

Annual Implementation Plan

2021

Browns Plains State High School

## **Our Vision**

At Browns Plains State High School our vision is to offer a balanced, yet dynamic and future focussed curriculum to harness the enormous potential of all students. We are focussed on continuously building the quality of teaching to impact on the learning experience and outcomes for our students.

## **Our Purpose**

Our purpose is to inspire all students to reach their 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 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 – Maximising the potential of every student to succeed and excel

## **Our Outcomes**

### **We are all focussed on learning and development**

Implement focussed and researched strategies to improve student learning outcomes.

### **We are all building a positive and professional learning culture**




Implement researched and ongoing strategies to build teacher capability and capacity to improve student learning outcomes and the proactive classroom environment.

### **We are all developing a stronger community through partnerships**

Implement innovative and collegial strategies to engage the community to support the school to improve student learning outcomes.



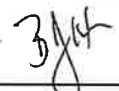
# 2021 Annual Implementation Plan

Strategic Priorities	Explicit Improvement Agendas	Our School's Success Criteria	Teacher Behaviours to Drive Improvement
 <p>We are all focused on learning and development</p>	<p><b>Reading and Writing Framework</b>            Consolidation of BPSHS Reading and Writing Framework with precision to specifically target improvements in:</p> <ul style="list-style-type: none"> <li>• Reading comprehension skills of inferring and justifying opinions using evidence from texts</li> <li>• Sustained writing to support development of sentence structure/paragraphing and punctuation skills</li> </ul>	<p><b>Junior School:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• In each of the 5 domains of NAPLAN, 90% of Year 7 and Year 9 students achieving a positive Raw Gain</li> <li>• 95% of Browns Plains State High School students achieve above National Minimum Standards benchmarks in all 5 domains of NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I deliver the Reading and Writing Framework in its entirety, for in-depth exploration of texts.</li> <li><input type="checkbox"/> I meaningfully use/engage with the WOTD and Weekly focus on a daily basis.</li> <li><input type="checkbox"/> I differentiate resources and activities to suit student needs.</li> <li><input type="checkbox"/> I give feedback to HODs and Literacy Coordinator regarding lessons and resources on an ongoing basis.</li> <li><input type="checkbox"/> I differentiate resources and activities to suit student needs.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> I explicitly teach the TEEEL structure for extended writing.</li> </ul>
 <p>We are all building a positive and professional learning culture</p>	<p><b>Gradual Release of Responsibility Pedagogy</b>            Propel the Gradual Release of Responsibility Framework Pedagogical Framework in all classrooms, to strengthen student learning across four signature practices:</p> <ul style="list-style-type: none"> <li>• Feedback</li> <li>• Cognitive Verbs (including Translating Standards)</li> <li>• Long-term Memory Retention strategies</li> <li>• Student Independence and Resilience</li> </ul>	<p><b>Whole School:</b></p> <ul style="list-style-type: none"> <li>• 90% pass rate of students across all subjects (&gt;10% A, &gt;30% B, &gt;50% C)</li> <li>• 90% of students passing 5 or more subjects</li> </ul> <p><b>Senior School:</b></p> <ul style="list-style-type: none"> <li>• 100% of students graduate with a QCE or QCIA</li> <li>• 10% of eligible students achieve an ATAR of 80.00 or above</li> <li>• 80% of eligible students achieve an ATAR of 80.00 or above</li> <li>• 10% of students graduate with either a completed traineeship or having commenced an apprenticeship</li> <li>• 40% of students complete a Cert II, IV or Diploma</li> <li>• 100% of ATAR eligible students receive QTAC offer</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> I work collaboratively with colleagues to develop school-based assessment and unit planning that meets school priorities, curriculum and pedagogical framework requirements.</li> <li><input type="checkbox"/> I develop expertise in making judgements on student work against standards prescribed in the Australian Curriculum and QCAA syllabuses.</li> <li><input type="checkbox"/> I explicitly teach students cognitive verbs and translate standards to support student comprehension of criteria.</li> </ul>
 <p>We are all developing a stronger community through partnerships</p>	<p><b>Learning With and From Each Other</b>            Continue to strengthen the collective capability of staff through a sustained professional learning culture, underpinned by a philosophy of 'learning with and from each other'.</p>	<p><b>All staff engage in:</b></p> <ul style="list-style-type: none"> <li>• Evidence of positive growth in the building of a professional learning culture</li> <li>• Willingness to share 'best practice' of core pedagogies by staff with peers</li> <li>• Evidence of staff engaging in purposeful self-reflection when selecting professional learning options to attend</li> <li>• Positive staff engagement with APDP and collegial coaching process, resulting in meaningful and targeted professional learning and achievement of personal goals</li> <li>• 2021 School Opinion Survey reflects a 5% increase in staff satisfaction in having access to quality professional development</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I embrace and participate professionally in the school's professional learning culture, including school priority sessions, by:               <ul style="list-style-type: none"> <li>- being open to learn from others and</li> <li>- contributing to the collective capability of peers through engaging in a cycle of sharing of expertise.</li> </ul> </li> <li><input type="checkbox"/> I will improve student outcomes through professional learning and engagement with the Annual Performance Development Plan, ensuring continuous improvement in teaching quality.</li> <li><input type="checkbox"/> I positively challenge colleagues, using professional protocols, to continuously improve practice.</li> <li><input type="checkbox"/> I adhere to timelines and provide required detail for professional learning processes, including APDP and PD/VSR.</li> </ul>
	<p><b>Student Engagement and Connectedness</b>            Implementation of school-wide strategies to strengthen student engagement and connectedness with the school and continue to build deliberate partnerships to enhance successful transitions and outcomes for students including:</p> <ul style="list-style-type: none"> <li>• House class system and culture</li> <li>• Attitude to Learning framework (ATL)</li> <li>• Follow Your Passion program (FYP)</li> </ul>	<p><b>Whole School:</b></p> <ul style="list-style-type: none"> <li>• 100% of staff actively engaging in the ATL framework demonstrated by:               <ul style="list-style-type: none"> <li>o 4:1 positive to negative ratio in use</li> <li>o Explicit link of ATL with GRR through success criteria (increase of 20%). Survey staff to collect data on usage</li> </ul> </li> <li>• 50% or above of students attending between 95 – 100% of the time</li> <li>• 15% or below of students attending less than 85% of the time</li> <li>• 5% reduction in Admin Support call outs</li> <li>• Decrease of 5% in SDA data</li> <li>• Collect data on student participation of house activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I follow the Respectful and Responsible classroom management process.</li> <li><input type="checkbox"/> I build positive relationships with students to show that I care</li> <li><input type="checkbox"/> Where appropriate I make positive contact home with parents</li> <li><input type="checkbox"/> I consistently engage with the ATL framework</li> <li><input type="checkbox"/> I actively promote attendance</li> <li><input type="checkbox"/> I deliver exciting and innovative lessons</li> <li><input type="checkbox"/> I give accurate and purposeful feedback about learning and engagement</li> <li><input type="checkbox"/> I liaise with Student Support Team to help break down potential barrier to learning</li> <li><input type="checkbox"/> I report at risk students to my HOD</li> </ul>

ANNUAL IMPLEMENTATION PLAN 2021

**AIP Endorsement**

*This Annual Implementation Plan was developed in consultation with the school community and is aligned to the 4 year School Plan. It includes the plan focusing on the key improvement strategies and outcomes for the next 12 months.*



Blair Hanna  
Principal  
25/02/2021



Isaac Naughton  
P&C President  
25/02/2021



Bronwyn Johnstone  
Assistant Regional Director  
25/02/2021