BRIBIE ISLAND STATE SCHOOL
2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement · Wellbeing and engagement · Culture and inclusion

COURAGE · GROWTH · BRIBIE STATE SCHOOL · ACHIEVEMENT

School priority 1: Pedagogy
Enacting high impact teaching strategies in English and reading

Monitoring

	Term 1	Term 2	Term 3	Term 4

Strategy:
Enact high impact teaching strategies in English and specialist lessons, and word level reading to improve student level of achievement of A-B and C and above, through visible learning, and school wide approach to pedagogical practices.

Success Criteria:
Students can/will:
Be highly engaged, use and apply feedback provided by teachers; improve outcomes through successful, schoolwide approach.
Engage with learning walls; gradual release; play-based learning; answering the 5 questions with detailed responses.
Engage in day-to-day lessons, articulate increased clarity in their learning; engage with learning walls and articulate their learning for the unit and lesson.
Show confidence and fluency in reading; enjoyment of genre/author; read and write everyday linked to curriculum units.
Understand tasks and activate prior knowledge of marking guides from previous year.
Engage and participate in learning, with improved behaviour.
Become independent learner and engage peer teaching and feedback.

Teachers can/will:
Use age-appropriate pedagogies, provide specific and explicit feedback to students in alignment to the marking guides. Engage in discussions and practices aligning shared strategies and resources. Confidently enact the agreed high impact teaching strategies with consistency of practice across the classrooms. Develop and use learning walls with students to build assessment literacy and promote teacher, peer and self-feedback. Develop elements of the learning wall collaboratively with students and explicitly teach them how to use it.
Engage in collegial discussions, PLCs and twilight sessions. Teachers engaging in observation and feedback (Watching Others Work (WOW) walks, learning walk and talks, and visible learning walks).
Delivering a consistent approach to reading across the school. Engage with a range of data set to inform teaching and learning cycles, and utilise them actively to inform planning and differentiation.

Leadership team can/will:
Work with teachers to build a shared understanding of the agreed pedagogical approaches, provide sessions of professional learning to build capability, work in classrooms with teachers to model, observe and provide feedback on agreed practices. Engage in coaching, observation, feedback, and modelling with reflective discussions aligned to the APR framework.
Engage in learning walk and talks with teachers to reflect on evidence of learning.
Participating in teacher-led data analysis discussions to monitor student improvement and reflect on practice.
Working within an instructional leadership model to drive the strategic agenda with line of sight to classrooms.

AIP desired outcomes by the end of 2025:
• P-2 - 48% of students achieving an A or B in English (47.3%)
• 3 -6 - 46% of students achieving an A or B in English (44.5%)
• P-2 – 80% of students achieving 'C or above' in English (78.8%)
• 3-6 – 85% of students achieving 'C or above' in English (84%)
AIP supporting outcomes:
• Strong correlation of NAPLAN to LOA – inter-assessment agreement in Years 3 and 5 in spelling, grammar and punctuation, writing
• Closer correlation of NAPLAN reading and LOA – improved to below 1.5 in Year 5
AIP monitoring process
• Learning walks and talks with leaders & teachers
• Evidence of student learning, formative and summative
• Teacher feedback captured through PLCs & staff meetings
• Semester 1 & 2 level of achievement data
• English Assessment data trackers
• NAPLAN reading
• Diagnostic and monitoring reading data

Actions:
Collaboratively strengthen capability in utilising learning walls to provide regular and ongoing feedback to students in alignment to the AC achievement standards, to build assessment literate learners. *(Discuss learning walls aspects collaboratively within PLCs; unpack pedagogy of learning walls within pedagogy Co-Lab, realign HITs to departmental resources with co-Lab group)*
Increase opportunities for collaborative discussion of responsive pedagogies through ongoing moderation and marker student processes in PLCs. *(PLCs increased to once per week, targeted identification and review of appropriate pedagogies in alignment to moderation)*
Development of a whole school approach to reading. *(Develop a reading Co-Lab group, teacher PD in PLD, purchase of PLD resources, working collaboratively with local schools and co-lab group to define the school's approach to reading, hold staff sessions in staff meetings and twilights to develop a shared understanding of the agreed first steps in implementing the new approach, reading and writing everyday)*
Provide regular professional learning opportunities to build capability and consistency of practice in the enactment of the agreed pedagogies. *(Staff meetings, PLCs, twilight sessions, co-Lab groups)*
Utilise instructional leadership practices to maintain a line of sight for enactment of agreed pedagogical practices. *(Leaders to work with teachers in identifying targeted pedagogies in alignment to the whole school approach for discussion in PLC and identification through student outcomes in learning walks, development of instructional leadership plan in alignment with the AIP)*
Continue whole school observation, coaching, reflection and feedback cycles. *(Implementation of targeted observations each term with alignment to reading and the agreed pedagogical practices, including learning walls)*

Responsible officer(s):
ELT
Instructional leadership plan

Resources:
0.6FTE Additional teacher for PLC time
Staff meeting time Allocation of meetings to reflective conversations
$10,000 Purchase of reading resources
$40, 000 Purchase of TRS to enable Pre mod days

School priority 2: Engagement
Creating safe and supportive learning environments to improve student engagement

Monitoring

	Term 1	Term 2	Term 3	Term 4

Strategy:
Enact supportive and safe learning environments, to improve student level of engagement, reduce behaviour incidents and SDAs and improve staff morale, through an evidence based whole school approach to student engagement.

Success Criteria:
Students can/will:
Engage in classroom and across the school, feeling happy, and demonstrate high levels of attendance and spirit of Bribie.
Engage independently in classroom routines.
Show improved social emotional wellbeing. Understand and articulate school rules and processes
actively engage in circle time and discuss wellbeing and needs.
Students re-engaging positively in lessons after feedback sessions and reflections and restorative conversations.
Articulate and follow classroom and school wide processes and using them effectively to engage in their learning.

Teachers can/will:
Experience improved staff wellbeing.
Work actively to support own wellbeing and contribute to greater staff wellbeing
Share ideas and enactive positive initiatives within the school contributing to a confidence and capable workforce.
Work with colleagues on implementing new initiatives that support student engagement.
Record and celebrate positive interactions with students.
Create intentionally inviting classrooms and build connected relationships with students.
Work collaboratively with parents, stakeholders and students to build engagement.

Leadership team can/will:
Experience improved wellbeing.
Enact staff suggestions for improved wellbeing in alignment to the AIP, working in collaborative teams with staff members.
Engage in regular classroom visits, to celebrate student achievement and engagement.
Support students to share their positive stories and work.
Engage with staff, parents, stakeholders and students to build engagement.

AIP measurable/desired outcomes:
AIP desired outcomes by the end of 2025:
SDAs – Reduced to below 30 (49)
Attendance – Improved to 86% (84.5%)
SOS data improved - staff morale 70% (42.9%)
AIP supporting outcomes:
• SOS data improved - student behaviour is managed well student 75% (68.9) parent 80% (73.9)
• SOS data improved - I feel confident in managing behaviour of all my students 80% (54.5)
Improved staff engagement in the SOS survey
AIP monitoring process
• Learning walks and talks with leaders & teachers
• Behaviour majors and minors on OneSchool
• Attendance rates, students attending less than 85%
• Teacher feedback captured through PLCs & staff meetings

Actions:
Provide ongoing capability development in trauma transformative practices. *(Whole Staff Berry St PD, Student engagement Co-Lab twice per term, STEWB meeting twice per term)*
Develop an agreed approach and expectations to facilitating student engagement in classrooms and collaborate to share professional practices. *(Student engagement co-lab group to collaboratively develop)*
Strengthen understanding of school's STEWB processes for staff, students and the wider community. *(Review in staff meetings, refer to during PLCs, share posts via Facebook on processes)*
Continue whole school observation, coaching, reflection and feedback cycles. *(Leaders conduct formal observation cycles each Semester, teachers engage in formal observations with peers once per semester, development of the mentoring through the HAT leaders team)*
Work collaboratively with staff members to strengthen wellbeing. *(Development of wellbeing committee, working collaboratively to align with department resources to develop and implement an action plan)*

Responsible officer(s):
ELT
Instructional leadership plan

Resources:
$35, 000 Purchase of Berry St materials
Purchase of resources for engagement and professional development

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

Principal   **P&C/School Council**   **School Supervisor** Martin Leur

Queensland Government

Instructional Leadership Plan for *driving* the AIP

Roles, Responsibilities and Accountabilities

	Leah	Simone	Karena	Ally	Shailee	Lisa
Role - Line of Sight	*P-6*	*P-2*	*3-6*	*Students with Disability*	*P-6 Reading*	*Finance and Resourcing*
Responsibilities	• Lead in PLCs – Data, moderation • Coaching in classrooms • Running PD sessions – Learning Wall Pedagogy	• Lead in PLCs – Moderation, planning • Coaching in classrooms • Running PD sessions – ESCM, HITS	• Lead in PLCs – Moderation, planning • Coaching in classrooms • Running PD sessions - Berry St, HITS	• Lead in PLCs – PLPs • Coaching in classrooms • Running PD sessions – Strategies for Engagement, De-escalation	• Lead in PLCs – Reading planning • Coaching in classrooms • Running PD sessions – Reading	• Engaging in conversations with teachers and leaders to gauge the effectiveness of AIP targeted resources
Disaggregated AIP targets	P–6 English 'C and Above' – 83% English 'A–B' – 47% SDAs & Behaviour Incidents	P–2 English 'C and Above' 80% English 'A–B' 48% SDAs & Behaviour Incidents	3–6 English 'C and Above' 85% English 'A–B' 46% SDAs & Behaviour Incidents	SWD English 'C and Above' 65% English 'A–B' 28% SDAs & Behaviour Incidents'	*Reading* *Year 3–* MSS: 340 Developing and above: 73% Exceeding: 9% *Year 5–* MSS: 450 Developing and above: 77% Exceeding: 6%	Budget - Targets – Impact of resourcing on student outcomes SORD school overview
Instructional Leadership Commitments	• Learning Walk and Talk – at least 3x a week • Visit Every Classroom Every Week • Listen to 1 student read from every sector, every week • Review evidence of learning from each sector, each week	• Learning Walk and Talk – at least 3x a week • Visit every classroom in the sector every week • List to 1 student read in Prep, Year 1 and Year 2 every week. • Review evidence of learning from each year level P-2, each week	• Learning Walk and Talk – at least 3x a week • Visit every classroom in the sector every week • Listen to 1 student read in 3-4 and 5-6 every week. • Review evidence of learning from each year level 3-6, each week	• Learning Walk and Talk – at least 3x a week • Visit 5 classrooms every week • Listen to 3 students with disability read a week	• Learning Walk and Talk – at least 3x a week • Engaged in coaching in every target classroom every week • Listen to 1 student from each target class read per week	• Weekly review of budget in targeted AIP funds • Reviewing budget plans and discussing with program manager
Priority PLC attendance	P-6 Data Conversations P-6 English Moderation Learning Wall Walks	P-2 English Moderation Learning Wall Walks	3-4 English Moderation Learning Wall Walks	** English Moderation Learning Wall Walks	P-6 Reading English Moderation	

Instructional Leadership PLC Cycle

Week 1	Review of Term goals to come for leader, teach, student behaviours Learning Walk and Talk Reflections, PLC Reflections Instructional Leadership Commitment to action for next week	**Week 6**	Shailee – present data & reflections Learning Walk and Talk Reflections, PLC Reflections Instructional Leadership Commitment to action for next week
Week 2	Leah – present data & reflections Learning Walk and Talk Reflections, PLC Reflections Instructional Leadership Commitment to action for next week	**Week 7**	Lisa – present budget & reflections Learning Walk and Talk Reflections, PLC Reflections Instructional Leadership Commitment to action for next week
Week 3	Simone – present data & reflections Learning Walk and Talk Reflections, PLC Reflections Instructional Leadership Commitment to action for next week	**Week 8**	Observations Reflections – Feedback to teachers' moderation Learning Walk and Talk Reflections, PLC Reflections Instructional Leadership Commitment to action for next week
Week 4	Karena – present data & reflections Learning Walk and Talk Reflections, PLC Reflections Instructional Leadership Commitment to action for next week	**Week 9**	Traffic Lights of Term goals for leader, teach, student behaviours Learning Walk and Talk Reflections Instructional Leadership Commitment to action for next week
Week 5	Ally – present data & reflections Learning Walk and Talk Reflections, PLC Reflections Instructional Leadership Commitment to action for next week	**Week 10**	Traffic Lights of Term goals for leader, teach, student behaviours Learning Walk and Talk Reflections Instructional Leadership Commitment to action for next week

Disaggregated Data Targets

Disaggregated English LOA data P-6 'C and above'	*Disaggregated English LOA data P-6 'A-B'*	*Disaggregated Attendance data YTD*	*Disaggregated Attendance data less than 85%*	*Disaggregated SDA data*
DDA: 65% **First Nations**: 80% **EAL/D**: 60% **OOHC**: 80%	**DDA**: 28% **First Nations**: 48% **EAL/D**: 40% **OOHC**: 45%	**DDA**: 83% **First Nations**: 85% **EAL/D**: 81% **OOHC**: 85%	**DDA**: 45% **First Nations**: 40% **EAL/D**: 45% **OOHC**: 20%	**DDA**: 23 **First Nations**: 8 **EAL/D**: 0 **OOHC**: 0