

Annual Implementation Plan – 2016



SCHOOL OF THE FUTURE
BrisbaneSDE

* = Review Recommendation

Focus	Strategies	Targets		
		2015 Data	2016 Targets	2016 Actions to meet these targets
Pedagogy	APPLY BSDE's Pedagogical Framework explicitly to improve student outcomes.	<p>High take up from teachers applying the IMPACT model in lesson delivery (as indicated in 2015 T&L review). *</p> <p>All teachers attended IMPACT PD.</p> <p>100% of new teachers reached at least proficient level using <i>Collaborate</i>.</p> <p>95% of new teachers completed new staff induction process.</p> <p>All faculties incorporating 21st century skill into the assessment design process.</p> <p>Coaching plan updated to reflect focus on literacy, IMPACT and 21st century skills in assessment.</p> <p>95% of teachers assigned and mentoring by a pedagogy coach.</p>	<p>100% of teachers to show evidence that lesson delivery includes IMPACT strategies relevant to curriculum taught.</p> <p>100% of faculty's across P-12 to show evidence that course and assessment design includes the incorporation of 21st century skills, in particular collaboration, innovation, problem solving, creativity and design.</p> <p>100% of the staff aware of the 'Big 3' (what, why, how) using their student data, and how this data can inform teaching practices.</p> <p>100% of teachers assigned and mentored by a pedagogy coach.</p> <p>100% of new teaching staff obtain at least 'proficient level' in the use of <i>Collaborate</i>.</p>	<p>All new staff to complete IMPACT and neuroscience PD.</p> <p>New staff induction program developed to incorporate processes identified by a focus group set up early Term 1. Teacher provided with support to develop program. Program to be developed using <i>Articulate</i> of similar program and presented on USB. New induction process to be available for Term 2.</p> <p>All teaching staff to receive lesson observations and involved in the feedback cycle, as per BSDE's lesson observation policy (under HOD leadership). This process to be linked with coaching support as required and linked with PDP.</p> <p>Establishment of pedagogy, literacy and differentiation lead coaches.</p> <p>Continuation of faculty coaches.</p> <p>Faculty and lead coaches (through the implementation of the faculty coaching plan(s) to provide support and guidance to all teachers in the areas of IMPACT and 21st century skills and the BIG 3 (specifically classroom differentiation strategies) – as described in detail in the BSDE coaching plan – 2016.</p>

Pedagogy

Pedagogy

Focus	Strategies	Targets		2016 Actions to meet these targets	
Pedagogy cont.	APPLY BSDE's Pedagogical Framework explicitly to improve student outcomes, cont.	2015 Data Lesson observation policy developed that is aligned with QTLU and DET agreements.	2016 Targets The effectiveness of IMPACT in improving student outcomes measured and recommendations made for 2017 onwards.	2016 Actions to meet these targets IMPACT centre and BSDE Coaching team to provide workshops to all staff focusing on: - Targeted IMPACT elements. - Technology aspects associated with the use of Collaborate. - Collaborative planning models. - 21 st century skills implementation. - E-learn and Blackboard enrichment. - Design thinking. - Innovative curriculum delivery models. - Literacy strategies. - Differentiation strategies. - Academy workshops to promote successes.	Faculty coaching plans to outline how faculty's intend to embed 21 st century skills into : - lesson delivery, - assessment, and - Collaborative course design. This to be done in consultation with relevant HODs, lead and faculty coaches. Griffith Uni to measure the effectiveness of IMPACT in improving student outcomes.
	BSDE's BTM program developed in 2015.	100% of beginning teachers (working towards full registration) actively involved in the BSDEs BTM program.	All BTM mentors attend training PD provided by DETE.	All beginning teachers assigned a BTM mentor and following appropriate stages the BTM program.	

Pedagogy

Focus	Strategies	Targets		2016 Actions to meet these targets
Pedagogy cont.	Align curriculum and pedagogy practices across the three sub-schools.	<p>2015 Data</p> <p>BSDE lacking vertical alignment across P-12 as identified in 2015 T&L review. *</p>	<p>2016 Targets</p> <p>Increase in cross P-12 activities throughout 2016 as identified by an internal audit completed at the commencement of 2016, and data collected at the end of 2016.</p>	<p>Actions pertaining to improving vertical alignment across P-12 include:</p> <ul style="list-style-type: none"> (a) Involvement of key Junior Secondary and senior teachers in Primary School meetings on a rotational basis. (b) Share best pedagogy practices at HOD, Faculty and whole staff meetings, through the establishment of a roster at the start of 2016. Actions pertaining to improving vertical alignment across P-12 include. (c) Expand student/primary mentoring program to include Maths and ART mentors as well as continuing with science mentors through the 2016 year. (d) Develop "critical friends" program (upper school teachers meet with primary staff to ensure alignment of curriculum). This was trialled in 2015. (e) Targeted Techie brekkies delivered by teachers across P-12, via feedback from start at the 2016 year. (f) The establishment of a "competition co-ordinator" to manage various competitions across sub-schools to encourage cross sub-school interaction and involvement of STEM and STEAM across P-12.

Pedagogy

Focus	Strategies	Targets		
<p>Pedagogy cont.</p>	<p>Align curriculum and pedagogy practices across the three sub-schools, cont.</p>	2015 Data	2016 Targets	2016 Actions to meet these targets
		<p>Develop 'The Futures Academy' for trial in years 8 and 9 in 2016, targeting innovative curriculum delivery, coding and the use of a range of technologies, with the aim of investigating the extension of the trial to years 7 and 10 in 2017.</p>	<p>1. Curriculum development completed for Maths, Science, English, Technology, HPE and SOS across years 8 and 9.</p> <p>2. Real world learning units (integrated projects) fully developed in Maths/Science, English/SOS, Technology/Science and Maths/HPE by mid 2016.</p> <p>3. Planning commenced for expansion of Academy in 2017, including:</p> <ul style="list-style-type: none"> - Researching of relevant models appropriate for year 7 and 10. - Timetable for year 7 and 10 cohort. - Staffing considerations <p>- Curriculum development commenced for Maths, Science, English, Technology, HPE and SOS across years 7 and 10, and Real world learning units.</p> <p>4. Evidence presented to exec that Academy generated successes have been incorporated in mainstream delivery.</p> <p>5. Student A-E achievement results increase "above school average" for Academy students.</p> <p>6. "Above school average" collaboration and engagement rates for Academy students.</p> <p>8. High satisfaction ratings for Academy students.</p>	<p>1. All teachers developing curriculum materials across key learning areas and Real World Learning units, to be on a reduced teaching load during the growth phase of the Academy.</p> <p>2. Teachers working in the Academy provided funding (\$ and TRS) to purchase and investigate future technologies relevant to the vision of the Futures Academy, ie Attendance at relevant conferences, etc.</p> <p>3. Teachers in the Academy involved in the presentation of workshops across all sub schools.</p> <p>4. All teachers working in the Academy provided with support to plan for expansion in 2017.</p> <p>5. Relevant teachers delivering in the Academy provided with funding to explore models for delivery of the Academy in the senior school by visiting technology school in SA, in preparation of 2017 expansion.</p> <p>6. Key learning areas and Real World Learning units delivered using Academy philosophy of innovation, technology and design.</p>

Pedagogy

Focus	Strategies	Targets		
Pedagogy cont.	Use student data to inform teaching practices and measure student improvement.	2015 Data	2016 Targets	2016 Actions to meet these targets
		2015 T&L review identified inconsistent use of TRAX/OS data to inform teaching practices, including differentiating strategies. *	100% of teachers recording appropriate student data (including differentiation strategies goal setting information) into TRAX and OS as required.	<p>2015 T&L review identified BSDE's coaching program needs to be more data driven. *</p> <p>100% of teachers using relevant literacy data (PAT-R, Mini-lit, etc.) to improve student reading outcomes through applying a range of differentiation strategies.</p> <p>10% improvement of teachers' literacy data (scaled PAT-R scores for 7-10) throughout the year</p> <p>100% of the staff aware of the "BIG 3" (what, why, how) using their student data, and how this data can inform teaching practices.</p>

Reading

Focus	Strategies	Targets		
<p>Reading Junior Secondary</p>	<p>Implement Literacy Indicators within our reading programs and subject areas 7-10.</p> <p>Student and parent survey feedback to inform future direction 7-10.</p> <p>6 week intervention programs for students below age literacy level. Pre and post data collection 7-10 and Teacher Aide support.</p> <p>Junior Secondary Intervention Programs Semester Long with STLAI support.</p> <p>Coaches support the program.</p>	2015 Data	2016 Targets	2016 Actions to meet these targets
		<p>Interim data from 2015: update due week 9.</p> <p>Initial data indicates 100% improvement in reading fluency in students participating in the Words Their Way Program and 90-100% academic improvement in academic results for students undertaking intervention programs.</p>	<p>P-10 will demonstrate measured improvement in reading ability as measured by YARC and/or PATR to move them to or beyond their age appropriate year level.</p> <p>7-10 teachers apply appropriate literacy strategies in class.</p> <p>7-10 teachers are able to identify students above or below their scale score.</p>	<p>Reading Team in Place.</p> <p>Coaches undergo professional development in the interpretation of data (PATRY) as part of the senior school coaching program.</p> <p>Teachers target 'S' and 'E' from the SAFE Reading Program.</p> <p>IAS funded Learning Support Teacher Aides to deliver targeted intervention to identified students.</p> <p>Targeted reading groups to meet the specific needs of the students in each year level.</p>

Reading

Focus	Strategies	Targets		
<p>Reading Primary</p>	<p>Continue MultiLit and Minilit reading Intervention. All identified students will access intense targeted reading intervention.</p>	2015 Data	2016 Targets	2016 Actions to meet these targets
		<p>In 2015, 62 students have accessed program. 43 have been on program 3 months or more. 38/43 students (86%) showed improvement as calculated by time on program + at least 3 months extra growth.</p> <ul style="list-style-type: none"> • 3 students showed >20 months growth. • 6 students showed 15-19 months growth. • 5 students showed 10-14 months growth. • 14 students showed 5-9 months growth. • 10 students showed 1-4 months growth. 	<p>All students will improve – calculation: Time on program + at least 3 months extra growth. Each student to be measured after 6 months on program.</p>	<p>Teacher aides to deliver targeted reading intervention small group sessions. P-6 STLAn to oversee and to ensure diagnostic testing is rigorous and regular.</p>
<p>Literacy coordinator 0.6 to drive consistent comprehensive literacy and engagement across P-6.</p>	<p>In 2015, most students have demonstrated measured improvement in reading (as identified by YARC). Teachers need further support to ensure they are implementing best practice strategies to target student reading needs.</p> <p>Home tutors need to realise the value of these sessions to ensure 100% student engagement.</p> <p>Primary has made considerable growth in this area in 2015 as a result of teacher released to develop a comprehensive, consistent approach. This momentum needs to continue.</p>	<p>100% of students not receiving multi/minilit will be engaged in a daily literacy block (P-3) or a weekly reading session (4-6) accessing targeted group sessions.</p> <p>Students will meet individual short term targets as ascertained by PM levels and long term goals as ascertained by YARC diagnostic testing.</p> <p>TRAX used to track growth and to provide the impetus for data conversations with Year level teams and literacy coordinator.</p>	<p>P-6 teachers will continue to be supported and continue professional learning in order to</p> <ul style="list-style-type: none"> - ensure consistency across Prep to Year 6 leading into Junior Secondary. - interpret diagnostic data and participate in data conversations at the year level, group and individual level. - apply strategies in Literacy Block and targeted Reading sessions. <p>Home Tutors will have regular PD (f2f, online, newsletters) to support literacy/reading development from Literacy expert.</p> <p>Literacy coordinator to map student growth in all year levels, and to support teachers to implement ongoing goals and strategies to meet growth.</p>	

Wellbeing


Focus	Strategies	Targets		2016 Actions to meet these targets
		2015 Data	2016 Targets	
Engagement	Percentage of students OP1-15.	88%	90%	<p>2016 Actions to meet these targets</p> <p>DPs focus on lifting student engagement in classes and reducing % of 'N's to under 10%.</p> <p>DPs focus on lifting attendance % across school. 83.19% Semester 1 2015 to 85% 2016 – Departmental data plans.</p> <p>Attendance and Engagement flow charts for all school.</p>
	Percentage of students obtaining a QCE.	75.6%	80%	
	Percentage of students obtaining a QCE, SAT, IBD, VET.	89.1%	100%	
Students	Percentage of students who have obtained a QCIA.	100%	100%	<p>100% of students who commence on this pathway</p> <p>100%</p> <p>Welfare lead teacher:</p> <ul style="list-style-type: none"> - Complete welfare review. - Develop welfare program – CONNECTIONS, referral process for implementation Semester 2 2016. <p>Staff training in Mental Health and First Aid.</p> <p>Weekly interactive sessions with YLCs and Health Nurse.</p> <p>Review role of Youth Support Officer.</p> <p>Semester reviews of Responsible Behaviour Plan are communicated to Stakeholders Groups.</p>
	Percentage of students who have improved.			
	Develop a Pastoral Care Program as suggested in the T/L audit. *	<p>Mind Matters PD completed.</p> <p>Whole school Pastoral Care Program is designed and applied by Semester 2 - 2016.</p> <p>All staff is allocated Pastoral Care Group to monitor and support.</p>		

Wellbeing

Focus	Strategies	Targets		
		2015 Data	2016 Targets	2016 Actions to meet these targets
Students cont.	Embed EATSIPS.	Wangarra Mura Advisory Group and Solid Partners/Solid Futures Meetings.	All staff to undergo training in Cultural Awareness (It's Still Everybody's Business and Hidden Histories). Establish a Reconciliation Action Plan. Achieve Phase 5 of EATSIPS.	Wangarra Mura to advise group on goal achievement. BSDE CEC and Indigenous Coordinator/Admin to lead BSDE in EATSIPS. Solid Partners/Solid Futures team to improve support to students.
Parents	Develop further opportunities for partnerships between school, home and the wider community. Percentage of Parents satisfied that their child is getting a good education at this school.	Home Tutor curriculum sessions in Junior School. Home Tutor sessions on activity days Primary School - Junior School. New Home Tutor Induction Program Developed. New website developed through REAP funding from SDEs. 85.7%	All facilities have productive partnership with home, schools, wider community. A Home Tutor resource shell is completed. YLC sessions are advertised on every 7-12 DOTMAH student timetable. Development of a Health Nurse Program for students Year's 7-12. 100%	PD in Neuroscience. Subject Home Tutor/School sessions start of each unit. Home Tutor/School supervisor Sessions Activity Days. New training induction plan designed for home tutors for start in 2016. PPP – Bush Kids and Stepping Stones.
Staff	Develop our professional skills to engage with peers and others. Working Committees to develop a Wellbeing Plan for staff.	Junior Secondary Review completed. Realign Year 7. *	Clear understanding of communication and accountability protocols by Year 7 teachers. All staff takes responsibility for individual commitment to schools direction. This is reflected in student improvement in their classes and or engagement in collaborative planning. Ensure the joint admin /teaching staff team building is explicit.	PD in Neuroscience. Teachers complete self-evaluation. Teachers develop skills in Internal Locus of control, Reframing, Neuroscience for Learning. All teachers are open to sharing practice and receiving feedback.

Certification:

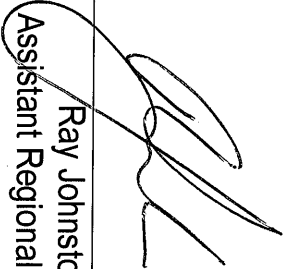
This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Alan Sampson
Executive Principal



Geoff Murphy
P&C President



Ray Johnston
Assistant Regional Director