



Brighton State School - Annual Implementation Plan 2021

School Improvement Priorities 2021



Strategy: Whole School Approach to The Explicit Teaching of English

Goal	Benchmark Data	Actions	Targets	Student Behaviours	Teacher Behaviours	Leader Behaviours
Regular, celebratory, data fuelled collaborative conversations informing 5 week cycle, year level, teacher pedagogy and case management	English C or above 93% - 2020	Analysis of data to inform the explicit teaching of English	English C or above 90% + 15% increase D to C 15% increase C to B 15% increase B to A	Alignment of success criteria feedback to BIUW artefact	Alignment of feedback to Australian Curriculum success criteria Case Management – D to C, C to B and B to A	Collegial Engagement 3 question 'walk throughs' Guided Reading Instructional Coaching Reasonable Adjustment priority
Alignment of reading to the writing skills and literacy demands of English units	English B or above 64% - 2020	Collaborative year level planning Timetabled curriculum meetings	English B or above 70% +	Application of A descriptors in writing	Alignment of reading rotations	3 question 'walk throughs'
Building capacity and further developing capability of both teachers and teacher aides through collaborative conversations and watching others work focussing on the explicit teaching of reading and writing	Week 8, Year level teacher collaborative planning team release time	Enhanced teacher efficacy	Weekly, timetabled, Yr level PLT meetings All staff, formal and timetabled WOW model Communities of Learning key teachers facilitating best practice professional learning	Exposure to new/enhanced pedagogy	Application of new/enhanced pedagogy	Facilitate/manage/follow up WOW facilitation and model Collegial Engagement

Strategy: Whole School Approach to an explicit focus on Student and Staff Well Being

Goal	Benchmark Data	Actions	Targets	Student Behaviours	Teacher Behaviours	Leader Behaviours
Education Queensland's Staff Wellbeing Framework and Australian Student Wellbeing Framework as informing frames in a whole school approach	BSS Well Being Framework	Implementation and consolidation of BSS's Well Being Framework P to 6	Whole school approach and associated artefact Timetabled, daily P to 6 'Mindfulness' and 'Growth Mindset' focus and associated explicit teaching. Timetabled staff wellbeing initiatives Pulse Survey implementation	Independently articulate the application of wellbeing strategies	Delivery and collegial sharing of wellbeing framework pedagogies Engagement in Pulse Survey process	Pulse Survey coordination

Strategy: Whole School Approach to a Positive School Environment

Goal	Benchmark Data	Actions	Targets	Student Behaviours	Teacher Behaviours	Leader Behaviours
All staff engagement and confidence	Student Code of Conduct	Implementation of Student Code Of Conduct.	All staff reference and confidence in SCOC as informing frame	Maintain Tier 1 0 to 1 students major referrals to 97% plus	Confidence in consistent application of Student Code Of Conduct	Fortnightly PBL team meetings Professional Development facilitation
Whole school, explicitly taught social skills.	'rule of the week' assembly focus	Building of lesson plan bank	Timetabled, weekly P to 6 explicit teaching	Reduce Tier 2 2 to 5 major referrals to less than 2% from 2.05%	Explicit teaching P to 6	Fortnightly PBL team meetings Lesson plan roll out
Progression of PBL to Tier Three	Progression to Tier Two – 2020 Annual OS major behaviours .4 students per day	Data driven PBL	Annual OS major behaviours less than .4 students per day	Maintain Tier 1 0 to 1 major referrals to 80% plus	Differentiated student support	IBMP management Behaviour Services support

Endorsement

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

Principal 

P and C 

Assistant Regional Director 