

Perseverance
 Respect and
 Responsibility
 Integrity
 Diversity
 Excellence
 through Engagement



Key Development Areas – 2015

Literacy

Whole School Strategies	Lead Indicators	Led by
<ul style="list-style-type: none"> • Refocus and renewal of curriculum leadership creating HOD – Literacy, Support Teacher – Literacy positions to strengthen capacity to improve literacy outcomes: <ul style="list-style-type: none"> · HOD – Literacy · Support Teacher – Literacy · HOD, Learning Support • Develop and implement a whole school approach to embedding the teaching of writing. • Develop and implement a whole school approach to embedding literacy. 	<p>Positions created</p> <ul style="list-style-type: none"> • Role descriptions established • Suitable applicants engaged • Targeted differentiation through Years 7, 8 and 9 <ul style="list-style-type: none"> • Master schedule/outline for each semester developed <p>Term 1:</p> <ul style="list-style-type: none"> · <i>Teaching of simple sentences</i> <p>Term 2:</p> <ul style="list-style-type: none"> · <i>Teaching compound sentences</i> <p>Term 3:</p> <ul style="list-style-type: none"> · <i>Teaching of complex sentences</i> <p>Term 4:</p> <ul style="list-style-type: none"> · <i>Teaching of TEEL paragraphing</i> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 	<p>Graeme Goodger Chris Owen Jesse Paul – Brent Michael Seiler</p> <p>Team: Daniel Pym Lorelle Scott Nell Briggs Sally Campbell Sandra Latter Melissa See Aeron Jones Keri Church</p>

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Professional development program developed and implemented for: <ul style="list-style-type: none"> · 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 	
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Numeracy

Whole School Strategies	Lead Indicators	Led by
<ul style="list-style-type: none"> • Refocus and renewal of curriculum leadership creating positions of added responsibility to strengthen capacity to improve numeracy outcomes. <ul style="list-style-type: none"> · HOD – Numeracy · Support Teacher – Numeracy · HOD, Learning Support · Teacher aide • Develop and implement a whole school approach to embedding the teaching of numeracy. • Provide differentiated numeracy professional development opportunities for staff • Launch a ‘bump’ NAPLAN program to be delivered through Years 7 and 9 Mathematics. • Create a designated space for numeracy lessons ‘Numeracy Central’ • Engage appropriate students in U2B programme through Brisbane School of Distance Education • Development of an effective and sustainable single lesson (Plus 1) numeracy program for Year 7 and 8. • All unit planning templates have a numeracy component embedded 	<ul style="list-style-type: none"> • Positions created • Role descriptions established • Suitable applicants engaged • Targeted differentiation through Years 7, 8, 9, & 10 Mathematics classes • 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 • Professional development program developed and implemented for:- <ul style="list-style-type: none"> ❖ 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 • Year 7 and 9 Mathematics Coordinators ‘de-clutter’ C2C/ACARA to focus on targeted support as informed by data analysis. • Students and staff are aware of the designated numeracy space • Numeracy central becomes a ‘buzzword’ in the school • Students engage with programme to enhance skills and improve U2Band attainment • Allocation of 1 session per week per student for implementation of plan to achieve target • Development of a ‘data wall’ to track student progress • School-wide template includes a numeracy section 	<p>Steve Henderson Lisa Kelly Duncan Mackintosh</p> <p>Team: Ryan Du Toit Paul Lowe Peter Lund Carole Taafe</p>

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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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Key Management Projects – 2015	Lead Indicators and targets	Led by
<ul style="list-style-type: none"> Aboriginal & Torres Strait Islander Students' Outcomes 	<ul style="list-style-type: none"> Improved student attendance – 89% (currently 81.9%) 	Allison Heironymus Daniel Pym
<ul style="list-style-type: none"> Data Process 	<ul style="list-style-type: none"> Appointment of Data Officer Suite of data reports published including year level data reports 	Steve Henderson Ben Ward Craig Daniells
<ul style="list-style-type: none"> Junior Secondary 	<ul style="list-style-type: none"> Staff upskilled in effective strategies for teaching junior secondary students Instructional and pastoral programs implemented to support Year 7/8 transition 90% of Year 7 students attain Bremer Blue (A to C) 	Melissa Winks Keri Church
<ul style="list-style-type: none"> Pedagogy 	<ul style="list-style-type: none"> 100% of staff fully utilise Critical Routines All HODs trained in Growth coaching to support the performance review process 	Allison Heironymus Ryan Du Toit Allistair Smith
<ul style="list-style-type: none"> Positioning Bremer SHS 	<ul style="list-style-type: none"> Refreshed visual branding and communication processes in place Educational alliances established Engagement of external experts to improve the school profile High performance mentoring supporting scholarship students 	Melissa Winks Michael Seiler Trish Barnett
<ul style="list-style-type: none"> School-wide Positive Behaviour 	<ul style="list-style-type: none"> Key school wide positive behaviour processes implemented across the school 10% reduction in major classroom incidents (Currently Year 8 – 1204, Year 9 – 966) 	Allison Heironymus Sandra Latter Keri Church
<ul style="list-style-type: none"> Senior Outcomes 	<ul style="list-style-type: none"> Senior subject offerings refined Year 10 A-C outcomes improved Intensive tracking of students 	Melissa Winks Chris Owen Ben Ward

Key Targets – for December 2015
<ul style="list-style-type: none"> 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%).
<ul style="list-style-type: none"> 5% of Year 7 students U2B in NAPLAN Writing. 10% of Year 9 students U2B in NAPLAN Writing, (Currently 2% and 6%).
<ul style="list-style-type: none"> 20% of Year 7 and Year 9 students U2B in NAPLAN Numeracy, (Currently 16% and 6%).
<ul style="list-style-type: none"> 70% of Year 7 to Year 10 students pass ENG/SCI/Maths, (Currently 64%).
<ul style="list-style-type: none"> 80% of Year 12 students OP1 to 15, (Currently 70%).
<ul style="list-style-type: none"> 90% student attendance Years 7 to 12, (Currently 86.70%).
<ul style="list-style-type: none"> 98% Year 12 QCE, (Currently 97%).