BROWNS PLAINS STATE HIGH SCHOOL

Strategic Suite 2023

BROWNS PLAINS STATE HIGH SCHOOL

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Strategic Plan 2022-2025

Preface

Browns Plains State High is a proud educational environment committed to providing education of the highest quality to our school community.

This Strategic Plan 2022-25 has been developed following the completion of the Quadrennial School Review (QSR) conducted at the end of 2021.

As a culmination of the QSR process, a range of key findings and key improvement strategies have been identified to outline future strategic directions and priorities. The QSR Executive Summary 2021 is able to be viewed through the school's website.

In addition to the QSR process, this Strategic Plan 2022-2025 has been developed utilising an extensive consultation process and comprehensive analysis of the school's achievements and performance over the life of the previous strategic plan, including:

- Analysis of previously implemented strategic agendas against a range of school performance areas and benchmarks
- Evaluation of the school's performance against the nine domains of the National School Improvement tool
- Comprehensive consultation with the following stakeholders groups
    - School administration, teaching and non-teaching staff
    - Student groups within the school
    - Parents and Citizens' (P&C) Association executive

This Strategic Plan 2022-2025 will guide strategic endeavour over the life of the plan. Itincludes a record of the strategic priorities and a broad outline of the strategies that will be developed and implemented in the continuous pursuit of improving the standard of education offered at Browns Plains State High School.

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Ben Ward
(Principal)

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Isaac Naughton
(P&C President

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Section 1: The Browns Plains State High School Community

Our Vision

To offer a balanced, yet dynamic and future focused learning environment to unlock student potential. We continuously build the quality of teaching to impact the learning experience and outcomes for our students.

Our Purpose

Our purpose is to inspire all students to reach their full potential as curious, passionate and community-oriented learners.

Our Values

We value the development of:

- Foundational skills – Literacy and Numeracy is fundamental to student achievement
- Being Respectful – All members of the school are treated with respect, care and compassion
- Being Responsible – Developing in students and staff a strong sense of personal accountability, initiative and commitment to our school
- 21st Century Learners – Students learn most effectively when learning is challenging, engaging and explicit.
- Excellence – Offering opportunities to challenge our most highly capable students to achieve personal excellence
- Inclusion – Enabling access to a quality curriculum for all students
- Partnerships – Parents, community, business, government organisations and university as key partners to our school
- Personal Growth – Developing the whole child to be a proud, confident and resilient individual.

School Context

Browns Plains State High Schools was established in 1985. We offer a co-educational environment, located 24 kilometres south of Brisbane, catering for students in year 7-12. Our school has an Enrolment Management Plan (EMP) in place, servicing the suburbs of Browns Plains, Forestdale, Hillcrest, Heritage Park and Regents Park. In addition to our EMP, students are able to apply for out of catchment enrolment in particular for our Academic Excellence Program.

Browns Plains State High School aims to empower all students, living up to our motto *diligence and integrity*. We offer a dynamic and caring learning environmentthat focuses on engaging students by connecting their learning to the real world. Our programs are delivered by a highly committed and talented team of teachers and support personnel who work collaboratively with students, parents and the broader community. We work with students to succeed in the four pillars of excellence: learning, sports, arts and the community.

There is something to suit every student with our wide range of curriculum offerings, academic pathways, high level certificate courses, school based apprenticeships and traineeships and our Learning Centre program. We also have an Academic Excellence program designed for students in Year 7-10 who excel in the core subjects of English, Mathematics, Science and Humanities. We offer a foundation for life beyond high school for our students and our goal is to inspire all students to reachtheir full potential, so they will develop into 21st Century learners and community orientated young people willing to invest in their passions and drive them to succeed in their preferred careers.

Our Outcomes

We are all focused on all students learning in an inclusive environment that develops them as independent, resilient and community minded citizens through quality pathways

We are all committed to building a positive professional learning culture and promoting student engagement and connectedness

Section 2: Strategic Plan Suite

As an Education Queensland School, Browns Plains State High School is committedto continuous improvement driven by high quality strategic planning. The Strategic Plan 2022-2025 is the overarching document to a suite of annual plans which focusactivity and resources.

The Strategic Suite consists of:

- Strategic Plan - 4 Year Plan of long term goals
- Statement of Strategic Intent - Précis of Strategic Plan
- Annual Implementation Plan and Budget - Annual Plan including performancebenchmarks
- Faculty Plans - Articulation of each faculty's contribution to the Annual Plan
- Whole School Curriculum, Assessment and Reporting Plan - Articulation of BPSHS's curriculum and assessmentpractices
- Pedagogical Framework – Articulation of the school's approach to teaching
- Professional Development Plan - details BPSHS's approach to developingstaff capability

Section 3: Performance Benchmarks

Whole School by 2025:

- 95% attendance rate
- 90% pass rate of students across all subjects (>15% A, >35% B, >40% C)
- 90% of students passing 5 or more subjects
- 5% reduction in disciplinary absences each year- Target number per 1000 students?

Senior School by 2025:

- 100% of students graduate with a QCE or QCIA
- 10% of eligible students achieve an ATAR of 90.00 or above
- 80% of eligible students achieve an ATAR of 50.00 or above
- 40% of students complete a Cert III, Cert IV or Diploma in their Senior Program
- 10% of students graduate with either a completed traineeship or having commenced an apprenticeship
- 100% of students who undertake certificate course successfully complete
- 100% of eligible students receive QTAC offer of university placement

Junior Secondary by 2025:

- In each of the 5 domains of NAPLAN, 90% of students from Year 7 through to Year 9 achieve a similar or higher Relative Gain when compared to other state school cohorts
- In each of the 5 domains of NAPLAN, 90% of Year 7 and Year 9 students achieve a positive Raw Gain
- 95% of students achieve above National Minimum Standards benchmarks in all 5 domains of NAPLAN

Section 4: Strategic Priorities 2022 – 2025

We are all focused on all students learning and developing:

Major strategic directions towards 2025	Strategies
1. Develop explicit plans to focus on achieving the school's performance benchmarks to further improve student outcomes	• Continue to drive all components of the school's Reading and Writing Framework in all subject areas including: - reading comprehension - targeted writing strategies including sustained writing - Word of the Day - Weekly Focus e.g. sentence structure, grammar and punctuation • Maintain and further embed strategies to consolidate the Gradual Release of Responsibility approach including: - Cognitive verbs - Feedback - Long term memory retention - Independence and Resilience - Develop consistent practices for Deep Learning
2. Student agency and learning	• Investigate, develop and implement strategies to strengthen student independence and resilience to drive the development of student agency. • Review student goal setting processes to involve the classroom teacher in setting and monitoring academic goals to improve student outcomes. • Students formally tracking their goals through guided individual meetings. • Students monitor and track formative learning and assessment progress over time – faculty specific process.
3. Maintain the cycle for curriculum renewal that ensures our programs are of high quality and address all relevant syllabus requirements	• Monitor and respond to changes in the Australian Curriculum and maintain alignment in Year 7 to 10 • Annually review QTAC subject and VET offerings, in response to local needs and future pathways • Monitor ATAR delivery for quality assurance • Monitor the Whole School Curriculum, Assessment and Reporting Plan to ensure alignment to subject

Section 4: Strategic Priorities 2022 – 2025

4. Continue to refine a targeted approach to challenging our most capable students to achieve personal excellence	specific syllabi, which informs pedagogical decisions that respond to and facilitate differentiation • Continue to develop and implement an internal quality assurance process to ensure core pedagogies are implemented appropriately in unit planning • Further develop teachers as curriculum leaders in the implementation of the Whole School Curriculum, Assessment and Reporting Plan. • Continue to review, refine and implement plans to further stretch capable students to perform at high levels of achievement • Continue to refine a targeted program to support Senior School high achieving students to achieve ATAR 90+ • Continue to grow a targeted academic enhancement programto challenge our highest performing students. • Collaboratively develop and implement a whole school differentiation/inclusion policy and monitor the consistent implementation of agreed practices

We are all building our capability to support all students to achieve:

Major strategic directions towards 2025	Strategies
5. Monitor and refine the Professional Development Plan to respond to the strategic priorities for 2022-25 and support staff to develop their capacity as identified in their APDP.	• Annually renew our professional development implementation plan to align with strategic priorities as identified including: ➢ *Reading and Writing Framework* training ➢ Maintain translating standards training ➢ Faculty specific subject coordinator training ➢ Ongoing training in core pedagogies ➢ Student engagement and classroom management strategies ➢ Teacher professional requirements • Maintain and refine the Annual Performance Development Plan (APDP) that systematically engages staff in the core pedagogies with the aim of improving their individual practice and professional reflection

We all contribute to a united community, for all students to thrive:

Major strategic directions towards 2025	Strategies
6. Develop a community engagement strategy to broaden community partnerships with the school	• Establish deliberate partnerships with education and training providers, business and industry to enhance successful transitions and outcomes for students • Develop a comprehensive marketing plan to promote the school
7. Develop a comprehensive wellbeing framework that is basedon the principles of Positive Education.	• Research best practice models of Positive Educationwith the view to implement appropriate components as part of the school curriculum and the school fabric • Research best practice Care and House systems withthe view to implement to support student wellbeing • Develop a staff wellbeing committee to focus on consistent and targeted support initiatives
8. Continue to raise standards of student conduct and dress	• Continue to review behaviour data and processes and implement strategies to support staff in managingstudent behaviour and our high expectations • Develop processes to enable greater student ownership and engagement with the school

Browns Plains State High School

2023 Annual Implementation Plan

Strategic Priorities	Explicit Improvement Agendas	Our School's Success Criteria	Teacher Behaviours to Drive Improvement
	Effective classroom practices • Consolidation of BPSHS Reading and Writing Framework and Gradual Release of Responsibility Pedagogical Framework in all classrooms, to strengthen student learning • Develop a consistent pedagogical approach to engage students in Deep Learning;	**Junior School:** • In each of the 5 domains of NAPLAN, 90% of students from Year 7 through to Year 9 achieving a similar or higher Relative Gain when compared to other State School cohorts • In each of the 5 domains of NAPLAN, 90% of Year 7 and Year 9 students achieving a positive Raw Gain • 95% of Browns Plains State High School students achieve above National Minimum Standards benchmarks in all 5 domains of NAPLAN. **Whole School:** • **90%** pass rate of students across all subjects (>15% A, >35% B, >40% C) • **90%** of students passing 5 or more subjects **Senior School:** • **100%** of students graduate with a QCE or QCIA • **10%** of eligible students achieve an ATAR of 90.00 or above • **80%** of eligible students achieve an ATAR of 60.00 or above • **10%** of students graduate with either a completed traineeship or having commenced an apprenticeship • **40%** of students complete a Cert II, IV or Diploma • **100%** of ATAR eligible students receive QTAC offer.	☐ I deliver the Reading and Writing Framework in its entirety, for in-depth exploration of texts. ☐ I meaningfully use/engage with the WOTD and Weekly focus on a daily basis. ☐ I give feedback to HODs and Literacy Coordinator regarding lessons and resources on an ongoing basis. ☐ I differentiate resources and activities to suit student needs. ☐ I access the available PD and support to ensure my capability for implementing the Reading and Writing Framework, including bringing two students books per term to notebook checking sessions. ☐ I explicitly teach the TEEEL structure for extended writing. ☐ I utilise the GRR pedagogical framework with all classes. This includes using Learning Purpose/ Success Criteria/ Learning Summaries/ Phases of Instruction and Signature Practices from the GRR Matrix. ☐ I work collaboratively with colleagues to develop school-based assessment and unit planning that meets school priorities, curriculum and pedagogical framework requirements. ☐ I develop expertise in making judgements on student work against standards prescribed in the Australian Curriculum and QCAA syllabuses. ☐ I explicitly teach students cognitive verbs and translate standards to support student comprehension of criteria.
	Learning With and From Each Other Continue to strengthen opportunities for intentional collaboration between staff through a sustained professional learning culture, underpinned by a philosophy of '*learning with and from each other*'.	**All staff engage in:** • Evidence of positive growth in the building of a professional learning culture • Willingness to share 'best practice' of core pedagogies by staff with peers • Evidence of staff engaging in purposeful self-reflection when selecting professional learning options to attend • Positive staff engagement with APDP and collegial coaching process, resulting in meaningful and targeted professional learning and achievement of personal goals • 2022 School Opinion Survey reflects a 5% increase in staff satisfaction in having access to quality professional development.	☐ I embrace and participate professionally in the school's professional learning culture, including school priority sessions by: - being open to learn from others and - contributing to the collective capability of peers through engaging in a cycle of sharing of expertise. ☐ I will improve student outcomes through professional learning and engagement with the Annual Performance Development Plan, ensuring continuous improvement in teaching quality. ☐ I positively challenge colleagues, using professional protocols, to continuously improve practice. ☐ I adhere to timelines and provide required detail for professional learning processes, including APDP and PD/VSR.
	Wellbeing, Engagement and Connectedness Implementation of school-wide strategies to strengthen staff and student wellbeing, engagement and connectedness with the school and continue to build deliberate partnerships to enhance successful transitions and outcomes for students including: • House class system and culture • Attitude to Learning framework (ATL) • Follow Your Passion program (FYP).	**Whole School:** • 100% of staff actively engaging in the ATL framework demonstrated by: o 4:1 positive to negative ratio in use o Explicit link of ATL with GRR through success criteria (increase of 20%). Alignment of ATL to the success criteria of the lesson. • 50% or above of students attending between 95 – 100% of the time • 15% or below of students attending less than 85% of the time • 5% reduction in Admin Support call outs • Decrease of 5% in SDA data • Collect data on student participation of House activities. • Establishment of staff wellbeing committee	☐ I follow the Respectful and Responsible classroom management process. ☐ I build positive relationships with students to show that I care ☐ Where appropriate I make positive contact home with parents ☐ I consistently engage with the ATL framework ☐ I actively promote attendance ☐ I deliver exciting and innovative lessons ☐ I give accurate and purposeful feedback about learning and engagement ☐ I liaise with Student Support Team to help break down potential barrier to learning ☐ I report at risk students to my HOD. ☐ I engage in behaviours and activities to support my own wellbeing

Browns Plains State High School

2023 Reading and Writing Framework

Scan & Assess: The Challenge

The challenge for Browns Plains State High School is to improve students' literacy skills and engage students in this process.

Analysis of data revealed less success in the following areas:

Writing: sentence and paragraph structure, punctuation and sustained writing.
Reading: inferencing, justifying using evidence and summarising.

Prioritise: The Theory of Improvement

Relative Gain, Raw Gain and NMS results in NAPLAN and student engagement will improve if we:
- Continue to implement the Reading and Writing Framework in every classroom.
- Maintain the annotation model that is more relevant for all subject areas.
- Focus on the framework in Staff and Faculty meetings.
- Maintain the Literacy program in the first 20 minutes of Junior English classes, over four lessons.

Develop & Plan

- English HOD and Literacy Coordinator to run a refresher PD on the framework in the PFDs at the beginning of the year and an optional refresher (compulsory for all new staff) at the beginning of semester 2.
- All new and beginning teachers to the school to complete a training session on the Reading and Writing Framework prior to their commencement in 2021.
- Showcase of how faculties use the Reading and Writing Framework within the Gradual Release of Responsibility in staff meetings.
- All staff to complete notebook checking once a term in faculty meetings. HODs to track improvement and discuss strategies in SLT meetings.
- Literacy Program- updating resources and planners and targeting differentiation in faculty meetings.

Data Collection Timelines and Instruments

Term 4	Term 1	Term 2	Term 3	Term 4
	Weekly: Formative classroom written tasks Per unit: Assessment data			
Year 6, 7 and 8 PAT R data.	Quick Smart and Mighty minds tracking. Pre and post-test tracking in literacy classes.	Quick Smart and Mighty minds tracking. Pre and post-test tracking in literacy classes.	NAPLAN RESULT REVIEW	Quick Smart and Mighty minds tracking. Pre and post-test tracking in literacy classes.

System Components

Area	Component	Purpose	Expectations of Staff
Policy	Reading and Writing Framework	Outlines the process of text selection (complexity), TDQ creation (higher order thinking), cold reading (annotation), 2nd and 3rd read and questioning (sustained writing in responses), writing components (WOTD and Weekly Focus).	All teachers to implement Framework for in-depth exploration of texts. Chosen readings to be clearly indicated in unit plans for all faculties (reading highlighted in green and writing in yellow). All teachers to differentiate reading and writing tasks (questions) based on student ability.
Core Pedagogies	Close reading (Fisher and Frey)	Whole school approach to the explicit teaching of text annotation and higher order thinking questions.	Utilise metalanguage to reinforce comprehension skills and effectively implement its use across all subject areas.
	WOTD and Weekly Foci (and Literacy Link)	To expose students to challenging vocabulary and complex sentence structure/punctuation use and thus increase variety.	Explicitly utilise the WOTD and Weekly focus in every lesson (including form). Meaningfully engage with these strategies, in context where possible.
	TEEEL	To provide a whole school approach to paragraph structure.	Explicitly teach TEEEL in all subject areas when constructing paragraphs.
	Core Pedagogy Training (presentations and workshops)	Maintaining a focus and push on implementing the framework. Auditing the implementation of the framework.	The faculty chairing each staff meeting to focus 10 minutes on a component of the Framework within GRR. All staff to complete notebook checking once a term. HODs to track improvement and present to SLT team.
Intervention	Literacy embedded into English lessons	To teach literacy skills *within* English lessons rather than separate to it, in order to improve retention and purpose.	Teachers to further differentiate resources and lessons to suit student needs.
Extension	Extension Literacy/ English pedagogies	To extend students' engagement with, identification of and use of literacy skills through an online format with tracking capabilities.	Teachers of extension classes are to give one 20 minute Literacy session each week for students to complete a Weekly Practice Task. Teachers are then to track student completion of a Weekly Assessment task, which assess the skills learn from the Weekly Practice session.
Faculty Processes	Faculty monitoring of Reading and Writing Framework	Review the embeddedness of the framework from unit planning to student work.	Complete Notebook Checks.

Review the Success Criteria

Junior School:
- In each of the 5 domains of NAPLAN, 90% of students from Year 7 through to Year 9 achieving a similar or higher Relative Gain when compared to other State School cohorts.
- In each of the 5 domains of NAPLAN, 90% of Year 7 and Year 9 students achieving a positive Raw Gain.
- 95% of Browns Plains State High School students achieve above National Minimum Standards benchmarks in all 5 domains of NAPLAN.

Whole School:
- 90% pass rate of students across all subjects (>10% A, >30% B, >50% C).
- 90% of students passing 5 or more subjects.

Actions: for Stakeholders to Drive Improvement

Leadership Team
- Communicate key aspects of literacy improvement strategy and targets to all stakeholders.
- Prioritise literacy at staff briefings, SLT meetings and line meetings.
- Walkthroughs to view the Reading and Writing Framework, WOTD and Weekly Foci.
- Coordinate audit of Unit plans.
- Conduct random reviews of student workbooks and visible elements in classrooms on a weekly basis.
- Report to Principal on progress of implementation.

English HOD
- Oversee Literacy Coordinator and embedding of Framework into English lessons.
- Manage and lead the creation of resources for Literacy segments in English classes and their implementation.
- Coordinate professional development of staff in implementing the Framework through Staff and Faculty meetings.
- Walkthroughs to view the Reading and Writing Framework, WOTD, Weekly Foci and Literacy segments.
- Conduct random reviews of student workbooks and visible elements in classrooms on a weekly basis.
- Analyse relevant data sets to identify strengths and deficits to contribute to development of improvement plan.
- Report to line manager on progress of implementation in English lessons.

All Faculty HODs
- Oversee the embedding of the Framework into unit plans and seek professional development where necessary.
- Ensure all staff are confidently embedding the Framework, WOTD and Weekly Foci into all lessons (meaningfully).
- Prepare and present Reading and Writing Framework segments in Staff meetings.
- Walkthroughs and random book collection to view the Reading and Writing Framework, WOTD and Weekly Foci.
- Lead book collection and checking process once a term. Collate and track improvement of this data.

Literacy Coordinator
- Oversee alignment and implementation of Literacy segments in English lessons.
- Coordinate the Mighty Minds program with English staff and Mighty Minds consultant.
- Walkthroughs to view the Reading and Writing Framework, WOTD and Weekly Foci.
- Analyse relevant data sets to identify strengths and deficits to contribute to development of improvement plan and literacy segments.
- Oversee and track skill development to support targeted improvement in literacy segments.
- Coordinate resources and testing in classes.
- Send Weekly Foci and WOTD resources to all staff on a weekly basis.
- Report to English HoD on implementation of Literacy segments and the Framework.

Teacher
- Deliver the Reading and Writing Framework in its entirety, for in-depth exploration of texts.
- Meaningfully use/engage with the WOTD and Weekly focus on a daily basis.
- Differentiate resources and activities to suit student needs.
- Feedback to HODs and Literacy Coordinator re resources on an ongoing basis.
- Access the available PD and support to ensure capability for implementing the Reading and Writing Framework, including bringing two student books per term to notebook checking sessions.
- Explicitly teach the TEEEL structure for extended writing.

Teacher Aides
- Placement and maintenance of Reading and Writing Framework posters (including annotation) in all classrooms.
- Support the implementation of the Framework in classes.
- Support teachers in class with delivery of Framework with identified students or student groupings.
- Attend and apply professional learning related to literacy.

Student
- Complete a cold read of texts, using the annotation model.
- Read the questions before reading the text again and answering questions.
- Answer questions in full sentences and paragraphs in their books.
- Use the diary and other relevant resources when completing writing tasks.
- Actively seek feedback from teachers to ascertain next steps in literacy development.
- Use Reading and Writing Framework strategies, including TEEEL for extended writing.
- Work towards applying skills and process independently.

Browns Plains State High School
2023 Gradual Release of Responsibility Pedagogy

Scan & Assess the Challenge to Overcome

The challenge for BPSHS is to shift theory into practice as we deeply implement the Gradual Release of Responsibility Pedagogical Framework in classrooms, to inspire all students to reach their full potential, promote academic independence and improve student outcomes.

Prioritise the Theory of Improvement

BPSHS will continue to implement the Gradual Release of Responsibility Pedagogical Framework in all year levels, to strengthen student learning across four Signature Practices:

1. Feedback
2. Cognitive Verbs (including Translating Standards)
3. Long-term Memory Retention
4. Student Independence and Resilience

BPSHS staff will enact these Signature Practices through strategies outlined in the GRR Matrix, and continue to refine unit planning to deliver high quality teaching and learning, maximising student outcomes. The result will be lifelong resilient learners who are prepared to overcome any academic challenge.

Develop & Plan New Routines & Practices

- Implement Student Independence and Resilience practices to support all students as active participants in the learning process.
- Updating Unit Planning and classroom practice to:
  - Refine Success Criteria, as steps to successfully achieving the Learning Purpose
  - Implement learning summaries that identify pupil progress that inform differentiation and planning.
  - Explain how Signature Practices relate to the phases of instruction.
- Develop staff capability to deliver high quality GRR practice through the Collegial Learning Framework.
- Continue to upskill staff in Signature Practice pedagogy & enact in unit plans, focusing on Feedback and Long-Term Memory Retention and Student Independence and Resilience practices.

System Components

Area	Component	Purpose	Expectations of Staff
Policy	QCAA compliance	Systemic requirements of external quality assurance in verification and monitoring of student assessment.	Submit required documentation on time as advised by HODs/Admin.
	Accelerating School performance	An overarching systemic expectation to improve the progress of every student through an ongoing process that makes use of evidence-informed practices and high-yield strategies and includes a focus on developing system-wide partnerships that support the building and sharing of knowledge.	Apply the school improvement model and evaluate professional practice to accelerate growth. Staff are passionate about helping their students learn and forge strong relationships with students.
Core Pedagogies	Translating Standards/ Explicit Teaching of Cognitive Verbs	Universal definition of CV's across every subject in Years 7-12 (QCAA Glossary). Logon Literacy posters and booklets to assist text structuring to target verbs. Standards are broken down into student-friendly language and deconstruct "A" exemplars.	Staff are clear about what they want their students to learn and ensure student understanding of how to perform against the standards.
	Reading & Writing Framework	Ensure the logistical skills of text and question comprehension and structuring an extended response.	Employ the framework in every class from Years 7-12. This should happen twice per unit.
Teaching & Learning Cycle Routines	Embedding of pedagogical framework	To promote the importance of quality instructional strategies and the explicit teaching of complex thinking processes, using a shared common language for planning, curriculum and assessment.	Staff actively seek to improve their own teaching and support the site wide non-negotiables for consistent student reinforcement.
	Unit Planning	Alignment of Junior Unit planning to Australian Curriculum as best preparation for SATE syllabuses. Continually refining Senior SATE Unit Plans.	Staff to refine units in line with review feedback and incorporate best practice as identified through evidence based strategies as part of the in school PD program.
Extension	Feedback cycles	Ongoing formative assessment to provide students with meaningful feedback to adapt learning and teaching.	Implement feedback loops around the use of pedagogical devices to provide classes with consistent and regular feedback, and use findings to adapt teaching and learning
Capability Building	QCAA Training	Train staff in necessary QCAA policies and procedures, including Accreditation Modules, the use of ISMG's, the language of quality assessment, endorsement, confirmation and external assessment writing/marking.	Share expertise with faculty once complete and utilise in planning and delivering senior syllabuses.

Review the Success Criteria

By the end of 2021:

- Continue implementation of the pedagogical framework occurring in classrooms, resulting in:
  - proof of long-term learning retention through summative assessment results
  - short-term formative feedback informing differentiation in learning experiences
  - growth in Cognitive Verb proficiency
- Refine units of work in line with GRR expectations before second teaching
- Visible shift in classroom practice for all subjects through implementation of GRR
- Student achievement:

  Senior school:
  - 100% of students graduate with a QCE or QCIA
  - 10% of eligible students achieve an ATAR of 90.00 or above
  - 80% of eligible students achieve an ATAR of 60.00 or above
  - 40% of students complete a Cert III, Cert IV or Diploma in their Senior Program
  - 10% of students graduate with either a completed traineeship or having commenced and apprenticeship
  - 100% of ATAR eligible students receive QTAC offer of university placement

  Whole School:
  - 90% pass rate of students across all subjects (>10% A, >30% B, >50% C)
  - 90% of students passing 5 or more subjects

Actions for Stakeholders to Drive Improvement

Leadership Team

- Support implementation of the pedagogical framework (GRR), to drive the pedagogical shifts required for learners
- Quality-assure genuine shifts in classroom practice through line management
- Provide agreed refinement time for unit writing

Dean Teaching & Learning

- Oversee continued implementation of GRR
- In-service staff on Signature Practice pedagogy, as required
- Review unit plans on a continued basis
- Critical support and coaching for curriculum leaders and teachers to bring about school wide pedagogical change

All Faculty HODs

- Oversee adoption of GRR practices across the faculty
- Ensure unit planning requirements are met
- Build the capacity of faculty members to understand and deliver the GRR framework in line with faculty priorities.
- Quality-assure that unit plans align to the relevant curriculum, pedagogical framework, assessment and achievement standards

Teacher

- Utilise the GRR pedagogical framework with all classes. This includes using Learning Purpose/ Success Criteria/ Learning Summaries/ Phases of Instruction and Signature Practices from the GRR Matrix
- Work collaboratively with colleagues to further develop school-based assessment and unit planning that meets school priorities, curriculum and pedagogical framework requirements
- Continue to develop expertise in making judgements of the quality of student work against standards prescribed in the Australian Curriculum and SATE syllabuses
- Explicitly teach Cognitive Verbs and Translate Standards to support student comprehension of criteria

Student

- Take responsibility for independent learning, including longer-term memory retention, and completing revision and study outside of classrooms
- Being aware of metacognition (awareness and understanding of one's own thought processes & learning) to plan routines for successful learning
- Purposefully develop deep understanding of Signature Practices and transfer this knowledge and ability from one subject to another and across year levels
- Develop a positive attitude towards learning and embrace the theory of growth mindset.

Browns Plains State High School

2023 Learning With and From Each Other

Scan & Assess the Challenge

The challenge for BPSHS is to continue to build the collective capability of staff through a positive and sustained professional learning culture, underpinned by a philosophy of '*learning with and from each other*'.

Prioritise the Theory of Improvement

Hattie (2003) surmised that teachers have the greatest impact on student learning (30%) after the students themselves (50%) - *"excellence in teaching is the single most powerful influence on achievement."*

Professional capital will be increased if:

- Professional learning aligns with AIP Strategic Priorities and areas for development as identified through the APDP process.
- Both competence and commitment (personal responsibility and shared ownership) are enhanced through providing a combination of non-negotiable and staff choice professional learning.

Develop & Plan New Routines & Practices

- Staff Meetings, Twilights and SFD agendas continue to provide tailored and school priority professional learning opportunities, facilitated by a range of teaching staff.
- Plan and implement a APDP growth coaching model to build staff capability at all levels.
  - HODs trained in the Growth Coaching model to ensure a consistent approach to mentoring and building capacity.
  - Refinement of school capability procedures such as APDP/PLC's in order to maximise potential outcomes.
- Leading staff deliver optional PD for MBT/ECT's and Individual teacher professional development priorities.

System Components

Area	Component	Purpose	Expectations of Staff
Policy	APDP Coaching	Improve teaching quality through the implementation and review of an Annual Performance Development Plan, in line with the school's AIP Strategic Priorities.	Professionally engage with the APDP processes using the Teacher Observation and Feedback cycle with the Explicit Teaching Checklist.
	PD and VSR processes	Ensure consistency when seeking approval for PD and/or VSR activities. PD - alignment of external professional learning to school priorities and APDP goals; VSR – alignment of student learning experiences to curriculum.	Formalised documentation to be used when applying for PD and/or VSR activities. Participation to be meaningful and relevant to the school's AIP Strategic Priorities/APDP processes.
Core Pedagogies	Twilight sessions and SFDs	Build teacher capability through professional learning underpinned by school's AIP Strategic Priorities.	Positively engage with 'non-negotiable' (e.g. Reading and Writing Framework) professional learning opportunities aligned to school's Strategic Priorities.
Support	HOD	Provide teachers with curriculum planning, pedagogical and classroom management support.	Actively seek support from key staff, where required, and remain open to feedback/continuous learning.
	Mentoring Beginning Teachers program/Early Career Teachers program	Support given to beginning teachers (mentees) by mentors through a structured program with a focus on improving the instructional practice of mentees as they move from Graduate to Proficient standard. Provides mentors with an opportunity for professional and personal growth.	Mentor to facilitate the development of a 1st/2nd teacher/s; and mentees to positively engage with the MBT/ECT program, being open to ongoing professional learning and feedback.
	Pre-Service Teachers program	Provide an opportunity for pre-service teachers to develop their practice through an authentic learning experience.	Supervising teacher adheres to university guidelines as he/she supports the pre-service teacher during their placement.
	Through-lines of AIP focus areas	Drive focus areas towards benchmarks through capability building of teacher capacity in Faculty Plans and APDP processes.	Adopt focus areas as personal and professional goals and engage with professional learning to enact growth in these areas.
Extension	Triad Groups	Facilitate professional dialogue between HODs and support of one another other, including ELT support of HODs.	HODs participate in a fortnightly triad meeting, following a structured agenda.
	Off-site PD	Access external experts to enhance professional practice, knowledge and teacher skills.	Only to be applied for by staff if professional learning cannot be accessed on-site.
	Leadership Program	To develop future leaders with the skill set and core values embodied within BPSHS.	
Capability Building	Staff engagement with Professional Learning	Build teaching quality and capability through staff sharing best practice with colleagues.	Actively contribute to the school's professional learning agenda. Work collaboratively with HOD and the Dean of Teaching and Learning to showcase evidence based practice that aligns to the GRR framework.
	In house professional development	In house professional learning is of high quality, both in pedagogy and visibility/consistency.	Professional development should be evidence based and align to the GRR framework.
	Unit Planning	Faculties continue to build capacity by internally refining unit planning prior to the Dean of T&L review process.	Review the implementation of planned units at the end of each teaching cycle and make amendments where necessary.

Review the Success Criteria

Expected outcomes include:

- Evidence of positive growth in the building of a professional learning culture.
- Willingness to share 'best practice' of core pedagogies by staff with peers
- Evidence of staff engaging in purposeful self-reflection when selecting professional learning options to attend.
- Positive staff engagement with APDP and collegial coaching process, resulting in meaningful and targeted professional learning and achievement of personal goals.
- 2021 School Opinion Survey reflects a 5% increase in staff satisfaction in having access to quality professional development.

2016	2017	2018	2019	2020
80.0	62.6	76.8	72.7	82.0%

Actions for Stakeholders to Drive Improvement

Leadership Team

- Set the strategic vision for staff professional learning in line with departmental targets and initiatives.
- Maintain an expectation of staff to lift student performance through improved teaching quality.
- Collaborate with Dean of T&L and cluster colleagues to identify opportunities for improvement/development in pedagogy.
- Apply feedback cycles to review professional learning agenda.
- Identify and approach staff to share best practice at staff meetings, SFDs and Twilight sessions in line with planned meeting agendas.
- Acknowledge and celebrate staff professional learning contributions.
- Manage professional learning budget.
- Process and approve PD/VSR applications, notifying relevant parties.
- Support HODs to ensure planned GRR practices materialise in the classroom environment.
- Support the Staff Leadership program across 2020.

Dean of Teaching & Learning

- Strategically plan agendas and professional learning opportunities for staff meetings, SFDs, optional professional learning and Twilight sessions.
- Facilitate professional learning segments at staff meetings, SFDs, SLT meetings and Twilight sessions, celebrating success and sharing feedback.
- Identify and approach staff to present at staff meetings, SFDs and Twilight sessions.
- Identify global areas for development from Curriculum Review processes.
- Oversee staff professional learning in line with the implementation of the GRR pedagogical framework.
- Collaborate with key stakeholders on Staff Leadership program for 2020 implementation.
- Support HODs to build capacity in faculties across the school.
- Plan, develop and implement an APDP growth coaching model to build staff capability.
- Collaborate with school stakeholders to review and modernise current practices with the aim of improving the efficiency of teaching and learning.

All Faculty HODs

- Identify faculty staff strengths through the APDP processes, collegial engagement and informal observations, and actively encourage staff to share professional knowledge/skills to peers.
- Provide time for a pedagogical snapshot during faculty meetings to support colleagues in sharing best practice within faculties and celebrating success.
- Positively challenge colleagues within agreed protocols to continuously improve practice, evidenced by student outcomes and ATL participation data.
- Adhere to timelines and provide required detail for professional learning processes, including APDP and PD/VSR applications.
- Drive focus areas of AIP within faculty to achieve school benchmarks.
- Engage with Triad group colleagues in a process of support and critical reflection.
- Employ the Growth Coaching model to increase staff self-reflection and growth.

Teacher

- Embrace and participate professionally in the school's professional learning culture, including school priority sessions, by:
  - being open to learn from others and
  - contributing to the collective capability of peers through engaging in a cycle of sharing of expertise.
- Improve student outcomes through professional learning and engagement with the Annual Performance Development Plan, ensuring continuous improvement in teaching quality.
- Positively challenge colleagues, using professional protocols, to continuously improve practice.
- Adhere to timelines and provide required detail for professional learning processes, including APDP and PD/VSR.

Browns Plains State High School

2023 Student Engagement and Connectedness

Scan & Assess the Challenge

The challenge for Browns Plains State High School is to strengthen student ownership and connectedness to the school community.

Prioritise the Theory of Improvement

School connectedness is the belief held by students that adults and peers in the school care about their learning as well as about them as individuals – it is an important protective factor. Research has shown that young people who feel connected to their school are less likely to engage in risk taking behaviors. Students who have a greater connection to the school will also have better academic achievement, have better attendance and stay in school longer.

In an attempt to promote the connectedness amongst students, it is imperative that students are in an environment that fosters a sense of culture, togetherness, and identity that comes with house groupings (Cowan, 2005). In order to create this culture, form classes will be adjusted to reflect each student's house and to create a sense of family and belonging, with the addition of house assemblies. The student's house will be the center of where they belong at BPSHS, improving their pride and connectedness amongst peers across the school.

The move to this house structure will promote greater team spirit amongst the houses and will incorporate sports events with the addition of other events throughout the year.

Develop & Plan New Routines & Practices

- Improve staff consistency and application of the ATL framework and behaviour management processes.
- Strengthen staff capabilities to develop the feedback loop between ATL and GRR to ensure students are active participators in their learning
- Implementation of house culture to improve student connectedness and ownership of the school community.

System Components

Area	Component	Purpose	Expectations of Staff
Policy	Student Code of Conduct	To assist students to 'own' their behaviour and to accept responsibility for the consequences of that behaviour. It acknowledges and encourages respect for self and all members to of the school community, and their property.	All teachers to follow and implement expectations as outlined in the Student Code of Conduct for students.
	Attendance	Regular attendance at school affords students the opportunity to optimise their learning potential. It is founded on 3 core actions: track, link and celebrate.	Mark rolls accurately. Follow up on student absences as per attendance policy document. Actively promote 'everyday counts' and 95% attendance. Celebrate students reaching attendance goals.
	Attitude to Learning (ATL)	A framework designed to establish a strong school wide universal system that promotes clear expectations, clear teaching practices and early intervention of students disengaged from learning.	Actively engage in the school wide system and positive acknowledge students accordingly (Respectful & Responsible Classrooms). Record ATL points and comments in Compass.
Curriculum Program	Wellbeing program	Senior Wellbeing Program (based on THRIVE): The program is designed to create emotionally resilient and capable learners. Effective study habits and skills to develop prepared and passionate learners	Implement with (rigour & passion) the access lessons and themes of the week. Address the theme of the week where appropriate in the lesson.
	Follow Your Passion (FYP)	To allow students to pursue an area of interest outside the constraints of the Australian Curriculum and develop a connection to their school and community through their involvement.	Deliver exciting and interesting activities that promote student engagement and connectedness.
Intervention	Individual Case Management	Manage, support and promote active engagement to students who have been identified through the ATL system and OneSchool. These students require intensive individual case management.	Complete monitoring card accurately. Positively engage with students.
	Group Intervention	Manage, support and promote active engagement to students who have been identified through the ATL system, OneSchool or staff referral. Manage, support and promote active engagement to students who have been identified through the ATL system, OneSchool or staff referral. Continue to improve target students through AMAYDA and RYSE.	Positively engage with students. Refer student to DoS or GO if concerned about any students.
	External Support Agencies	To have alternate pathways available to students who find the constraints of a mainstream school difficult.	Dean and HOD SS to continue to build partnerships
Capability Building	Professional Development Sessions	To upskill staff to develop appropriate classroom management and engagement within their lessons (learning with and from each other).	Attend PD session where possible.

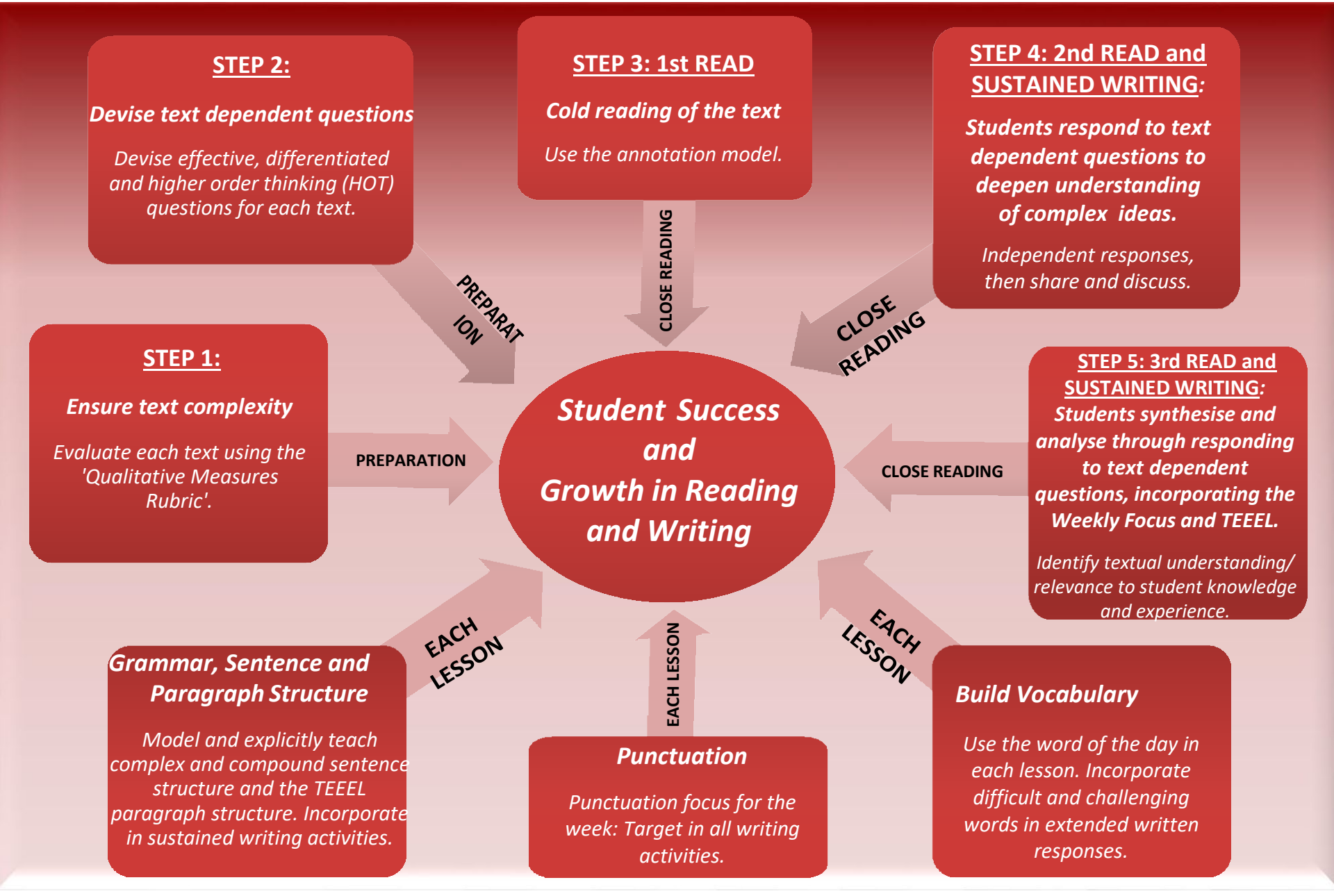
Review the Success Criteria

- Decrease of 5% in SDA data
- 100% of staff actively engaging in the ATL framework demonstrated by:
  - 4:1 positive to negative ratio in use
  - Explicit link of ATL with GRR through success criteria (increase of 20%). Survey staff to collect data on usage
- 50% or above of students attending between 95 – 100% of the time
- 15% or below of students attending less than 85% of the time
- 5% reduction in Admin Support call outs.
- Collect data on student participation of house activities.

Actions for Stakeholders to Drive Improvement

Leadership Team	Dean of Students	Student Support Team	Year Level Coordinator	House Coordinator	All Faculty HODs	Classroom Teacher	House Teacher	Student
• Maintain a culture of high expectations. (attendance, academic and behaviour) • Collaborate with Dean of Students to ensure practice aligns with Code of Conduct • Monitor student behaviour and engagement through ATL and OneSchool and implement appropriate rewards and intervention strategies • Monitor student attendance in alignment with attendance policy	• Monitor student behaviour and engagement through ATL and OneSchool and implement appropriate rewards and intervention strategies • Liaise with staff to manage difficult students • Actively promote positive classroom management strategies • Inform parents and staff about intervention strategies • Support students • Run PD sessions on positive classroom environments • Review and refine school wide practices to support student learning • Lead house culture implementation • Refine and improve group intervention strategies	• Provide support and guidance to at risk students • Engage with external agencies when required • Provide appropriate information to staff to help support students • Lead wellbeing program	• Monitor student behaviour and engagement through ATL and One School and implement appropriate rewards and intervention strategies for low level issues • Liaise with staff to manage students on YLC monitoring cards • During year level parades promote House culture, attendance and ATL • Inform parents and staff about YLC intervention strategies • Support students	• Oversee the organisation of house activities and collate points • Actively promote house spirit through house competitions • Liaise with staff to promote participation in house culture activities	• Actively promote ATL and positive classroom practices during faculty meetings • Allow staff to share best practice during faculty meetings • Monitor student performance and drive students to achieve potential • Liaise with students and external education agencies to promote additional studies during the senior phase of learning	• Follow the Respectful and Responsible Classroom management process • Build positive relationships with students (show that you care) • Where appropriate make positive contact home with parents • Consistently engage with the ATL framework • Actively promote attendance • Deliver exciting and innovative lessons • Give accurate and purposeful feedback about learning and engagement • Liaise with Student Support Team to help break down potential barrier to learning • Report at risk students to HOD	• Accurately mark roll through compass • Ensure student notices are read each day • Update students with their ATL and attendance data weekly • Complete the wellbeing activities during form • Develop positive relationships with students • Actively promote House spirit through involvement in activities and encouraging student participation	• Aim for 95%+ attendance • Have positive interactions with other students, staff and members of the community • Actively participate in learning and the ATL system • Actively participate in House activities • Actively participate in the FYP program • Actively participate in the THRIVE program ATL system

Browns Plains State High School Reading and Writing Framework



BROWNS PLAINS STATE HIGH SCHOOL

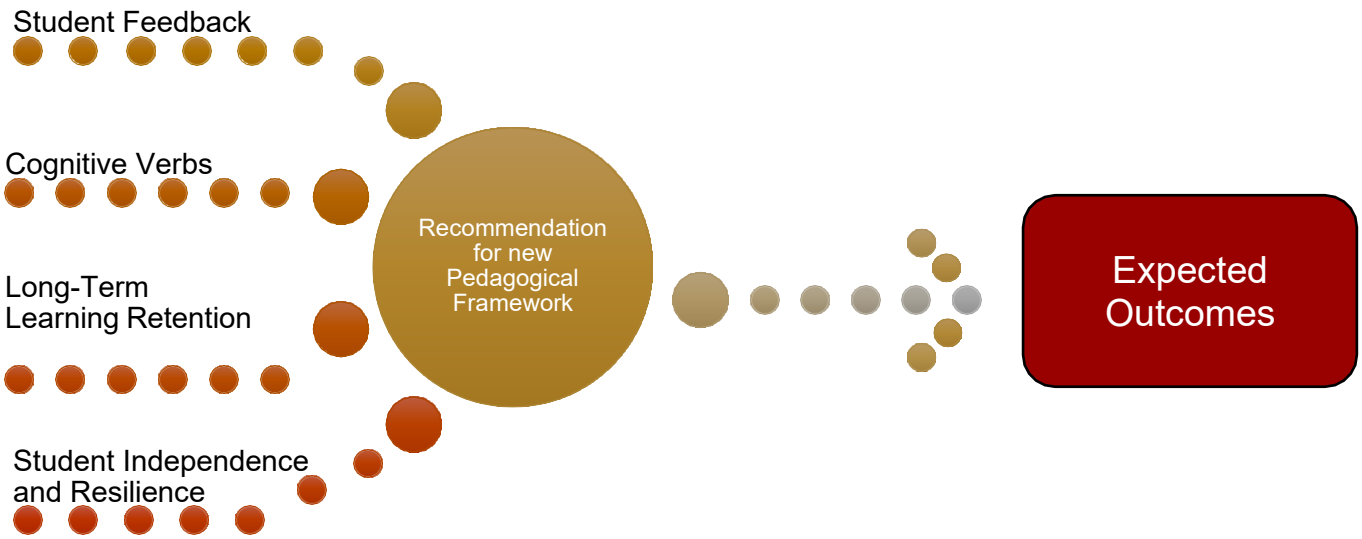
Gradual Release of Responsibility Pedagogical Framework

Rationale

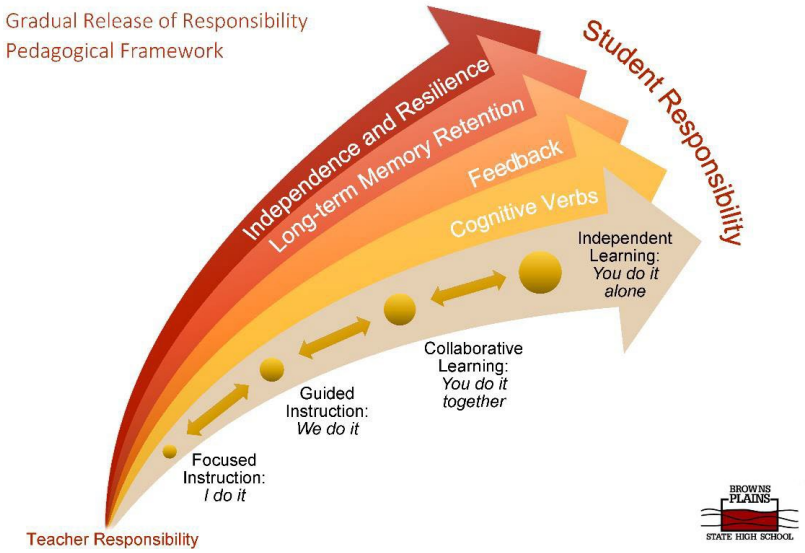
With the introduction of the new ATAR and QCE system in Queensland schools in 2019, BPSHS undertook a thorough review and research process to identify the pedagogical strategies required to ensure students learning and success. Since then, the schools focus has been on pedagogical improvement through the implementation of a new Pedagogical Framework - the Gradual Release of Responsibility.

Theory of Improvement

The BPSHS Learning Framework Guiding Committee was commissioned to scan, assess, identify and recommend meaningful research based areas for improvement in current teaching and learning practice. Data was analysed to identify four key areas that were expected to maximise student outcomes. Dubbed "Signature Practices," these formed the criteria for selecting a new Pedagogical Framework for our school:



While the Gradual Release of Responsibility is structured around 4 Phases of Instruction, the Signature Practices are unpacked throughout each Phase to ensure cohesion during rollout:



Overview of Key Actions

A Learning Framework Guiding Committee (LFGC) was formed in 2018 to consultatively evaluate options and make recommendations for a new school wide learning framework.

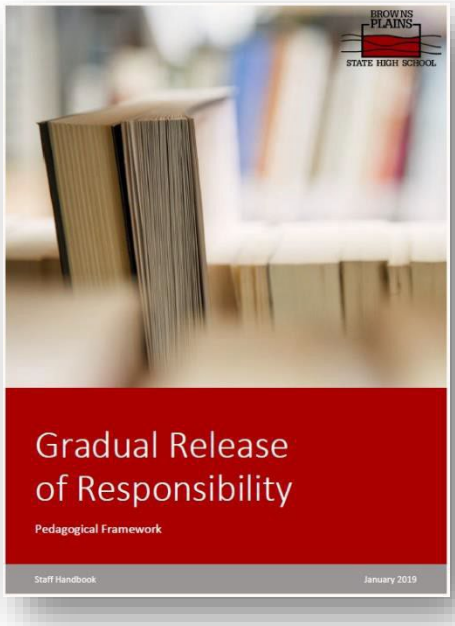
The LFGC began by evaluating the effectiveness of current practice in relation to the Signature Practices, which confirmed that these practices were lacking across the school and would indeed improve outcomes. The committee researched alternate frameworks, reporting back against the criteria of how effectively each option delivered the Signature Practices for our school.

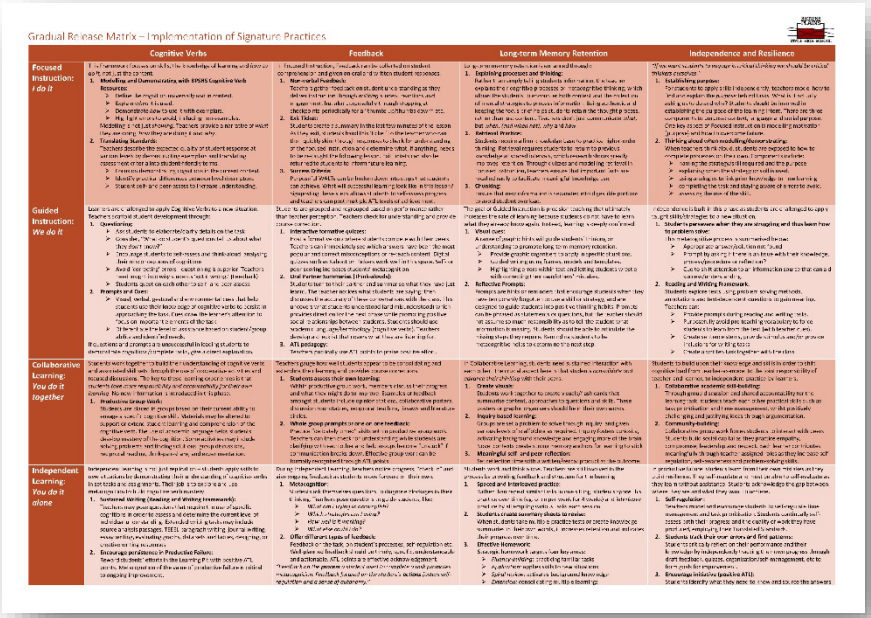
After several rounds of investigation, the LFGC unanimously agreed on the Gradual Release of Responsibility. LFGC members attended an off-site visit to the Queensland Academy for Health Sciences to observe GRR in practice, which confirmed the decision and informed next steps for rollout to staff.

Aware of the existing curriculum and planning load of launching the New QCE system in 2019, a roll out plan was developed that strategically scheduled a gradual release of PD for this framework. This supported teachers through professional learning and trial periods before requiring action in unit planning and classroom practice. A clear outline of planned implementation was communicated to staff in late 2018, detailing several stages of purposeful capability building before full implementation in 2020.

Building Staff Capability and Supportive Documentation

The LFGC has created supporting documents for the staff to engage with the new framework, including a GRR booklet to summarise the textbook and the Gradual Release Matrix to offer explicit strategies for the intersection of each phase of instruction/signature practice, as well as proficiency scales for suggesting qualitative levels of Signature Practice pedagogy, for staff to self-evaluate and identify strategies for improvement.





Initially in 2019 PD was delivered to staff by members of the LFGC with positive a response. To ensure widespread support and build framework expertise, faculty HODs were then trained to deliver further PD to the whole staff across Term 2 and 3 of 2019. From the commencement of Term 4 2019 and throughout 2020,

this professional learning was supported by the creation of staff communities of practice as staff trialed GRR strategies and collaborated with their teaching peers.

Cognitive Verbs

One Signature Practice that has had the greatest impact thus far has been our work with Cognitive Verbs. Analysis in 2018 revealed that students were performing inconsistently for the same cognition across different subjects, which lead us to collaboratively develop BPSHS Cognitive Verb Resources. Identifying that students were not making connections for thinking skills across different contexts, we consulted with the regional Teaching and Learning team, which pointed to the Transfer of Learning theory (Perkins, 1992).

These:

- Gave a Student-Friendly Definition that remained accurate to the QCAA Definition, accessible to students and appropriate for KLA's.
- Deconstructed the mental progression for students to demonstrate this skill, dubbed the 'Learning Journey.'
- Modelled the steps of the Learning Journey with an example assessment question and deconstructed exemplar response.
- Identified common errors that students may make as they approach tasks involving this skill as Non-Examples.
- Distilled essential Focus Questions that students could ask themselves to assist in accurately demonstrating each CV.

When conceptualising the CV resources, we leveraged research behind the transfer of learning, cognitive load theory and retrieval practice to synthesise best teaching practice for maximised student outcomes.

This model for explicitly teaching Cognitive Verbs both universally and in context is now in use across Years 7-12, to ensure transfer between subjects. The universal definition of CV's in the new system has offered the opportunity to both reduce cognitive load and reinforce student understanding of cognitive skills.

2021 Overview/Rationale

The 2021 focus for BPSHS is to capitalise on the successful implementation of GRR and further develop theory into classroom practice. 2021 will see the implementation of active participation norms to support the prior 2020 Cognitive-Based Instruction (C-BI) delivery in order to foster more independent and resilientstudents.

Theory of Improvement

To improve learning outcomes and maximise curriculum time, BPSHS have adopted a Cognitive-Based Instruction (C-BI) model to improve the GRR Signature Practices': Long Term Memory Retention and Student Independence and Resilience. C-BI is defined as the effective use of evidence-based cognitive learning sciences to enhance student learning and achievement. Included within C-BI are the following elements; Effective Learning Sequences, Student Engagement Strategies, Active Participation and Instructional Strategies.

Implementation/Key Actions

Effective Learning Sequence

At the beginning of 2020 BPSHS moved away from WALTS and WILTS to a Learning Purpose, Success Criteria and Learning Summary based on the theory of C-BI. Explicitly signposting learning enables students to visualise the steps involved and improve motivation.

- The Learning Purpose – This identifies the action (cognitive verb) and context (relevance) to students. The Learning Purpose may last for one lesson or a phase of lessons depending on the level of content that needs to be delivered.
- Success Criteria – The individual steps required to achieve the larger learning purpose. Success criteria will change lesson to lesson as students' progress through their learning purpose.
- Learning Summary – Formative assessment to inform planning and address student misconceptions.

Initial PD has been delivered to staff by the Dean of Teaching and Learning and external partners. To ensure widespread support and effective practice, faculty HODs have intentionally collaborated to ensure consistency in approach and delivery. Spotlight teachers have had extended training in the use of engagement norms and should be used as a resource to support faculty implementation.

Through the development of the new unit planning guidelines a consistent approach to learning sequencing using GRR has been enhanced. PD has been delivered at whole school and faculty levels to ensure staff are competent at implementing the changes needed to ensure maximum student outcomes.

Lesson structure:

- Warm up review of previous key learnings (spacing and interleaving): using daily formative recall and application of concepts and skills
- Learning purpose
- Articulating student success criteria
- Activate prior knowledge & relevance
- Concept and content development through GRR Signature Practices

- Skill and process (cognitive verbs) development and application through GRR Signature Practices (LTMR practices and Extended writing)
- Learning summary

Student Engagement Strategies and Active Participation

To effectively manage the change to a C-BI approach outside agency Coglearn were hired to provide additional expert professional learning to all teaching staff. They highlighted 4 key practices in this area which are to be conceptualised and delivered through PD at both whole school and faculty levels. Increasedstudent engagement and forced retrieval of information in turn strengthens neural pathways thus making iteasier to retain information if schemas have been developed correctly.

Key Active Participation Norms Practices:

The below Checking for Understanding (CFU) practices represent BPSHS's number one tool for improving student independence and resilience. Using these strategies within the classroom promotes active retrieval of information and increases the amount of repetitions so new information can be transferred to the long-term memory with greater ease. To facilitate the use of these strategies the 2021 BPSHS School Diary has been modified to include a white board, feedback cards and power tickets so that I can be utilised as a learning tool.

Partner Talk

Show Me

Tell Me

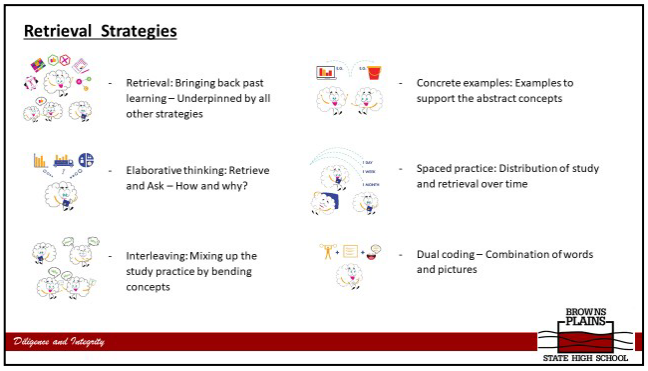
Answer Me

Collaboration and identification of best practice will occur through 'Learning with and From Each Other' in whole school staff meetings, Optional PD's and APDP Communities (PLC). In order to increase the impact best practice has upon the school PLC's have now been replaced with APDP Communities in the form of a coaching model designed to equip all staff with the tools to green frame their classroom. HODs are encouraged to run professional learning sessions within faculty meeting time, this has helped ingrain a culture of continued learning and development within the whole school staff body.

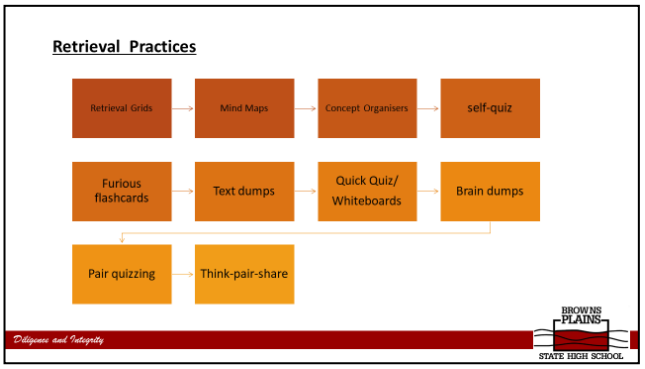
Instructional Strategies

It is within this phase of Cognitive-Based Instruction (C-BI) that BPSHS expects to see the most traction to improve teaching and learning through GRR. Looking at instructional strategies from both a planning and classroom practice perspective should equip teachers with the skills to build effective and engaging learning environments.

Throughout 2021, staff meetings will focus on the delivery of retrieval strategies and how to implement these within planning documentation. During 'Twilight' training session teachers will engage in workshops designed to build capacity in using key retrieval practices, supported by active participation norms, that will help students order and organise information allowing them to retain it for longer periods.



APDP Communities will meet to explore how the delivery of retrieval practices have been implemented through group coaching. Staff members will be asked to present to their group how they have implemented the key GRR improvement agenda and what benefits it has had on pedagogy and attainment – group members will then feedback posing questions for enhancement.



Led by the Dean of Teaching and Learning and targeted PD's will support HODs and spotlight teachers to ensure they have mastery in their area and can be a dependable resource for their faculty.

Support and Capability Building

In order to further support colleagues, the Dean of Teaching and Learning has provided and will continue to develop resources such as the GRR: Long Term Memory Retention guide.

Dean of Teaching and Learning support structures:

- Informal meetings and discussion
- Faculty professional development sessions
- Resource development
- Lesson observations
- Mentoring
- HOD training
- Whole School PD
- Working with stakeholders
- Evidence based research

BROWNS PLAINS STATE HIGH SCHOOL

Professional Development Plan

2021

Rationale

Established in 1985, Browns Plains State High School (BPSHS) is a high-performing school located in South East Queensland. It aims to empower all students, offering a dynamic and caring learning environment that focuses on engaging students by connecting to the real world.

BPSHS staff are very proud of the school and its standing in the local community. This has been built on developing the literacy and numeracy standards of all students, and upholding high standards of student commitment to learning and outcomes. The school will continue to develop and build on the foundation of learning in all pillars of student achievement – academic, sport, arts, and community to ensure that our strong academic performance continues to improve.

Our programs are delivered by a highly-committed and professional team of teachers and support personnel who work collaboratively with one another, students, parents and the wider school community. Staff are committed to build their collective capability through a sustained professional learning culture, underpinned by a philosophy of *'learning with and from each other'*. It is the development of a positive school culture, based on a strong sense of personal accountability, initiative and commitment to continuous improvement for all students in our school, which will form the foundation of student success.

BPSHS Key Strategic Focus Areas for 2021

1. Systemic Priorities

BPSHS follows the priorities of the Department of Education in ensuring students are equipped with the knowledge and skills they need to contribute to Queensland's economic and social development, and are provided opportunities to engage in challenging learning experiences. Every student succeeding – State Schools Strategy 2019-2023 details key elements of school improvement, including a "plan to lift the performance of each state school student, teacher and principal" (Department of Education, 2019).

Beyond the Department of Education's overarching priority to improve academic achievement for all students, more explicit priorities include:

- Improving reading and writing
- Improving Year 12 certification rates
- Closing the gap for Aboriginal and Torres Strait Islander students
- Improving the participation and achievement of students with disability

2. Browns Plains State High School Strategic Priorities

2018 represented an exciting time in the history of BPSHS, with the commencement of the first stage of the new 4 year Strategic Plan (2018 – 2021) which clearly articulates the direction of the school. Our key improvement areas are organised under the following Strategic Priorities:

- We are all focussed on learning and development
- We are all building a positive and professional learning culture
- We are all developing a stronger community through partnerships.

Embedded within the above focus areas sit our school's 2021 Explicit Improvement Agendas and subsequent core pedagogies:

- Reading and Writing Framework
- GRR Pedagogy
- Learning With and From Each Other
- Student Engagement and Connectedness.

In order to ensure students successfully transition from Junior Secondary through to Senior Schooling, the Professional Development Plan is based on our Strategic Priorities and core pedagogies. A collaborative and high quality, evidence-based approach in developing the capabilities of teachers will serve to improve student achievement and student preparedness for post compulsory schooling pathways. All staff are engaged in professional learning opportunities that are designed to guide them in extracting value from systemic requirements by *'learning with and from each other'*.

Professional Development Priorities 2021

Focus Area	Planned Professional Development
APDP Communities	• Identification of SLT values and norms in Instructional Coaching. • Standardisation of instructional feedback to staff via SLT training. • HOD standardisation in pedagogical sequencing in relation to CFU, Retrieval and Feedback. • Alignment of APDP goals to the schools EIAs and one personal choice. • GRR practices to be trialled, implemented and reviewed through APDP group coaching sessions. • Spotlight training – to occur with future instructional coaches.
Curriculum Development	• Curriculum (feedback) review process: staff supported by Dean – T & L • Unit Planning Guides (Years 7 – 10: Australian Curriculum; Senior: General subjects and Applied subjects) • Optional on-site professional learning sessions for staff • Curriculum review process to be completed each semester
Beginning Teachers: - First Year Teachers - Second Year Teachers - Pre-service Teachers	• Mentoring Beginning Teachers (MBT) program – *first year teachers*: ○ Start of year induction day training ○ Assigned mentor/mentee ○ Weekly meetings (1st semester) between mentor/mentee; gradual release - fortnightly meetings (2nd semester) ○ Observations *by* mentees; observations *of* mentees (in addition to APDP processes) ○ Additional professional learning sessions (refer *Professional Learning Culture* below) ○ Access to off-site Regional professional learning • Early Career Teachers (ECT) program – *second year teachers*: ○ As above, although meetings occur twice/term by ECT co-ordinator ○ Pre-service Teachers program (assigned supervising teacher/s)
Leadership Development	• Refined SLT Triad structure/process • 'Grow' coaching training • 2021 Internal Future Leaders Program
Literacy Practices	• Whole school approach: ○ Reading and Writing Framework ○ Word of the Day (WOTD) ○ Weekly Foci

	• Training: ongoing staff training through SFDs, Twilight and maintenance slots in staff meetings.
Professional Learning Culture	• Non-negotiable staff professional learning: ○ Directed Staff meeting/Twilight/SFD sessions (explicit focus on core pedagogies) – may include user choice option. • Optional on-site professional learning sessions (targeted to beginning teachers in MBT/ECT and leadership program; open to all staff for participation)
Senior Schooling	• Academic Coaching for Year 11 and 12 students – subsequent training for participating teachers/HODs • Variety of QCAA Workshops • Online Accreditation Modules
Teaching and Learning:	• Maintenance and refinement of Learning Purpose and Success Criteria in the classroom environment. • Implementation of Gradual Release of Responsibility Pedagogical Framework. 2021 Staff training focus: Active participation norms. • Refinement of the staff teaching and learning OneNote to include all current practice and resources.

BPSHS Professional Learning Budget

To continue to lift the performance of our students, BPSHS staff are required to embrace the school's professional learning culture by demonstrating personal responsibility and shared ownership in the improvement of teacher quality, and by being open to learn from others. Professional learning opportunities are funded out of the following areas:

- Teaching and non-teaching staff: *Professional Development* school budget
- First year teachers and subsequent mentors: *Mentoring Beginning Teachers* (MBT) Government funding

Any professional learning outside of the school's Strategic Priority areas may be funded from faculty-specific departments.

The Dean of Teaching and Learning and DP – Human Resources, in consultation with the Business Manager (BM), oversees the professional learning budget for all teaching staff. The BM oversees the professional learning budget for non-teaching staff, with the Principal making the final decision pertaining to the school's professional development budget.

BPSHS Professional Development Application Process

To make an informed decision in approving a Professional Development application, DP – Human Resources checks alignment of proposed professional learning to Systemic and School Strategic Priorities, including staff individual APDP identified priorities; scheduled on-site professional learning sessions/existing staff capabilities; School Calendar; MBT funding; and the school's professional learning budget.

To build the collective capability of staff, it is an expectation that the sharing of new professional learnings acquired via engagement in off-site professional development occurs. This may be done through the most appropriate forum e.g. whole staff professional learning session; Twilight/SFD; or Faculty meeting time (to be determined by DP – Human Resources in communication with the relevant Head of Department).

BROWNS PLAINS STATE HIGH SCHOOL

Attitude to Learning (ATL)

Overview/Rationale

The Attitude to Learning (ATL) framework was designed to establish a strong school-wide system that promotes clear expectations, clear teaching practices and early intervention of students disengaged from learning. It allows students to demonstrate respect for themselves and all others while embracing the challenges of learning. Partial implementation (trial period) of the framework began in 2018 with full implementation in 2019. This framework has already seen significant improvements in student engagement, learning and behaviour outcomes even though it is in infancy stage.

Theory of Improvement

Browns Plains SHS seeks to develop a student management and engagement framework that promotes a safe and supportive environment for all students and staff to flourish. The concept seeks to acknowledge the learning process over the academic outcome, actively changing the culture within the school to produce effective and engaging learning environments from which academic success should follow. According to Robert J. Marzano (1992).*Without positive attitudes and perceptions, students have little chance of learning proficiently, if at all.*

The ATL framework will incorporate learning engagement, pastoral care and wellbeing structures. Based on the Positive Behaviour for Learning (PBL) model there will be a tiered approach to student management with explicit feedback and positive acknowledgement. The ATL framework establishes strong school-wide systems that promote clear learning expectations, clear teaching practices and the early intervention of students disengaged from learning for various reasons.

Through the ATL framework, teachers will build their capacity and skill to change the language and climate in the classroom to one of positive reinforcement and challenge rather than intervention and correction. It is the ideology that staff will teach positively; which will be embedded in the school culture. Students will become actively engaged in the learning process, selecting the correct tools for the task and lead healthier school lives through improved wellbeing.

Implementation/Key actions

ATL can be defined as ‘Students taking ownership of learning through active engagement in the learning process.’ Each lesson’s roll will be marked with a grading representing the students’ ATL. Students can move up or down throughout the lesson according to their level of engagement. Each classroom has a visible ladder where students are given regular feedback in relation to their level of engagement (see below). A students ATL is collated using the ‘Ready to Learn’ log on ID attend. This process provides a clear indication of a students’ attitude to learning across the curriculum and over a sustained period. It is used to help inform a judgement on the student’s overall engagement in the learning process. Students are assessed using the table below:

ATL Criteria and poster

Respectful and Responsible Classrooms

Classroom management process to ensure maximum engagement

+3 Outstanding

- Attitude to Learning has been outstanding and all work has been completed to the highest standard.
- Student has actively participated in learning and the student has gone above what is expected.

+2 Very Good

- Attitude to Learning has been very good and a commendable amount of work has been completed
- Student has actively participated in all learning activities to a high standard.

+1 Good

- Student has actively engaged in learning and appropriate amount of work has been completed
- Student may have had some minor redirections to learning but was able to complete work to a satisfactory standard

-1 Needs Attention (Move seat or name on chart)

- Student has not actively participated in the learning and has disrupted the learning of others.
- Student has not corrected learning behaviours despite interventions
- Student has completed an unsatisfactory amount of work
- Student is consistently not equipped for learning

-2 Unacceptable (Final Warning)

- Attitude to Learning has been unacceptable and the student has repeatedly disrupted the learning of others
- Student has not corrected learning behaviours with interventions
- Student has completed little to no work

-3 Additional Support

- The student has demonstrated persistent off task behaviours that have made it difficult for the learning of others to continue
- All intervention strategies have been unsuccessful

Supported Re-entry

1. Student is returned to class under strict guidelines
2. Student is required to see the teacher at the end of the lesson. Classroom teacher is to issue detention (mandatory)
3. Classroom teacher is to contact home and record on OneSchool (mandatory). Refer incident to Dean
4. If support person is required to return Student is taken to the BSR and issued 2x after school detentions or possible suspension (OneSchool entry required but no contact home needed).

Withdrawal

1. Student is removed from class
2. OneSchool referral to Dean of Students
3. Withdrawal room, BSR or possible suspension
4. Dean of students to liase with classroom teacher

Acknowledgements

Positive acknowledgement is key to the system. A language of learning is developing within classrooms and ATL is being signposted alongside success criteria which provides students a clear indication of what must be attempted during the lesson.

ATL – System of Positive Acknowledgement	
Weekly	• Weekly Principal's awards chosen from ATL data – Top performing ATL student/year level • Weekly year level award randomly chosen from top 15 students • ATL points awarded in class • Positive postcards
Termly	• Year Level Co-Ordinator Award- top performing 25 students in each year level per term • Termly points update included in extended form (twice a term)

Annually	• Growth award handed out at the end of each semester for substantial changes in ATL results
	• Yearly accumulation of points - Gold, Silver & Bronze Badges Awarded. Gold recipients go into major prize draw for a laptop
	  • Early mid-year release of Bronze badge for those students on track to receive a Gold badge by the end of the year.
	  • Silver and Bronze badges awarded in Year Level Parades.
	  • Gold Badge ceremonies in Term 4.

Intervention

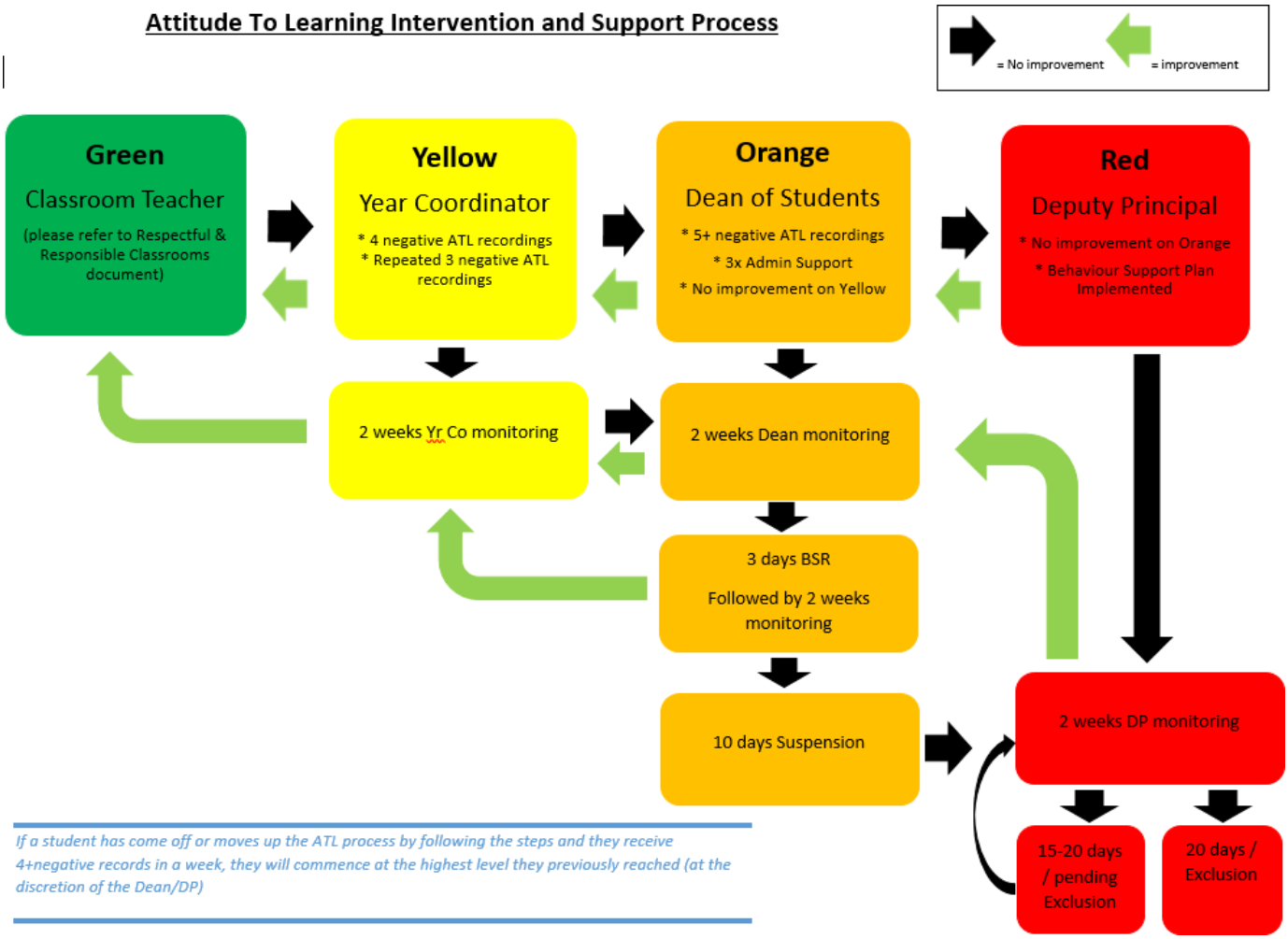
An additional layer of monitoring provides a greater level of support and intervention to the existing framework. Negative ATL scores will be collated and will determine what level of intervention a student requires. These would range from;

- Year Level Co-ordinator (YLC) intervention – Yellow Card
- Dean of Students Intervention – Orange Card
- Deputy Intervention – Red Card.
- Guidance Officer Support
- Youth Support Co-ordinator Support

To obtain an optimal chance of sustained change, intervention must be prolonged. Students must engage with and complete the required card for a two-week period before moving down a level. As well as recording ATL the cards will be personalised to encompass 3 learning goals; these should be specific to the student and will form an integral part of their intervention.

ATL – Intervention	
Monitoring	• Students who receive 2-3 negative lessons a week may be placed on a yellow YLC monitoring card. This will vary depending on previous trends tracked by YLC/Dean. • Students who obtain 4 negative lessons must be placed on a yellow monitoring card. • Students who receive 5+ negative lessons will be placed on an orange Dean monitoring card. • Students who fail to successfully complete a yellow card will move to an orange card. • Those students who successfully complete an orange card will then move down to yellow to try and embed the changes in attitude. • A student will spend a minimum of 2 weeks on each card, they must have two clear weeks to move down or off a card by achieving less than the 4 mandatory negative lessons.
Behaviour Support Plan	• Failure to complete 2 weeks on an orange monitoring card will result in BSR for 3 days. The student will then be given another two-week period to improve their attitude (BSR intervention does not count towards this time), failure to do so will result in a 10-day suspension. Student returns on the schools Behaviour Support Plan (BSP) monitored by the relevant Deputy Principal.
Sanctions	• Day to day monitoring card sanctions. (Any student being monitored need not be sanctioned by their teacher as it will be picked up and actioned daily by the Dean/YLC/Deputy)

Attitude To Learning Intervention and Support Process



If a student has come off or moves up the ATL process by following the steps and they receive 4+negative records in a week, they will commence at the highest level they previously reached (at the discretion of the Dean/DP)

Impact

During Term 4 2018, there was an average of 13 students per day being removed from their class and sent to a buddy room. Since the full implementation of ATL, there has only been an average of 2.5 calls per day for additional support (skype) within the classroom. Over the course of 2019 and 2020, skype calls dropped each term and can be seen in the table below:

Buddy Room totals vs Admin Support totals per year

	2017 Buddy Room	2018 Buddy Room	2019 Admin Support	2020 Admin Support
totals	1083*	774*	595	385

**Only the number of entries recorded on oneschool. The actually figure was much higher.*
Buddy Room= teacher chose to remove student from class. Admin Support= Dean of Students or Deputy Principal called to class to make the decision if student is removed. Not all calls resulted in a student being removed from class.

Number of Staff requiring Support in the Classroom (average per day)

Term	Buddy Room	Average number of Skypes per day 2019	Average number of Skypes per day 2020
1	u/a	3.6	2.3
2	u/a	3.2	2.2
3	3.7	2.9	2.3
4	13.4	2.1	2.1

As a result of the reduction in the number of students being removed from class we have seen a significant improvement in academic results

Whole school academic, behaviour and effort reporting results

	Achievement		Behaviour		Effort	
	A-C	A/B	A-C	A/B	A-C	A/B
Sem 2 2017	82%	44.5%	89.5%	63.1%	80.5%	53.6%
Sem 2 2018	83.4%	46.2%	92%	67.5%	82.7%	59%
Sem 2 2019	86.5%	45.8%	93.8%	66.2%	87.6%	61.2%
Sem 2 2020	88.3%	50.5%	94.4%	70.1%	90.5%	65.3%

There has been a significant improvement in school disciplinary actions with a decrease of 22% in short-term suspensions from 2018 to 2019 and a further 1.9% in 2020. There has also been a significant reduction in students being placed on Dean monitoring cards (see table below).

Student Disciplinary Absences

	2017	2018	2019	2020
Short Suspension 1-10 days	243	246	203	199

Students on Dean of Students Monitoring

	Term 1 2019	Term 4 2019	Term 1 2020	Term 4 2020
Number of students placed on Dean of Students managed monitoring card	65	30	19	28

Under this framework, results from the school opinion survey have improved significantly. For staff, there has been an 8% increase in “staff feeling well supported” and a 7% increase in “student behaviour is well managed at this school”.

School Opinion Survey Results
Staff

Question	2017	2019	% Gain
I enjoy working at this school	66.3%	92.7%	26.4%
People are treated fairly	43.4%	78.7%	35.3%
Staff are well supported at this school	46.0%	81.1%	35.1%
Student behaviour is well managed	82.2%	85.3%	3.1%

Staff and Student feedback from ATL Trial 2018

	Total Agreement (%)*	
	Staff	Students
Behaviour has improved in your classroom as a result of ATL?	58%	87%
Engagement has improved in your classroom as a result of ATL?	52%	40%
Do you think about your behaviour because of ATL?	n/a	100%

**total agreement-aggregation of positive responses 'improved a lot' and 'has improved'*

Anecdotal evidence from students and parents is positive. Students are engaged in their learning and teachers are signposting to students what they are required to do and giving them regular feedback on their learning. Students' feel that they are given opportunities to address their poor attitude to learning and are given regular feedback. This is supported by the students' school opinion survey results with a 16% increase in "student behaviour is well managed" at this school. Parents feel as though there is greater communication with them at a lower level so that they can intervene and assist in managing their child's engagement. This is supported by 3% increase in the belief that "the school keeps me well informed". The school has also seen less negative feedback from parents in regards to suspensions as they have had regular contact in relation to their child's attitude to learning prior to any ATL related suspension being issued.

School Opinion Survey Results

Students

Question	2017	2019	Gain
My teachers care about me	78.2%	83.2%	5%
I can talk to my teachers about my concerns	60.2%	75.2%	15%

Parents

Question	2017	2019	Gain
I would recommend this school to others	72.9%	92.5%	19.6%
This is a good school	73.5%	94.3%	20.8%
My child feels safe at this school	79.6%	90.7%	11.1%

Additional professional development is required to continue to upskill staff on creating engaging and challenging lessons through aligning the ATL framework and Gradual Release of Responsibility as our Pedagogical Framework. Those teaching staff recognised for displaying best practice in addressing Attitude to Learning will be asked to share their practice with staff under our school improvement agenda of "Learning With and From Each Other".

ATL is a framework that BPSHS is implementing as part of an overarching concept that looks at student engagement and connectedness. The diagram below shows how it aligns with that policy and the other school priorities.