Fair, P-4 Science Day, STEM Convention, Street Science, Premier's Coding Challenge.	Ongoing	STEM Mentor, Teacher Librarian, STEM Committee
Develop spaces to support STEM teaching and learning	Term 1	STEM Mentor
Improve access to ICT resources for teachers	Term 1	ICT Committee
Maintain and establish partnership opportunities with external organisations eg CSIRO, Queensland Coding Academic, Regional STEM Champion, Apple, Microsoft, PEEC, Planetarium.	Term 2	STEM Mentor, Teacher Librarian, Class Teachers
Review the BYOD program, use of devices and effectiveness	Term 2	STEM Mentor, Deputy Principal (4-6)
Develop implementation of the Australian Curriculum ICT General Capabilities and align existing school practices.	Term 3	ICT Committee

Develop

Provide opportunities for staff to share innovative practices.	Term 3	STEM Mentor, Deputy Principals
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Development priority: **Positive Behaviour for Learning and Wellbeing**

School Review Recommendations

- Ensure the consistent implementation of PBL to promote **high standards of student engagement and behaviour**.
- Undertake a process to develop a **common understanding of what the term 'high expectations' means at the school within the national context**.

Targets

- Increase parent and student agreement that *Student behaviour is well managed at this school* and *Teachers at this school treat students fairly* to 90%
- Achieve 80% implementation of the PBL Framework

Embed

Actions	Timelines	Responsible Officer/s
Embed with all staff members and induct new staff members in <ul style="list-style-type: none"> – Student Code of Conduct – School rules and qualities – Specific expectations – Behaviour Choices Flowchart including major-minor-office referred behaviour – Induct new staff members – Recording Administration Actions for incidents recorded on OneSchool 	Term 1	Deputy Principal (P-3)
Explicitly teach expected student behaviours in all locations.	Ongoing	Deputy Principals, Class Teachers
Review and develop each term the teaching schedule and resources for teaching specific expected student behaviours <ul style="list-style-type: none"> – Include reminders for what is to be taught, when – Include teaching in specialist, non-classroom and non-instructional settings – Develop strategies for transitioning between instructional and non-instructional activities – Align with Bounce Back units and resources 	Ongoing	Identified Teacher, Deputy Principals

Embed, Enhance and Review

Plan support for students with multiple incidents in consultation with class teachers and parents	Ongoing	Deputy Principals, Guidance Officer
Build staff capabilities to investigate and follow up inappropriate behaviour.	Ongoing	Deputy Principals
Support teachers to engage parents in supporting students' social, emotional and wellbeing needs.	Term 1	Deputy Principals, Guidance Officers, Learning Support Teachers
Review, document and embed system for acknowledging behaviour expectations in Prep to Year 3	Term 1 and Term 2	Deputy Principal (P-3)

Develop

Clarify behaviour reporting ratings and comments for school-wide consistency	Term 1	Principal, Deputy Principals
Establish a Student Learning and Wellbeing Framework that includes: <ul style="list-style-type: none"> • whole school, year level, small group, individual initiatives and support • Development of a growth mindset and collaboration in Years 4-6 • Teacher engagement and collaboration with parents when students demonstrate concerning behaviours • Connection opportunities with external support providers 	Term 2	Guidance Officer, Deputy Principal (P-3)
Develop Reflection Room support for students	Term 2	P-3 Deputy Principal, Reflection Room Teachers



Development priority: **Organisational Operations**

Purpose - Provide an outstanding service to our parents and families and an outstanding workplace for our staff

Strategic Plan Targets

- ~95% parent, staff and student satisfaction in the annual School Opinion Survey
- Increased retention in the upper year levels


Actions	Timelines	Responsible Officer/s
Ensure proactive, effective communication with parents, including: <ul style="list-style-type: none"> • Timely phone calls/emails to respond to inquiries, share good news and/or discuss concerns (phone calls/meetings to discuss more complex inquiries and/or serious concerns) • Class newsletters (fortnightly or weekly) sharing teaching and learning, upcoming events, notes and reminders • Term overview of curriculum learning and events, requesting expert involvement • Adequate, informed notice of events requiring permission and/or payment (minimum two weeks' prior, longer if more than \$30) 	Ongoing	Teachers, Administration Officers, Year Level Coordinators
Improve storage and sharing of information in central locations and avoid duplication of information in multiple documents <ul style="list-style-type: none"> • Review staff access on the network and OneSchool, and via email mailing lists • Photos on Coredata/Curriculum/Photos • Excursions on Coredata/Curriculum/Excursion • Use of Office v Admin network folders • Report card comments • Timetables • Student Support Services • Use of Outlook Calendar to share event-related information 	Ongoing	Principal, Deputy Principals, Curriculum Coordinator, Business Manager, Administration Officers
Increase electronic communication and reduce paper communication <ul style="list-style-type: none"> • Email report cards, term and fortnightly debtor statements, permission letters • Email evacuation and lockdown feedback • Review website for currency, relevance and supporting documentation 	Ongoing	Deputy Principals, Business Manager, Administration Officers STEM Mentor
Establish a system for sharing and reviewing school policies with the school community <ul style="list-style-type: none"> • Absences, late arrivals and early departures • BYOD Charter • Concerns, complaints, feedback • Dress Code • Homework • Medication and illnesses • Refunds • SunSmart • Sustainability, environmental responsibility • Traffic management • Use of ICT • Social Media 	Term 1	Principal, Business Manager
Prepare for 2021 150 th anniversary <ul style="list-style-type: none"> • Format of the day and schedule of events • Invitation of special guests • Volume 2 of school history book 	Term 1	Principal (F), Anniversary Coordinator
Finance <ul style="list-style-type: none"> • Embed a follow up system, including timelines, for outstanding debts 	Term 1	Business Manager, Administration Officer
Facilities <ul style="list-style-type: none"> • Review School Strategic Infrastructure Plan • Address audio-visual issues in the School Hall • Incorporate bush fire plan in Emergency Response Plan • Merge school-developed emergency procedures with ERP procedures 	Term 1	Principal, Business Manager School Officer
Workplace, Health and Safety <ul style="list-style-type: none"> • Implement Excursion Checklist • Develop Staff Wellbeing Framework drawing on DoE resources including the DoE Staff Mental Health Strategy 	Term 1	Administration Officers, Teachers in charge of events Deputy Principal (4-6)
Human Resources		Principal



<ul style="list-style-type: none"> • Clarify roles and responsibilities of Deputy Principals and Principal • Clarify roles and responsibilities with District Representative Sport 	Terms 1 and 2	Administration Officers, HPE Teacher
<p>Improve student retention in Years 4-6</p> <ul style="list-style-type: none"> • Communicate culture, programs and opportunities to Year 2-3 parents • Provide opportunities for Year 2-3 students to visit and experience Year 4-6 areas and learning • Investigate Signature Programs at Gumdale State School 	Term 2	Deputy Principal (4-6)

Endorsement

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



Cate Whiting (Principal) 28 February, 2021



Dugald King (Chair School Council) 28 February, 2021