



2024 Annual Implementation Plan

Strategic Priorities	Explicit Improvement Agendas	Success Criteria and Investing for Success commitment	Staff commitments to Drive Improvement
<p>Excellence in Teaching and Learning</p> <p>Key improvement strategies:</p> <ul style="list-style-type: none"> Collaboratively develop a whole-school inclusive education plan and monitor the consistent implementation of agreed practices. Review and refine the EIA expectations to bring about sustainable improvement for staff implementation. 	<p>Inclusive and engaging classroom practices</p> <ul style="list-style-type: none"> Consistently using effective pedagogical approaches to engage students; Embedding digital innovation practices; Effectively differentiating to maximize outcomes for every student; 	<p>Whole School:</p> <ul style="list-style-type: none"> BPSHS Reading and Writing Framework and Gradual Release of Responsibility Pedagogical Framework evident in all curriculum planning; 90% pass rate of students across all subjects (>15% A, >35% B, >40% C) 90% of students passing 5 or more subjects <p>Senior School:</p> <ul style="list-style-type: none"> 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. <p>Investing for Success</p> <ul style="list-style-type: none"> Active Participation in learning strategies as part of the GRR pedagogical framework. This will include use of student diaries as a learning tool, curriculum planning and targeted professional development - \$50,000 Intervention and enhancement strategies for identified student target groups e.g. Quicksmart Literacy program, Academic Excellence students, at-risk students, school-based traineeships and apprenticeships - \$250,000 Promote digital technologies through the purchasing of devices, digital licenses and the promotion of targeted professional development - \$20,000 Promoting inclusive, flexible and engaging classroom practices through the purchase of resources and learning space enhancements - \$200,000. 	<p>As an effective teacher at Browns Plains SHS, I:</p> <ul style="list-style-type: none"> deliver the Reading and Writing Framework in its entirety, for in-depth exploration of texts. meaningfully use/engage with the WOTD and Weekly Focus daily. give feedback to HODs and teaching teams regarding lessons and resources on an ongoing basis. differentiate resources and activities to suit student needs. access the available PD and support to ensure my capability for implementing the Reading and Writing Framework, including participating in quality assurance processes. explicitly teach sustained writing strategies for extended writing. utilise the GRR pedagogical framework with all classes, including: <ul style="list-style-type: none"> learning purpose success criteria learning summaries phases of instruction signature practices from the GRR matrix. collaborate with colleagues to develop unit planning and valid, reliable and accessible assessment that meets school, curriculum and pedagogical framework requirements develop expertise in making judgements about student responses against QCAA standards elaborations, aligned with Australian Curriculum explicitly teach students cognitive verbs and translate standards to support student comprehension of criteria. use support plans to ensure an inclusive learning environment. collect formative assessment/work to monitor student learning in order to adapt my teaching to meet student needs and develop student retention. Use digital technologies to enhance effective student learning
<p>Supporting all students to achieve</p> <p>Key improvement strategies:</p> <ul style="list-style-type: none"> Investigate, develop and implement strategies to strengthen student independence and resilience to drive the development of student agency. Review classroom management practices across the school and develop an agreed understanding in relation to the use of consistent classroom management strategies and support processes. Work with a range of stakeholders to examine the school's curriculum offerings, to ensure that the curriculum is responsive to local needs and student pathways. 	<p>Learning With and From Each Other</p> <p>Continue to strengthen opportunities for intentional collaboration between staff through a sustained professional learning culture.</p>	<p>Wellbeing and School Culture</p> <ul style="list-style-type: none"> Embed school-wide strategies to strengthen staff and student wellbeing and drive a positive school culture that values difference and community. Continue to build deliberate partnerships to enhance successful transitions and outcomes for students Continue to provide a broad range of activities, in line with the school's pillars, to support engagement in the school House Cup. Provide opportunities for staff to develop leadership and professional capacity. Provide opportunities for students to provide feedback and lead initiatives for the benefit of the school community 	<p>All staff engage in:</p> <ul style="list-style-type: none"> Evidence of positive growth in the building of a professional learning culture Willingness to share 'best practice' 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 5% improvement in Staff School Opinion Survey "I have access to relevant professional development" and "I receive useful feedback about my work at this school"; <p>Professional Development Budget: \$100,000</p> <p>Whole School:</p> <ul style="list-style-type: none"> 100% of staff actively engaging in the ATL framework demonstrated by: <ul style="list-style-type: none"> 4:1 positive to negative ratio in use Explicit link of ATL with GRR through success criteria. 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 Decrease of 5% in SDA data 10% lift for the following questions in School Opinion Survey: <p>Students:</p> <ul style="list-style-type: none"> I feel safe at my school; My teachers are interested in my Wellbeing; I like being at my school; This is a good school. <p>Staff:</p> <ul style="list-style-type: none"> Staff are well supported at this school; The Wellbeing of employees is a priority at this school. <p>Investing for Success</p> <ul style="list-style-type: none"> Positive Education strategies to support student engagement. This will include targeted intervention programs, the Attitude to Learning Framework and the House Culture system - \$50,000

<p>Approvals</p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal</p>	<p>P&C/School Council</p>	<p>School Supervisor</p> 	<p>01/03/2024</p>
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