



2018 BSSS Annual Implementation Plan

Strategy	Actions	Responsible Officer	Targets	Timeline (Target attainment)				
				Term 1	Term 2	Term 3	Term 4	
Exceptional Teaching <i>Implementation of the Australian Curriculum and improved Student Learning outcomes.</i>	Reading and Writing	- Embed the consistent delivery of high yield strategies in the teaching of reading, writing and numeracy prep to 6 across the curriculum.	<ul style="list-style-type: none"> - MMS Reading Yr. 3: 435 Yr. 5: 515 - U2B Yr. 3: 45% Yr. 5: 40% - Yr. 3 and 5 NMS: 100% - MMS Writing Yr. 3: 400 Yr. 5: 475 - U2B Yr. 3: 40% Yr. 5: 17% - MMS Numeracy Yr. 3: 410 Yr. 5: 500 - U2B Yr. 3: 40% Yr. 5: 28% - ↑ WS A/B LOA attainment across all learning areas - Implemented Writing plan 		✓			✓
		- Build the capacity of teachers in using teaching strategies to move students into the U2B's in reading, writing and numeracy through a collaborative inquiry model and the establishment of a professional learning community.	Deputy Principal – T & L HOC	<ul style="list-style-type: none"> - 100% engagement in Literacy Continuum (Writing element) - Process for cyclic assessment of student understanding, linked to <i>planning for literacy learning</i> developed - I have access to quality professional development – Staff SOS 2017 91.3% 2018 target 95% - Prep PM Level 9 – 60% of students - Year 1 PM Level 16 – 80% of students - Year 2 PM Level 23 – 70% of students - Year 3 – 6 – Probe 70% of students at age appropriate Probe level or above - Improved rate of improvement (ROI) for individual students across LOA/NAP/PAT/early start - Completed Professional learning plan 	✓	✓	✓	✓
		- Progressively monitor teacher capability in data literacy to inform teaching through PD and data conversations with school leaders.	Deputy Principal – T & L Deputy Principal – SPE HOC	<ul style="list-style-type: none"> - 100% of data entered in OneSchool - 100% of teachers engaging with data to determine trends - Strategies implemented demonstrating improved outcomes for students (LOA/PAT/NAP/PM/Early start) 		✓		✓
	Inquiry and Thinking	- Review Pedagogical framework to support the practice of 21 st century thinking skills and embed culture of questioning, NPD (New Pedagogies for Deep Learning), the teaching of reading and writing in context, student performance and engagement and a guaranteed and viable curriculum.	Deputy Principal – T & L	<ul style="list-style-type: none"> - Common understanding of Pedagogical framework scaffolding discussions and priorities - Feedback on teaching and learning scaffolded by framework - 100% of teachers can demonstrate an understanding of pedagogical framework in relation to relevant aspects of their role - Demonstrated WS goal attainment through periodic assessment using the NPD Deep Learning Conditions Rubric 	✓	✓		✓
		- Build a common language in respect to cognition based on the QCAA cognitive verbs.	Deputy Principal – T & L	<ul style="list-style-type: none"> - 100% of teachers demonstrating understanding of the QCAA definition of identified cognitions - 100% of teachers can implement strategies to elicit learning as a result of chosen thinking strategy 			✓	✓
		- Implement NPD assessment of thinking to assess student progress over time; Design and implement teacher learning to support planning for improvement in line with NPD and AC general capabilities.	Deputy Principal – T & L	<ul style="list-style-type: none"> - 100% of students aware of their learning goals in respect to the Critical and Creative Thinking learning continuum - Process for cyclic assessment of student understanding, linked to planning for learning developed 			✓	✓
		- Teachers develop critical thinkers through a formalised inquiry based pedagogy in the area of numeracy and share best practice with year levels and staff at staff meetings.	Deputy Principal – T & L HOC	<ul style="list-style-type: none"> - 100% of students aware of their learning goals in respect to the Numeracy learning continuum - Process for cyclic assessment of student understanding, linked to <i>planning for numeracy learning</i> developed 	✓		✓	
	Curriculum	- Review and implement the whole school assessment and reporting policy.	HOC	<ul style="list-style-type: none"> - 100% of teachers aware and implementing 	✓			
		- Collaboratively plan and develop partnerships with local state high schools to strengthen curriculum teaching and learning links to the junior secondary school.	Deputy Principal – T & L HOC	<ul style="list-style-type: none"> - Map of partnerships including specific goals and improvement targets 		✓		
		- Employ a HOC to ensure guaranteed and viable curriculum delivery, assessment and moderation practices across year levels.	Principal Deputy Principal – T & L	<ul style="list-style-type: none"> - Explicit, coherent, sequenced plan for curriculum delivery, moderation and assessment across the years of school which makes clear what (and when) teachers should teach and students should learn, implemented 			✓	
		- Continue to promote the Arts through talent competitions, plays, and biennial whole school musicals.	Deputy Principal – T & L Deputy Principal – SPE	<ul style="list-style-type: none"> - Calendar reflects commitment to the Arts - Activities linked to AC and tied to curriculum as identified in curriculum plan - Specific learning goals and measures of success attributed to events 		✓	✓	✓
		- Continue to provide extra curricula learning experiences for students i.e. debating, chess, outdoor education, choir, and extension programs.	Deputy Principal – SPE	<ul style="list-style-type: none"> - Improved staff participation in extra curricula activities - Learning experiences mapped to AC General Capabilities and identified in Curriculum Plan 		✓	✓	
	Community of Learners <i>Develop a technology literate school community engaged with the global community of lifelong learners.</i>	Building Capacity	- Build and implement a systemic professional learning team cycle and culture focused on assisting staff to build their capacity and tied to schoolwide priorities.	Deputy Principal – T & L	<ul style="list-style-type: none"> - Increased individual student gain over time (LOA, NAP -reading, writing and numeracy, PAT. Early start, PBL and engagement – attendance, effort and behaviour) 			✓
			- Build the capacity of staff and parents to support the development of student personalised learning through access to rich learning resources.	Deputy Principal – T & L	<ul style="list-style-type: none"> - Demonstrated trajectory of learner improvement through Periodic assessment of NPD collaboration competency through the Collaboration Deep Learning Progression Continuum - This school asks for my input. – Parent SOS 2017 86.7% 2018 target 90% 			✓
			- Build the capacity of teachers to teach coding and use digital technologies as learning tools within the classroom.	Deputy Principal – T & L Deputy Principal – SPE HOC	<ul style="list-style-type: none"> - AC Implementation Plan actioned - STEAM strategy outlined and linked to curriculum plan 		✓	
- Engage in G&V curriculum process pertaining to technologies and link explicitly to WS STEAM agenda			Deputy Principal – T & L Deputy Principal – SPE HOC	<ul style="list-style-type: none"> - Documented G&V curriculum for technologies - I use computers and other technologies at my school for learning – Students SOS 2017 97.3% 2018 target 100% - Increased student participation in extra curricula STEAM program 		✓	✓	✓
- Develop and trial NPD planning framework, community connections and assessment tools			Deputy Principal – T & L Deputy Principal – SPE HOC	<ul style="list-style-type: none"> - Demonstrated WS goal attainment through periodic assessment using the NPD Deep Learning Conditions Rubric 			✓	
Exceptional Empowerment <i>Promote school community wellbeing.</i>	Exceptional Empowerment	- Use the Wheel of Well-being (WOW) to support staff in managing their work/life balance through the establishment of a support group.	Deputy Principal – SPE	<ul style="list-style-type: none"> - Increased enrolments - Improved Teacher attendance and retention - I enjoy working at this school – Staff SOS 2017 95.7% 2018 target 100% - I feel that staff morale is positive at my school – Staff SOS 2017 80.4% 2018 target 85% - Sustained attendance, increased engagement, and retention of staff at regular meetings 			✓	✓
		- Establish networks to provide all staff with inter-agency support to assist with physical, emotional and social well-being. (induction booklet)	Deputy Principal – SPE	<ul style="list-style-type: none"> - Develop Induction booklet - Monitoring process to assess progress and plan for continuous improvement of practice 		✓		
		- Continue the Positive Behaviours for Learning (PBL) Program to ensure a safe and secure learning environment is sustained for all key stakeholders.	Deputy Principal – SPE	<ul style="list-style-type: none"> - Tier 1 process implemented and all data collected and recorded - Student referral data demonstrates improved WS and individual student behaviour - Tier 2 attainment by end of year 		✓		✓




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	- Establish and promote an interagency hub (Yanggabara – The Safe Place) within the school to support individuals within the school community.	<i>Deputy Principal – SPE</i>	- Yanggabara established and stakeholder connections exist			✓	
	- Continue to monitor staff well-being through the APR process.	<i>Deputy Principal – SPE</i>	- Cyclic APR process implemented and goals linked to whole school priorities				✓
	- Implement strategies to improve student attendance through initiatives that allow early intervention to target at risk students.	<i>Deputy Principal – SPE</i>	- 95% student attendance		✓		
	- Revisit, implement and monitor consistent language of high expectancy behaviours for learning	<i>Deputy Principal – SPE</i>	- Updated, communicated PBL matrix - Consistent language – Y chart: looks like, feels like, sounds like - Teachers at this school treat student fairly – Parent SOS 2017 88.3% 2018 target 95% - Teachers at my school treat students fairly – Student SOS 2017 75% 2018 target 85% - Student behaviour is well managed at my school – Students SOS 2017 68.1% 2018 target 75% - Student behaviour is well managed at this school – Staff SOS 2017 78.3% 2018 target 85% - Student behaviour is well managed at this school – Teachers SOS 2017 68.8% 2018 target 80%	✓ ✓		✓ ✓ ✓ ✓	
	- Develop and implement a process to assess self efficacy in relation to priorities; Implement a process of goal setting, monitoring, intervention/implementing strategies for improvement, and celebrating success.	<i>Deputy Principal – SPE</i>	- Assessment of teacher efficacy - Assessment of support staff efficacy - Assessment of student efficacy - Demonstrated trajectory of improvement over time of student and staff efficacy - My child is making good progress at this school – Parent SOS 2017 88.5% 2018 target 95% - I feel accepted by other students at my school – Students SOS 2017 77.9% 2018 target 83% - Staff are well supported at this school – Staff SOS 2017 78.3% 2018 target 85% - Staff at my school work as a team to deliver improved outcomes – Staff SOS 2017 91.3% 2018 target 95%		✓ ✓ ✓	✓ ✓ ✓ ✓	

Endorsement

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


Principal
26/2/2018


P & C President


Assistant Regional Director