### Key Development Areas – 2015

#### Literacy

<table>
<thead>
<tr>
<th>Whole School Strategies</th>
<th>Lead Indicators</th>
<th>Led by</th>
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</thead>
</table>
| • Refocus and renewal of curriculum leadership creating HOD – Literacy, Support Teacher – Literacy positions to strengthen capacity to improve literacy outcomes:  
  - HOD – Literacy  
  - Support Teacher – Literacy  
  - HOD, Learning Support  
• Develop and implement a whole school approach to embedding the teaching of writing. | Positions created  
• Role descriptions established  
• Suitable applicants engaged  
• Targeted differentiation through Years 7, 8 and 9  
• Master schedule/outline for each semester developed  
  **Term 1:**  
  - Teaching of simple sentences  
  **Term 2:**  
  - Teaching compound sentences  
  **Term 3:**  
  - Teaching of complex sentences  
  **Term 4:**  
  - Teaching of TEEL paragraphing  
• Testing of progress at each juncture  
• Faculty plans to include school literacy strategies  
• Develop a scope and sequence of sentence writing  
• Establish partnerships with local primary schools to work collaboratively on literacy development  
• School wide ‘Correction Guide’: standardised mode and format for students and teachers to mark and correct all forms of writing.  
• ‘Extension’ program/club for students in bands 6 and 7 (Years 7 and 8) to attend a weekly development program at lunchtimes.  
• ‘Extension’ program/club for students in middle bands (Years 7 and 8) to attend a weekly development program at lunchtimes.  
• Word of the day  
• Creation of Literacy based school programs including Bremer Spelling Championships, short story competitions, homework extension and writing groups.  
• Development of school social media and website to allow for student/parent access to a wide range of literacy activities and key information. | Graeme Goodger  
Chris Owen  
Jesse Paul – Brent  
Michael Seiler  

Team:  
Daniel Pym  
Lorelle Scott  
Nell Briggs  
Sally Campbell  
Sandra Latter  
Melissa See  
Aeron Jones  
Keri Church |
- Provide differentiated literacy professional development opportunities for staff
- Engage identified students in Upper 2 bands writing program through Brisbane School of Distance Education
- Launch a ‘bump’ NAPLAN program to be delivered through Years 7 and 9 English.
- Development of an effective and sustainable single lesson (Plus 1) literacy program for Year 7 and 8
- All unit planning templates have a literacy component embedded
- Conduct NAPLAN pre-testing of current Year 7 students using previous Year 7 test (February)
- Conduct NAPLAN pre-testing of current Year 8 students using current Year 7 test (December)
- Implement a parent/student interview and monitoring program for students (Years 7 and 8) whose NAPLAN results are below NMS.
- Implement a mentoring program for students (Years 7 and 8) whose NAPLAN results are below NMS.
- Implement ongoing review of programme

- Professional development program developed and implemented for:
  - Plus 1 teachers
  - Whole school approach to embedding writing
  - Support Teacher Literacy to provide for targeted P.D. for staff at meetings
  - Engage ‘Critical Friend’ to advise on and support P.D. needs.
- Students engage with programme to enhance skills and improve U2Band attainment
- Year 7 and 9 English Coordinators ‘de-clutter’ C2C/ACARA to focus on directed product – Writing
- Allocation of 1 session per week for implementation of plan to achieve target
- Development of a ‘data wall’ to track student progress
- School-wide template includes literacy section
- NAPLAN pre-test conducted and marked
- Results analysed to provide targeted support for Year 7.
- Results analysed to provide targeted support for Year 9 the following year.
- Parents engage in process of addressing Numeracy skills
- HOD, Literacy to conduct interviews during parent - teacher interviews.
- Mentors working with students and teachers to inform and build student literacy skills
- Mid-year review of progress
- End of year review
- Following year planning cycle
- Conduct further research into the most appropriate model for developing literacy in 2016
## Numeracy

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<th>Whole School Strategies</th>
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<th>Led by</th>
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| Refocus and renewal of curriculum leadership creating positions of added responsibility to strengthen capacity to improve numeracy outcomes.  
  - HOD – Numeracy  
  - Support Teacher – Numeracy  
  - HOD, Learning Support  
  - Teacher aide | Positions created  
  - Role descriptions established  
  - Suitable applicants engaged  
  - Targeted differentiation through Years 7, 8, 9, & 10 Mathematics classes | Steve Henderson  
  - Lisa Kelly  
  - Duncan Mackintosh  
  - Team: Ryan Du Toit  
  - Paul Lowe  
  - Peter Lund  
  - Carole Taafe |
| Develop and implement a whole school approach to embedding the teaching of numeracy. | Audit of current cross-curricular numeracy coverage  
  - Develop matrix of cross-curricular numeracy strategies  
  - Faculty plans to include mandated Numeracy strategies  
  - Teaching targeted numeracy lessons as indicated by data analysis (Plus 1)  
  - Establish partnerships with local primary schools to work collaboratively on numeracy development | |
| Provide differentiated numeracy professional development opportunities for staff | Professional development program developed and implemented for:  
  - Plus 1 teachers  
  - Whole school approach to embedding Numeracy  
  - Support teacher Numeracy to provide targeted PD for staff at meetings and in classrooms  
  - Engage an ‘expert in residence’ to provide targeted professional development  
  - Engage a critical friend to advise on and support PD needs | |
| Launch a ‘bump’ NAPLAN program to be delivered through Years 7 and 9 Mathematics. | Year 7 and 9 Mathematics Coordinators ‘de-clutter’ C2C/ACARA to focus on targeted support as informed by data analysis. | |
| Create a designated space for numeracy lessons ‘Numeracy Central’ | Students and staff are aware of the designated numeracy space  
  - Numeracy central becomes a ‘buzzword’ in the school | |
| Engage appropriate students in U2B programme through Brisbane School of Distance Education | Students engage with programme to enhance skills and improve U2Band attainment | |
| Development of an effective and sustainable single lesson (Plus 1) numeracy program for Year 7 and 8. | Allocation of 1 session per week per student for implementation of plan to achieve target  
  - Development of a ‘data wall’ to track student progress | |
| All unit planning templates have a numeracy component embedded | School-wide template includes a numeracy section | |
- Conduct NAPLAN pre-testing of current Year 7 students using previous Year 7 test (February)
- Conduct NAPLAN pre-testing of current Year 8 students using current Year 7 test (December)
- Implement a parent/student interview and monitoring program for students (Years 7 and 8) whose NAPLAN results are below NMS.
- Implement a mentoring program for students (Years 7 and 8) whose NAPLAN results are below NMS.
- Implement ongoing review of programme
- Further research and discussion into the most appropriate model for developing Numeracy in 2016 – mid-year review, end of year review and 2016 planning
- Implement Numeracy engagement activities for Year 7, 8 & 9 students
- NAPLAN pre-test conducted and marked
  - Results analysed to provide targeted support for Year 7
  - Results analysed to provide targeted support for Year 9 the following year.
- Parents engage in process of addressing Numeracy skills
- HOD, Numeracy to conduct interviews during parent - teacher interviews.
- Mentors working with students and teachers to inform and build student numeracy skills.
- Mid-year review of progress
- End of year review
- Following year planning cycle
- Create Numeracy Clubs
- Investigate Ipads for students
- Investigate digital media
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<tr>
<th>Key Management Projects – 2015</th>
<th>Lead Indicators and targets</th>
<th>Led by</th>
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<tbody>
<tr>
<td>• Aboriginal &amp; Torres Strait Islander Students' Outcomes</td>
<td>• Improved student attendance – 89% (currently 81.9%)</td>
<td>Allison Heironymus Daniel Pym</td>
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<td>• Data Process</td>
<td>• Appointment of Data Officer&lt;br&gt;• Suite of data reports published including year level data reports</td>
<td>Steve Henderson Ben Ward Craig Daniells</td>
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<td>• Junior Secondary</td>
<td>• Staff upskilled in effective strategies for teaching junior secondary students&lt;br&gt;• Instructional and pastoral programs implemented to support Year 7/8 transition&lt;br&gt;• 90% of Year 7 students attain Bremer Blue (A to C)</td>
<td>Melissa Winks Keri Church</td>
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<td>• Pedagogy</td>
<td>• 100% of staff fully utilise Critical Routines&lt;br&gt;• All HODs trained in Growth coaching to support the performance review process</td>
<td>Allison Heironymus Ryan Du Toit Allistair Smith</td>
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<td>• Positioning Bremer SHS</td>
<td>• Refreshed visual branding and communication processes in place&lt;br&gt;• Educational alliances established&lt;br&gt;• Engagement of external experts to improve the school profile&lt;br&gt;• High performance mentoring supporting scholarship students</td>
<td>Melissa Winks Michael Seiler Trish Barnett</td>
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<td>• School-wide Positive Behaviour</td>
<td>• Key school wide positive behaviour processes implemented across the school&lt;br&gt;• 10% reduction in major classroom incidents (Currently Year 8 – 1204, Year 9 – 966)</td>
<td>Allison Heironymus Sandra Latter Keri Church</td>
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<td>• Senior Outcomes</td>
<td>• Senior subject offerings refined&lt;br&gt;• Year 10 A-C outcomes improved&lt;br&gt;• Intensive tracking of students</td>
<td>Melissa Winks Chris Owen Ben Ward</td>
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Key Targets – for December 2015

- 90% of Year 7/Year 9 students at or above NAPLAN NMS in Writing, (Currently 83% and 71%).
- 90% of Year 7 students at or above NAPLAN NMS for Numeracy. 95% at or above NAPLAN NMS in Year 9, (Currently 84% and 94%).
- 5% of Year 7 students U2B in NAPLAN Writing. 10% of Year 9 students U2B in NAPLAN Writing, (Currently 2% and 6%).
- 20% of Year 7 and Year 9 students U2B in NAPLAN Numeracy, (Currently 16% and 6%).
- 70% of Year 7 to Year 10 students pass ENG/SCI/Maths, (Currently 64%).
- 80% of Year 12 students OP1 to 15, (Currently 70%).
- 90% student attendance Years 7 to 12, (Currently 86.70%).
- 98% Year 12 QCE, (Currently 97%).