

Annual Implementation Plan – 2016



*** = Review Recommendation**

| | Focus | Strategies | Targets | | |
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| | | | 2015 Data | 2016 Targets | 2016 Actions to meet these targets |
| Pedagogy | Pedagogy | APPLY BSDE's Pedagogical Framework explicitly to improve student outcomes. | High take up from teachers applying the IMPACT model in lesson delivery (as indicated in 2015 T&L review). * | 100% of teachers to show evidence that lesson delivery includes IMPACT strategies relevant to curriculum taught. | All new staff to complete IMPACT and neuroscience PD. |
| | | | All teachers attended IMPACT PD. | 100% of faculty's across P-12 to show evidence that course and assessment design includes the incorporation of 21 st century skills, in particular collaboration, innovation, problem solving, creativity and design. | 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. |
| | | | 100% of new teachers reached at least proficient level using <i>Collaborate</i> . | 100% of the staff aware of the 'Big 3' (what, why, how) using their student data, and how this data can inform teaching practices. | 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. |
| | | | 95% of new teachers completed new staff induction process. | 100% of teachers assigned and mentored by a pedagogy coach. | Establishment of pedagogy, literacy and differentiation lead coaches. |
| | | | All faculties incorporating 21 st century skill into the assessment design process. | 100% of new teaching staff obtain at least 'proficient level' in the use of <i>Collaborate</i> . | Continuation of faculty coaches. |
| | | | Coaching plan updated to reflect focus on literacy, IMPACT and 21 st century skills in assessment. | | Faculty and lead coaches (through the implementation of the faculty coaching plans) to provide support and guidance to all teachers in the areas of IMPACT and 21 st century skills and the BIG 3 (specifically classroom differentiation strategies) – as described in detail in the BSDE coaching plan – 2016. |
| | | 95% of teachers assigned and mentoring by a pedagogy coach. | | | |

Pedagogy

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| | | 2015 Data | 2016 Targets | 2016 Actions to meet these targets |
| Pedagogy cont. | APPLY BSDE's Pedagogical Framework explicitly to improve student outcomes, cont. | Lesson observation policy developed that is aligned with QTU and DET agreements. | | <p>IMPACT centre and BSDE Coaching team to provide workshops to all staff focussing on:</p> <ul style="list-style-type: none"> - Targeted IMPACT elements. - Technology aspects associated with the use of <i>Collaborate</i>. - Collaborative planning models. - 21st century skills implementation. - E-learn and Blackboard enrichment. - Design thinking. - Innovative curriculum delivery models. - Literacy strategies. - Differentiation strategies. - Academy workshops to promote successes. |
| | | | | <p>Faculty coaching plans to outline how faculty's intend to embed 21st century skills into :</p> <ul style="list-style-type: none"> - lesson delivery, - assessment, and - Collaborative course design. <p>This to be done in consultation with relevant HODs, lead and faculty coaches.</p> |
| | | | The effectiveness of IMPACT in improving student outcomes measured and recommendations made for 2017 onwards. | 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 BSDE's BTM program. | <p>All BTM mentors attend training PD provided by DETE.</p> <p>All beginning teachers assigned a BTM mentor and following appropriate stages the BTM program.</p> | |

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| | Pedagogy cont. | Align curriculum and pedagogy practices across the three sub-schools. | BSDE lacking vertical alignment across P-12 as identified in 2015 T&L review. * | 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>Actions pertaining to improving vertical alignment across P-12 include:</p> <p>(a) Involvement of key Junior Secondary and senior teachers in Primary School meetings on a rotational basis.</p> <p>(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.</p> <p>(c) Expand student/primary mentoring program to include Maths and ART mentors as well as continuing with science mentors through the 2016 year.</p> <p>(d) Develop “critical friends” program (upper school teachers meet with primary staff to ensure alignment of curriculum). This was trialled in 2015.</p> <p>(e) Targeted Techie brekkies delivered by teachers across P-12, via feedback from start at the 2016 year.</p> <p>(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.</p> |

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| | Pedagogy cont. | Align curriculum and pedagogy practices across the three sub-schools, cont. | 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>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: - Researching of relevant models appropriate for year 7 and 10. - Timetable for year 7 and 10 cohort. - Staffing considerations - 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

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| Pedagogy cont. | Use student data to inform teaching practices and measure student improvement. | | 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. | HODS document (in faculty AIP staff DPP) set of strategies to ensure all staff are using TRAX appropriately (including the recording and use of appropriate data). HODs to present these to relevant sub-school DP through line meetings. |
| | | | 2015 T&L review identified BSDE's coaching program needs to be more data driven. * | <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> | <p>Reading improvement strategies continue to form significant part of faculty pedagogy plans, and therefore coaching process.</p> <p>HODs, Lead and Faculty Coaches receive PD on:</p> <ul style="list-style-type: none"> - analysing literacy data - the coaching of teachers in the using literacy data to develop differentiation strategies regarding reading/vocab. <p>Teachers providing coaching assistance and PD to use literacy data to measure effectiveness of the use of literacy differentiation strategies.</p> <p>HODs to routinely check, through the DPP process, that all staff are giving all students the opportunities to set meaningful, relevant and "student centred" goals, and that these are appropriately recorded in TRAX.</p> <p>HODs to track, through the DPP that all teaching staff are providing appropriate and meaningful feedback to students linked to their students' goals in TRAX.</p> |

Reading

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| | | | 2015 Data | 2016 Targets | 2016 Actions to meet these 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 STLaN support.</p> <p>Coaches support the program.</p> | <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 (PATR) as part of the senior school coaching program.</p> <p>Teachers target 'S' and 'E' from the SAFE Reading Program.</p> <p>I4S 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> |

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| | Reading Primary | Continue MultiLit and MiniLit reading intervention. All identified students will access intense targeted reading intervention. | <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. | All students will improve – calculation: Time on program + at least 3 months extra growth. Each student to be measured after 6 months on program. | Teacher aides to deliver targeted reading intervention small group sessions. P-6 STLaN to oversee and to ensure diagnostic testing is rigorous and regular. |
| | | Literacy coordinator 0.6 to drive consistent comprehensive literacy and engagement across P-6. | <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

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| | | | 2015 Data | 2016 Targets | 2016 Actions to meet these targets |
| | Engagement | <p>Percentage of students OP1-15.</p> <p>Percentage of students obtaining a QCE.</p> <p>Percentage of students obtaining a QCE, SAT, IBD, VET.</p> <p>Percentage of students who have obtained a QCIA.</p> <p>Percentage of students who have improved.</p> | <p>88%</p> <p>75.6%</p> <p>89.1%</p> <p>100%</p> | <p>90%</p> <p>80%</p> <p>100%</p> <p>100% of students who commence on this pathway</p> <p>100%</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> |
| | Students | <p>Develop a Pastoral Care Program as suggested in the T/L audit. *</p> | <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> | <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> |

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| 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 faculties 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. |

Our Vision

to be the school of the future

Our Mission

To provide **Inclusive, Innovative and Inspiring** educational opportunities to enable learners to create and contribute to a positive future.

We Value

The uniqueness and potential of every individual.
Evidence based, innovative and inspiring teaching.
The power of productive partnerships and team work (particularly that between home and school).

Our Priorities

knowing our students including owning relevant student data.

engaging our students through IMPACT strategies.

supporting students' literacy needs through SAFE.

quality regular feedback to students regarding progress.

staff working together for student achievement and parent communication.

staff and student wellbeing is paramount.

We will measure our success through → A to E results → Diagnostic tools → System measurements (OP, QCE, NAPLAN) → Stories of success → School Opinion Survey → Engagement Data

Visit our website – www.brisbanesde.eq.edu.au

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

Mark Campling
Regional Director