

Annual Implementation Plan 2021

Literacy

Strategies	Actions	Timelines	Program Leader
Embed Literacy Capability across all curriculum areas including all levels of planning	• Prepare for the adoption of the 'New Australian Curriculum' with the integrated Literacy general capability	2021	Literacy HOD Curriculum HODs
	• Liaise with like schools to identify implementation plans	2021	HOD Literacy
Develop teacher capability to implement school-wide literacy strategies for Next Level Literacy, including Reading for Results and Writing that Works	• Continue Text Deconstruction process across all curriculum areas and reinforce as a whole school expectation	2021	HOD Literacy
	• Implement the Writing that Works Junior School program, incorporating the development of an agreed whole school writing strategy that includes student performance data and intervention strategies.	2021	HOD Literacy
	• Implement staff professional development around the Writing Dimensions.		
Develop and enhance school/community partnerships to support literacy development	• Finalise external members of Literacy Committee and plan year schedule	2021	HOD Literacy Literacy committee
	• Continue working with primary schools to consolidate working partnerships	2021	HOD Literacy
Continue to implement and refine literacy intervention strategies (Reading and Writing Hubs), Literacy Curriculum in Years 7-9 and early identification of students requiring intensive literacy support	• Refine intervention processes and work with Literacy Committee to determine future direction and best process for students	2021	HOD Literacy
	• Finalise audit of all support and intervention processes to determine impact on students across 1-5 year time frame	2021	HOD Literacy

Numeracy

Strategies	Actions	Timelines	Program Leader
Embed Numeracy Capability across all curriculum areas including all levels of planning	• Prepare for the adoption of the 'New Australian Curriculum' with the integrated Numeracy general capability	2021	HOD Numeracy Curriculum HODs
	• Liaise with like schools to identify implementation plans	2021	HOD Numeracy
Continue and refine Numeracy Curriculum so students achieve 12 months of learning in 12 months	• Continue to implement consistent diagnostic testing across staff to target appropriate student supports	2021	HOD Numeracy
	• Continue to develop problem-solving and reasoning to Numeracy Curriculum	2021	HOD Numeracy
	• Continue SKW modifications to improve contribution to QCE results	2021	HOD Numeracy HOD VET
Develop and enhance school/community partnerships to support numeracy development	• Continue data sharing and continue to promote "Bremer Big 3" at Raceview SS and introduce to Amberley District SS	2021	HOD Numeracy
	• Continue to develop Reinforcement Quadrants in Numeracy and add Literacy, Maths and English	2021	HOD Numeracy Core Curriculum HODs
Explore the next level of numeracy development across the school	• Introduce "Next Level Resource" packs into classrooms to promote concrete learning approaches	2021	HOD Numeracy
Continue to implement and refine numeracy intervention strategies (Numeracy Hub), Numeracy Curriculum in Years 7-9 and early identification of students requiring intensive numeracy support	• Continue refinement of screening processes and programs with support of child psychologist	2021 and beyond	HOD Numeracy
	• Invite staff to observe Numeracy Hub to increase awareness of interventions	2021 and beyond	HOD Numeracy

Curriculum

Strategies	Actions	Timelines	Program Leader
Ensure alignment and consistency with Australian Curriculum including general capabilities and cross curriculum priorities	• Include all general capabilities and cross curriculum priorities in unit planning templates	2021	HOD T & L Curriculum HODs
	• Begin review Years 7-10 units to ensure inclusion of relevant general capabilities and cross curriculum priorities where appropriate (ready for full implementation in 2022)	Term 4 2021	Curriculum HODs
	• Prepare for the adoption of the 'New Australian Curriculum' with the integrated general capabilities and cross curriculum priorities	Term 4 2021	Curriculum HODs
Develop staff capability to deliver all aspects of the Australian Curriculum, including cross curriculum priorities and general capabilities, across all curriculum areas	• Include general capabilities and cross curriculum priorities as a focus area of the whole school Professional Development Plan	Sem 1 2021	HOD Teaching and Learning
	• Raise staff awareness around general capabilities and cross curriculum priorities through faculty meetings and discussions	2021	Curriculum HODs
Build genuine staff collaboration around school-wide moderation processes that align curriculum, pedagogy, assessment and reporting	• Continue the review of the Whole School Moderation Plan and more consistently align moderation processes	Sem 1 2021	DP – Curriculum Curriculum HODs HOD – T & L
	• Reinforce message of need for evidence based A-E outcomes and remove any perceived “expectations” of meeting targets	2021	Leadership Team
	• Use school based moderation processes to quality assure the integrity of assessment decisions	2021	Curriculum HODs
Deliver an aligned curriculum that promotes a growth mindset to instil student confidence in achieving higher academic outcomes	• Reinforce expectations that teachers use data to “know the learner” and plan learning experiences utilising the Bremer Pedagogical Framework in the context of growth mindset (SFD, staff meetings, faculty meetings)	2021	Leadership Team
	• Lead explicit conversations around confidence/ high expectations at year level assemblies and when presenting TrackEd profiles	2021	Deans Year Coordinators
	• Employ pedagogical practices that promote student academic confidence/success/expectations for all students and often	2021	Curriculum HODs
	• Investigate ways to involve parents in the learning process with a focus on high expectations	2021	Executive Team

Pedagogy

Strategies	Actions	Timelines	Program Leader
Develop and implement a school-wide observation and feedback program	• Maintain visibility of Leadership Team in classrooms	2021	Leadership Team
	• Implement voluntary peer observation program to observe teaching practice	2021	HOD – T&L
	• Review observation and feedback program and table review for consultation with Local Consultative Committee	Term 1 2021	Executive Principal
Continue MBT program and expand coaching and mentoring across the whole school	• Facilitate a definition of coaching and what it looks like for Bremer State High School with Executive and Leadership teams	2021	HOD T&L
	• Build capacity of Leadership Team and Teaching and Learning Team in mentoring	2021	HOD – T&L
	• Expand voluntary mentoring program across the school to build capacity and provide support	2021	HOD – T&L
Continue school-wide focus on Bremer Pedagogical Framework ensuring consistent application across all classrooms	• Build capacity of staff to utilise Bremer Pedagogical Framework	2021	HOD – T&L
	• Develop staff capacity to differentiate teaching to meet the specific needs of students across the full range of ability	2021	DP Inclusion HOD T&L
Continue Professional Development program and incorporate a Professional Learning Community (PLC) model	• Continue Professional Development program for semester 1	Sem 1	HOD – T&L
	• Continue to implement the Professional Learning Community model during semester 2	Sem 2	HOD – T&L
Build capacity of staff to utilise digital pedagogies as BYOx implementation continues	• Continue the implementation of BYOx to include Year 11 and 12	2021	HOD – T&L
	• Build staff capacity regarding the “Substitution” phase of the SAMR Model	2021	HOD – T&L

Wellbeing

Strategies	Actions	Timelines	Program Leaders
Develop and implement a staged plan for implementation of the Personal and Social Capability	<ul style="list-style-type: none"> Prepare for the adoption of the 'New Australian Curriculum' with the integrated Personal and Social general capability 	2021	DP - Wellbeing
Develop and implement a Bremer State High School Learning and Wellbeing Framework	<ul style="list-style-type: none"> Establish current progress towards a wellbeing framework informed by the DoE Staff Wellbeing Framework and Student Learning and Wellbeing Framework 	2021	DP – Wellbeing DP - Inclusion
	<ul style="list-style-type: none"> Develop a staged plan for implementation of a Bremer SHS Learning and Wellbeing Framework 	Term 4 2021	DP – Wellbeing
	<ul style="list-style-type: none"> Continue to provide Wellbeing Hub service supported by the Student Support Services Team 	2021	DP – Wellbeing
	<ul style="list-style-type: none"> Promote and celebrate wellbeing through school wide activities for staff and students 	2021	DP – Wellbeing
Build the capabilities of staff to deliver a whole school approach to student wellbeing and its connection to learning	<ul style="list-style-type: none"> Deliver Professional Development for all staff on inclusive practices 	2021	DP – Inclusion

Key Management Projects

Strategies	Actions	Timelines	Program Leaders
Continue to refine QCE practices	<ul style="list-style-type: none"> Continue to build capacity of teaching staff understanding of, and capability to implement QCE and new senior syllabuses 	2021	Dean Year 12 Curriculum HODs
	<ul style="list-style-type: none"> Continue to align senior school processes with QCAA requirements 	2021	Curriculum HODs
Continue implementing Vocational Education and Training (VET) pathways	<ul style="list-style-type: none"> Implement Whole School VET Strategy for RTO for continual improvement and compliance 	2021	Dean Year 11 Curriculum HODs (VET)
	<ul style="list-style-type: none"> Continue staged strategic plan for the maintenance of the Career Connections Centre including Link and Launch strategy 	2021	Dean Year 11
Continue culturally appropriate support and targeted programs for Aboriginal and Torres Strait Islander students	<ul style="list-style-type: none"> Maintain student access to targeted support that is culturally appropriate and aligned to school priorities and key school strategies 	2021	Dean Year 10
Track and monitor every student across Years 7 to 12 and implement and monitor improvement strategies for individual students	<ul style="list-style-type: none"> Identify, implement and monitor intervention strategies for students at risk 	2021	Deans
	<ul style="list-style-type: none"> Continue extension of high achieving students 	2021	HOD Junior Learning Support
	<ul style="list-style-type: none"> Identify learning support needs upon enrolment or through referral processes and target support 	2021	Learning Support HODs – Junior, Senior

Key Targets

Priority	2020 data	2021 targets
Literacy - Reading	<ul style="list-style-type: none"> PAT-R: <ul style="list-style-type: none"> Year 7: 12.7% Stanine 7 and above Year 9: 13.9% Stanine 7 and above 97% improvement in Consolidation students 	<ul style="list-style-type: none"> PAT-R: <ul style="list-style-type: none"> Year 7: 15.5% Stanine 7 and above Year 9: 15.5% Stanine 7 and above 99% improvement in Consolidation students
	<ul style="list-style-type: none"> PAT-W: <ul style="list-style-type: none"> Year 7: 25% Stanine 7 and above Year 9: 40% Stanine 7 and above 	<ul style="list-style-type: none"> PAT-W: <ul style="list-style-type: none"> Year 7: 28% Stanine 7 and above Year 9: 45% Stanine 7 and above
Numeracy	<ul style="list-style-type: none"> PAT-M: <ul style="list-style-type: none"> Year 7: 95th P – 148.9 / 5th P – 111 Year 8: 95th P – 149.7 / 5th P – 116.7* Year 9: 95th P – 150.1 / 5th P – 118.4* 	<ul style="list-style-type: none"> PAT-M: <ul style="list-style-type: none"> Year 7: 95th P – 149.5 / 5th P – 111.6 Year 8: 95th P – 153.7 / 5th P – 113.6 Year 9: 95th P – 157.7 / 5th P – 115.2
Senior Outcomes	<ul style="list-style-type: none"> QCE/QCIA: 96% TBC VET: <ul style="list-style-type: none"> 99% of Year 12 students completed Cert I/Cert II VET - 70% of Year 13 respondents (Next Steps) are in further education, training or employment 	<ul style="list-style-type: none"> QCE/QCIA: 92% VET: <ul style="list-style-type: none"> 100% of Year 12 students completed Cert I/Cert II VET - 75% of Year 13 respondents (Next Steps) are in further education, training or employment
Indigenous Outcomes	<ul style="list-style-type: none"> Student attendance: <ul style="list-style-type: none"> Year 7-9: 77% Year 10-12: 80% QCE attainment: 93% Year 13: 73% engaged in employment, training or study 	<ul style="list-style-type: none"> Student attendance: <ul style="list-style-type: none"> Year 7-9: 82% Year 10-12: 84% QCE attainment: 100% Year 13: 75% engaged in employment, training or study
Positive Behaviour for Learning	<ul style="list-style-type: none"> approx. 34% of students with Level 1 PRIDE Attendance – 84.5 % Sem 2 – 14% of students with a major non-compliant behaviour 	<ul style="list-style-type: none"> 38% of students with Level 1 PRIDE Attendance – 90% 55% of years 7-9 engaged with VIVO 12% of students with a major non-compliant behaviour
A-E Outcomes	<ul style="list-style-type: none"> Faculty targets negotiated with line manager and recorded in Faculty Action Plan 	

*Exceeded in 2020

Endorsement

This plan was developed in consultation with the school community and meets school and systemic requirements.



Alan Jones – Assistant Regional Director

Dated: 19 April 2021

Ross McNichol – A/Executive Principal

Dated: 1st February 2021

Yvonne Bell – P&C President

Dated: 1st February 2021