



Educational achievement



Wellbeing and engagement



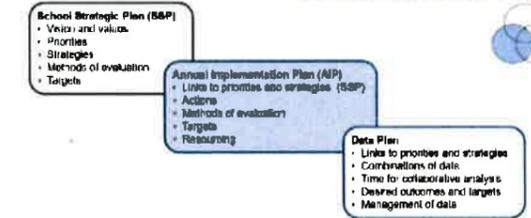
Culture and inclusion

**EQUITY and EXCELLENCE**  
Realising the potential of every student



**BRANYAN ROAD STATE SCHOOL**  
**2024 ANNUAL IMPLEMENTATION PLAN**

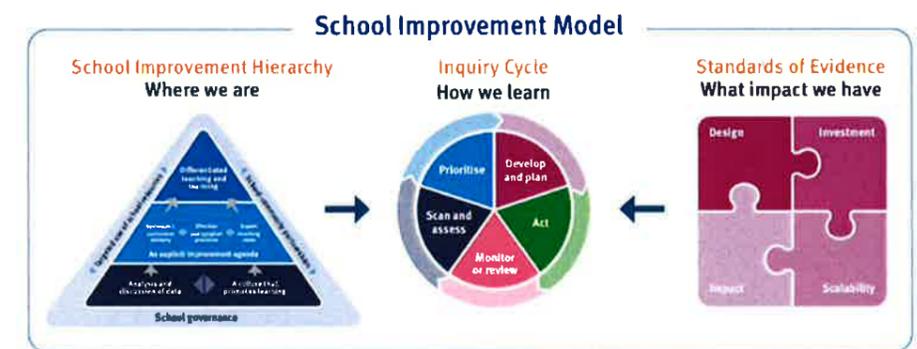
School performance planning: Annual implementation plan



**Improvement Priority** – to develop, lead and monitor an explicit improvement agenda focussed on:

- Every student engaged in high quality learning opportunities, leading to improvement in A & B data
- Building staff capability to effectively implement the Australian Curriculum and improve student outcomes.

12 Month Success Criteria						
Every Student Succeeding				Leading School Improvement		
	Baseline (2023) (end of Sem 2, 2022 data)		6 month progress (end of Sem 1, 2023 data)		12 month progress (end of Sem 2, 2023 data)	
	P-2	3-6	P-2	3-6	P-2	3-6
English Achievement	92.31% A-C 58.46% A-B	96.28% A-C 57.62% A-B	88.95% A-C 53.04% A-B	97.12% A-C 55.24% A-B	89.4% A-C 54.4% A-B	96.4% A-C 52.9% A-B
English Achievement ATSI	81.82% A-C 50% A-B	96.16% A-C 42.31% A-B	89.47% A-C 52.63% A-B	96.43% A-C 53.57% A-B	89.48% A-C 42.11% A-B	93.11% A-C 34.49% A-B
English Achievement SWD	63.63% A-C 27.27% A-B	80% A-C 28% A-B	58.62% A-C 17.24% A-B	88.89% A-C 25% A-B	66.67% A-C 30% A-B	85.72% A-C 31.43% A-B
Mathematics Achievement	97.44% A-C 86.67% A-B	96.67% A-C 68.15% A-B	93.91% A-C 77.34% A-B	97.47% A-C 72.2% A-B	93.9% A-C 79.4% A-B	97.5% A-C 76.4% A-B
Mathematics Achievement ATSI	95.46% A-C 81.82% A-B	100% A-C 53.84% A-B	94.74% A-C 68.42% A-B	100% A-C 75% A-B	89.47% A-C 84.21% A-B	100% A-C 68.96% A-B
Mathematics Achievement SWD	90.9% A-C 72.72% A-B	80.77% A-C 50% A-B	75.86% A-C 44.83% A-B	97.21% A-C 63.88% A-B	80% A-C 43.33% A-B	100% A-C 68.58% A-B
2023 Attendance P-6	92.7%					
2023 SDA's	0% P-2 0.3% 3-6					



**School priority 1: IMPROVEMENT IN A - E DATA**

Every student engaged in high quality learning opportunities, leading to improvement in A & B data.

Monitoring			
<small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress</small>			
Term 1	Term 2	Term 3	Term 4

**Link to school review improvement strategy:**

Investigate formative learning practices that identify learning gaps, next steps and reasonable adjustments to support teachers in applying meaningful differentiation strategies.

**Strategies:**

- Teachers and Leaders incorporating formative learning practices / tasks into English Unit Planning each term as an embedded process (Whole School Approach)
  - to elicit evidence of learning
  - to identify where students are now and where they need to be (in relation to Learning Intentions and Success Criteria)
  - to inform decisions about students' next steps for learning
- During the M1 Pre-Moderation process, the HOD-C and year level teachers, will co-design an engaging 'low-stakes' formative task, that will forefront their unit of work
- All teachers utilising feedback practices, specific and targeted to the learner, with the purpose of moving the learner forward and progressing towards AIP target
  - information to the learner about where they are now, where they are going, how to get there
  - right at that specific point of learning
- Every teacher using the 'Feeding Forward' process to heighten student achievement and close the gap between where students are now and where they need to be
  - moving the question of 'How am I going?' to the forefront
  - allowing the learner to take an active role in their learning and success
  - using formative assessment to determine students' prior knowledge and to guide feedback
  - encouraging self-reflective learners striving towards their individual learning goals
- Teacher flexibility in using formative information to direct the teaching path from that point for individuals/groups of students
  - provision of differentiated teaching interventions and feedback
  - reducing the learning gap from where students commence to the desired success criteria
- Every classroom embedding Assessment Literacy practices (Lyn Sharratt), to guide teaching and learning, and support student growth in improvement in A-E data (Formative assessment, Learning intentions and success criteria, Descriptive feedback, Peer and self-assessment, Individual goal setting, Co-constructed learning walls)
- Every classroom providing all students with the same opportunities for success (A-E Data informed decision making, Individual case management, Goal setting with students, Collegial collaboration, Inclusive practices, Effective differentiation strategies)
- Visible learning for all students – clarity around what success looks like, learning intentions, success criteria, taking feedback to the Learning Wall
- Leadership Team 'Line of Sight' visits in every classroom each term (Learning Walks), with provision of feedback to teachers through '5 Guiding Questions for students' (Sharratt)

**Artefacts:**

- Teacher Plans / Anchor charts
- Formative assessment tasks
- Learning Walls
- Modelled Responses, GTMJ's
- Student work samples
- A-E Data Analysis

**Actions:**

- HOD-C working with teachers in the planning and enacting phases of learning
- Regular cohort meetings to share data, check on student progress, moderate work
- Building teacher capability in planning and enacting Formative Assessment practices, effective feedback practices and enacting differentiated learning opportunities
- Allocation of Inclusion teachers and support staff to support differentiated teaching and learning using inclusive practices
- Allocate I4S budget to purchase TRS to provide every teacher with a half day release each term to engage in Pre-Moderation planning sessions with the HOD-C
- Provide PD opportunities for all staff, to support staff capability

**AIP measurable/desired outcomes:**

**Baseline data (Semester 2, 2023) - English Achievement**

	% A-C	% A-B
P-2	89.4%	54.4%
3-6	96.4%	52.9%

**At 3 months, behaviourally:**

**Students can/will -**

- Know where they are and what they need to do to improve
- Apply feedback, utilising learning walls and the 3<sup>rd</sup> teacher space to improve outcomes

**Teachers can/will -**

- Know where students are with their learning
- Know what individual students' needs are to improve outcomes for every student

**Leaders can/will -**

- Use Learning Walks to provide feedback for teachers for student improvement
- Use cohort meetings to share data and check on student progress
- Provide identified PD to support staff capability

**At 6 months, behaviourally: English Achievement**

	% A-C	% A/B
P-2	90%	60%
3-6	96.5%	60%

**At 9 months, behaviourally:**

**Students can/will -**

- Can articulate 'how they are going' and know their trajectory for success
- Apply feedback, utilising learning walls and the 3<sup>rd</sup> teacher space to improve outcomes
- Be self-reflective, aiming to achieve learning goals

**Teachers can/will -**

- Plan and enact simple, engaging and purposeful formative tasks
- Know where students are with their learning
- Utilise the 'Feed Forward' strategy effectively with students to improve outcomes for every student
- Differentiate the teaching and learning from week 1 of a unit, using formative information to direct the teaching path

**Leaders can/will -**

- Use Learning Walks to provide feedback for teachers for student improvement
- Use cohort meetings to share data and check on student progress
- Continue to build staff understanding and capability around feedback and feed forward processes through PD

**Responsible officer(s):**

- Leadership Team (Principal, Deputy Principal, HOD-C)
- Teaching staff
- Inclusion Staff

**Resources:**

- Data Plan
- I4S Budget
- Leadership Team
- Inclusion Teachers
- Teachers
- Cam Brooks (Deputy Principal)

**School priority 2: BUILDING TEACHER CAPABILITY**

**Building staff capability to effectively implement the Australian Curriculum and improve student outcomes.**

Monitoring			
<small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>			
Term 1	Term 2	Term 3	Term 4

**Link to school review improvement strategy:**

Establish a whole school vision and associated processes for coaching and mentoring practices to provide opportunities for staff to receive feedback and watch each other work.

Formalise observation, feedback and mentoring processes to support staff capability in implementing high-yield pedagogical approaches and to provide teachers with individualised feedback on their practice.

**Strategies:**

- Leadership Team emphasis on building teacher capability with the 'Branyan Way', using coaching and mentoring practices
  - consistency of practice
  - effective pedagogical strategies
  - whole school approaches
- HOD-C/Literacy Coach working alongside classroom teachers and Teacher Aides, co-planning and modelling focus high-yield pedagogical strategies/practices
- All staff offered quality PD opportunities to target improved teaching practices, aligned to our improvement areas
- All teachers partaking in collegial sharing of effective practice during year level cohort meetings and staff meetings (NCT blocks carefully aligned to allow year level cohorts to meet 2-3 times each week)
- All teachers will be provided with opportunities to interact with or observe peers in action in classrooms, implementing key improvement priorities, relevant to current units of work and/or linked to APDP's
- Teachers offering mentoring opportunities and providing collegial feedback
- Strengthening the understanding of and enactment of research based pedagogies with all staff through professional development and modelling of effective practice (Science of Reading, Assessment Literacy, Feedback/Feedforward processes, THRASS, Explicit Instruction)
- Every teacher to receive individualised feedback on their teaching practice, via Learning Walks, coaching and peer mentoring opportunities
- Leadership Team will formalise a plan each semester for classroom Learning Walks and peer observation/feedback opportunities, progressing towards AIP focus

**AIP measurable/desired outcomes:**

**Baseline data (Semester 2, 2023) – Staff Opinion Survey**

Questions within the STAFF DEVELOPMENT Area	Total Agreement
I have access to relevant professional development	93.1%
I receive useful feedback about my work at this school	90%
The school encourages coaching and mentoring activities	85.2%

**At 3 months, behaviourally:**

**Teachers / Teacher Aides can/will –**

- Identify pedagogical strategies/practices to target for coaching and mentoring opportunities
- Participate in peer mentoring and peer feedback opportunities

**Leaders can/will –**

- Use cohort meetings for collegial sharing of effective practice and to identify priority needs for coaching and mentoring
- Provide identified PD to support staff capability

**At 6 months, behaviourally:**

**Teachers/ Teacher Aides can/will –**

- Identify pedagogical strategies/practices to target for coaching and mentoring opportunities
- Participate in peer mentoring and peer feedback opportunities
- Demonstrate increased confidence enacting targeted pedagogical practices
- Enact feedback provided to them by peers/Leadership Team

**Leaders can/will –**

- Use cohort meetings for collegial sharing of effective practice and to identify priority needs for coaching and mentoring
- Provide identified PD to support staff capability linked to APDP's
- Provide individualised feedback to all staff on their teaching practice

**At 9 months, behaviourally:**

**Teachers/ Teacher Aides can/will –**

- Identify pedagogical strategies/practices to target for coaching and mentoring opportunities
- Participate in peer mentoring and peer feedback opportunities
- Heightened understanding and enactment of research based pedagogies
- Enact feedback provided to them by peers/Leadership Team

**Leaders can/will –**

- Provide identified PD to support staff capability linked to APDP's
- Provide individualised feedback to all staff on their teaching practice
- Observe increased consistency of practice across the whole school with strength in the implementation of research based pedagogies
- Observe improvement in Staff Opinion Survey results in the 'Staff Development' area (**Target – 95% Total Agreement for each question**)

**Actions:**

- Allocate additional NCT time to all teachers through the school purchase of a Specialist Science Teacher – for teachers to engage in collegial practices, cohort meetings and time to observe peers in action
- Commitment to learning and Professional Development opportunities for all staff
- Termly Learning Walks with provision of feedback to teachers
- Opportunities for Teacher Aides to access coaching, mentoring and feedback
- Leadership Team to facilitate cohort check-ins each term to establish individual teacher needs and update plan to schedule appropriate release time opportunities for staff
- Regular staff meetings to include: Focussed discussions, Professional conversations around curriculum delivery, Data analysis, Teaching practice, Consistency of practice

**Responsible officer(s):**

- Leadership Team (Principal, Deputy Principal, HOD-C)
- Teaching Staff

**Resources:**

- I4S Budget
- Leadership Team
- Inclusion Teachers
- Teachers
- Teacher Aides
- Additional NCT time(school purchased Specialist Science Teacher time)
- HOD-C / Literacy Coach

**Approvals**

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

Principal *Amblanche*

P&C/School Council

*A. Cronin*

School Supervisor

*A. Thompson*