










## Brain Healthy School of 2027

### Expert Jigsaw Retrospective

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Slido Code





## Purpose

To reflect on and share aspirations of two years embedding neuro-informed policy and practice in our schools, and to learn from each other's real-world impact and insights.

To answer the questions –

- **What are the most feasible and needed Brain Healthy, school-based strategies and outcomes?**
- **What steps do we take to achieve them?**

## Approach

It is now 2027 and your school community has been asked to reflect on two years of creating Brain Healthy Schools. In this collaborative learning session, each table represents one school, participants reflect through the lens of specific roles.

You will split up and meet with people from the same role category then report back to your original team to collate your ideas and learnings.

## Step 1: School teams and Brain Healthy goals (3 min)

1.1 Each table is a school team including 6-7 roles:

- Principal
- HOD Curriculum
- HOD Student services/Wellbeing/HOSES
- Teacher/s and/or other educators (aides, VET, youth worker)
- Pre-service/beginning teacher (scribe for Padlet)
- External Service Provider (health, or others)

1.2 Give your school a name that tells us something about where it is and its students.  
Your scribe will enter your school's name in one Section of the Padlet.

1.3 Broadly describe your Brain Healthy School: (5 min)

- How do the students feel and behave?
- How does it look, sound and feel to be at this school?
- What are some of the challenges you had to overcome to become brain healthy?

## Step 2: Join Your Expert Reflection Group

- 2.1 Find the facilitator for your role discussion group.
- 2.2 Discuss how this role contributes to your Brain Healthy School.
  - Consider outcomes identified by your school.
  - Relate your own experience of what can work or is needed.
  - How the role you're in today play a part?
- 2.3 Record using sheets A3 provided, and overpage for your group:
  - strategies and student outcomes related to the role
  - PD, initial training, time and other needs for staff in this role
  - alignment with the domains and knowledge bases in Figure 1.

*(Please see the Sample Success Stories at the end of this worksheet for ideas)*

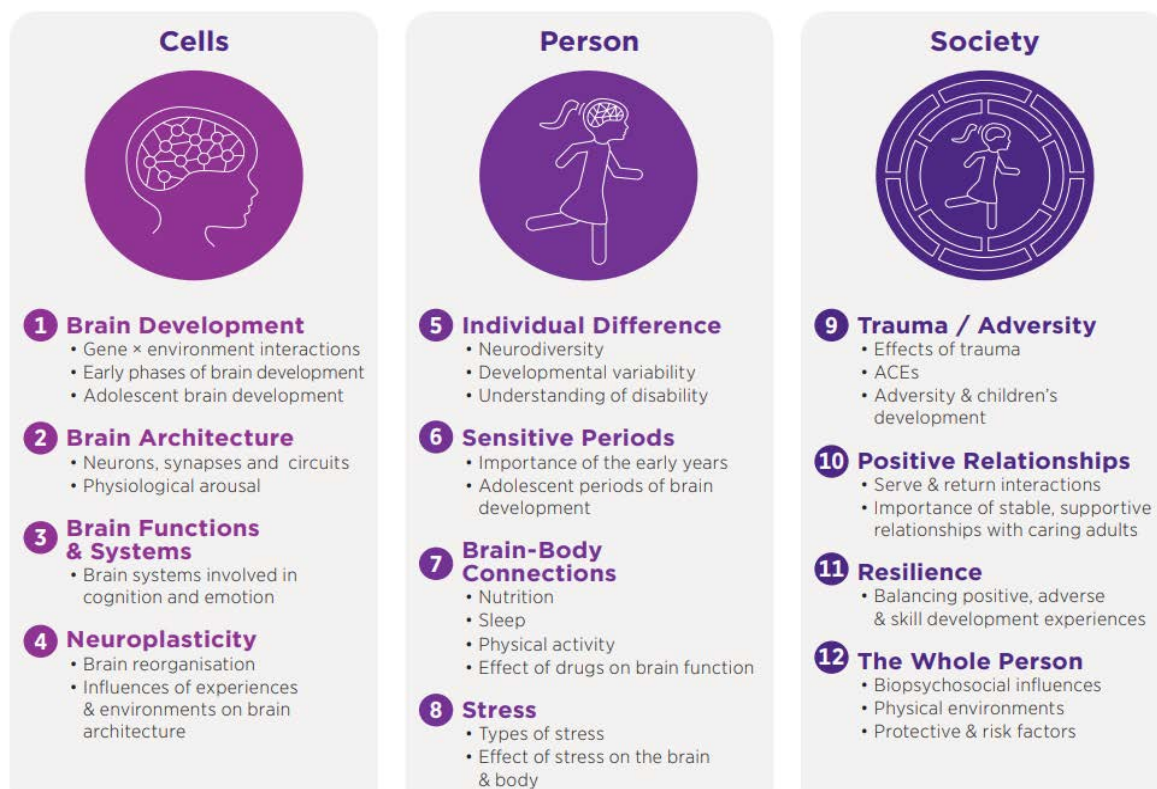


Figure 1: Twelve key knowledge bases, with examples, underpinning neuro-informed policy and practice.



Record ideas to take back to your team

Strategies my role can implement	Aligned to domains: Cells, person, society?	How will students benefit from this? <ul style="list-style-type: none"><li>• Think about Tiers 1-3 behaviour and wellbeing</li><li>• And / or curriculum and learning.</li></ul>	What will my role need for this to work? <ul style="list-style-type: none"><li>• Think about PD, training</li><li>• Recognition, time and other staff roles</li></ul>

### Step 3: Return to your school team

- 3.1 Return to your school executive so that each person brings expertise and lived experience from a different role of the brain-healthy school framework.
- 3.2 Hear about the key strategies from each member.
- 3.3 As a group, collate your strategies on the paper provided.
- 3.4 Scribe (preservice teachers) to record on the Padlet for your school.

### Group Reflection Guide

What strategies and practices did each role consider?

- One strategy may cover multiple areas.
- Consider what staff need to know and be able to do.
- Consider how this will translate to students, e.g. may be curriculum aligned, or embedded in pastoral care, school spatial organisation, parent and community engagement...

Record at your table – the table below is a guide

Strategies Student-centred outcome	Staff capability (All staff, specific roles, PD, induction etc)	Supporting policy
<ul style="list-style-type: none"><li>• Routines</li><li>• Classroom management</li><li>• Wellbeing and pastoral care</li><li>• Curriculum, pedagogy, differentiation &amp; assessment</li><li>• Family &amp; community engagement</li></ul>	<ul style="list-style-type: none"><li>• Which staff?</li><li>• When?</li><li>• Specific programs?</li></ul>	<ul style="list-style-type: none"><li>• School-based</li><li>• Education system</li><li>• Health System</li><li>• Other</li></ul>

### Wrap up - Most significant change

- What has been the most significant positive change you've seen since becoming a Brain Healthy School?
- What advice would you give other schools starting out in this area?



#### Step 4: Reflection on forum discussion

1. What common themes or cross-cutting success factors have emerged?
2. How have these practices shaped school culture, teaching, and student wellbeing?
3. What should the next steps be to sustain and deepen this work across the ecosystem?



## Sample Success Stories for Inspiration

Use these stories as inspiration as you reflect on your own school's journey.

### Reducing Stress to Support Learning

At Harmony State School, staff introduced daily 'settling circles' at the start of each day. Teachers reported calmer transitions, and students shared that they felt 'more ready to learn' after having time to check in emotionally. The school also implemented a 'reset space' instead of traditional detentions.

### Improving Sleep and Rest Routines

Blue Ridge College initiated a 'Sleep Smart' campaign for both students and parents. After incorporating sleep education into health classes and shifting homework policies to encourage earlier bedtimes, teachers noted increased alertness in morning classes and reduced behavioural issues.

### Embedding Neuroplasticity and Growth Mindset

Oak Hill Catholic School embedded growth mindset language across the curriculum. Teachers used phrases like 'not yet' and celebrated effort in student reports. One teacher noted that students began to take more academic risks and showed improved resilience when facing challenges.

### Using Movement to Boost Focus and Wellbeing

At Riverbend Catholic Primary School, teachers adopted 'Brain Boost Breaks' every 45 minutes, incorporating movement songs, stretches, or walks. After implementation, teachers noticed improved focus and reduced fidgeting. PE staff also offered 'Move & Learn' sessions co-designed with classroom teachers.

### Building Emotionally Safe and Regulated Environments

Maple Valley State High School introduced school-wide training in co-regulation strategies and calm communication. They established a 'Calm Zone' in each classroom and offered professional development in trauma-informed practices. A school counsellor shared that 'students now articulate emotions more clearly and seek help earlier.'

### Supporting Brain Health Through Nutrition and Hydration

Bright Futures Grammar School replaced sugary snacks in the tuck shop with healthier options and added hydration stations around campus. Teachers ran a 'Brain Fuel Challenge' where students tracked their water intake. Within weeks, students were reporting fewer headaches and better focus.

## Optional Add-On: Gallery Walk or Panel Sharing

- Turn expert reflections into posters or slides and host a “Brain-Healthy Schools Showcase”
- Invite small groups to present to colleagues in a rotating gallery walk
- Use reflections to build a shared bank of case studies or success stories

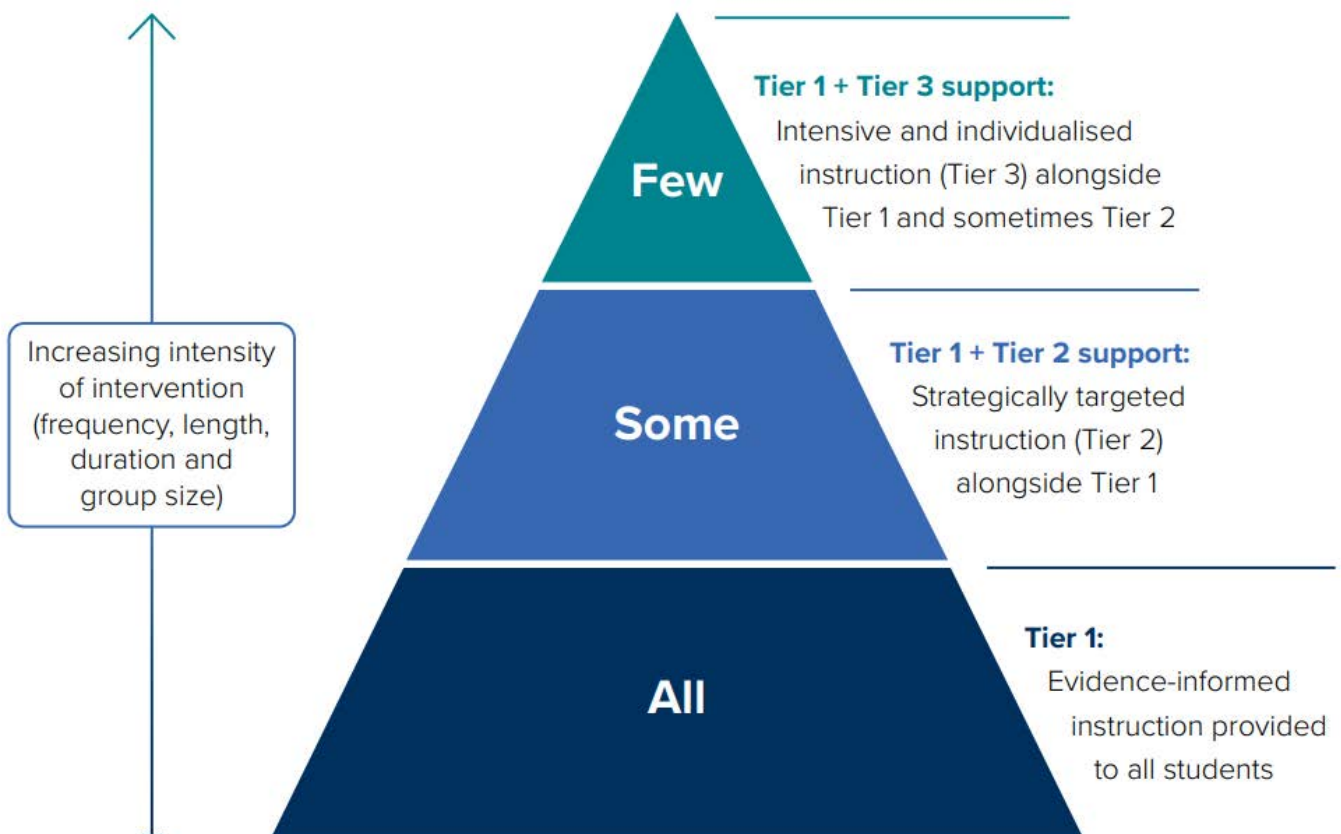


Figure 2: Multi-tiered systems of support