



Annual Implementation Plan 2022

School Improvement Priorities 2022



To deepen teacher knowledge and expertise by building capability aligned to the Australian Professional Standards for Teachers.

Actions	Targets	Timelines	Responsible Officer/s
Introduce the 14 parameters of Clarity. P1,P4,P7,P14	Executive and Leadership Team commence engaging with Lyn Sharratt's - Clarity.	2022	Principal / DPs / HODs/DEANs
Continue to introduce a range of digital practices aligned to the Australian Curriculum. P13	All staff engage in professional learning of digital practices and implement classroom strategies to enhance learning with BYOX's.	2022	DP / HODs / Pedagogy Enrichment Mentors
Review the APR process to better inform the whole school PD Plan. Professional Development for the Leadership Team through Networks, Coaching, Feedback and Systems Leadership. P2, P4, P10 Provide aspiring Leaders with an Aspiring Leaders program. P2, P10 Redefine the Collegial Engagement Model after consultation and agreement. P7	100% Staff complete APR process	#1 W7, T3 #2 W6, T1 2023 #3 W7, T2 2023	Principal / DPs / HOD
	Detailed Professional Development strategy.	Term 2	
	Detailed Aspiring Leaders program.	Term 2	
	All staff engage in Observations and Feedback as part of the APR process.	2022	Principal / DPs / HODs
Engage in a CoP with Region and Metro Schools to continue to review and revise implementation of the Australian Curriculum focusing on meeting the expectations of the updated P-12 CARF. P3 P8 Continue to apply an Inclusive lens on the Australian Curriculum focusing on high yield strategies. P7	100% of staff engaging in collaborative planning to prepare for aligned curriculum implementation to the School's Three Levels of Planning. English 35% A-B and 80% A-C Math 40% A-B and 80% A-C	Term 1, 2, 3, 4	Principal / DPs / HODS
Continue to build staff capability with differentiation strategies. P2, P7	100% of staff engage in professional learning with differentiation strategies, through structured intentional pedagogy sessions and with curriculum planning.	Term 1, 2, 3, 4	Principal / DPs / HODS / Staff

To implement programs to improve student Literacy and Numeracy capability.

Actions	Targets	Timelines	Responsible Officer/s
Revise Literacy and Numeracy program for explicit alignment to AC units. Continue to build all teacher capability to embed literacy and numeracy strategies in curriculum units. P11	HODs Lit / Num collaboratively plan with Faculty HODs to specifically include the general capabilities of literacy and numeracy in units.	Term 1	Principal / DPs/HODs / Staff
	100% of staff teach literacy and numeracy strategies within curriculum units.	Term 2	
Identify through data and extend high performing students to engage in high-yield literacy and numeracy strategies. P13, P10	Extension classes BSEP class	2022	Principal / DPs / HODs Lit/Num
Track student progress through the utilisation of TrackEd to inform differentiation of teaching and learning. P3,P5,P11	100% of students tracked using TrackEd. ALL students represented on data walls. Collaborative cohort data conversations regarding student progress through the moderation cycle.	Term 1,2,3,4	Principal / DPs / HODs All teachers
Continue to implement early intervention strategies including the Literacy and Numeracy Hubs. P5,P9,P10	HUB Teacher Aides with maximum 1:4 ratio of students in Yr 7, Yr 8 and in Yr 9. Specific TAs working with in class support and intensive intervention.	Term 1,2 3,4	DPs / HOD Lit/Num / T/As

To implement targeted practices to improve staff and student wellbeing and engagement

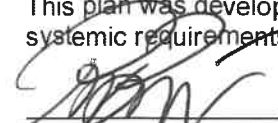
Actions	Targets	Timelines	Responsible Officer/s
Develop an Engagement strategy and provide professional leadership opportunities for DEANs and Year Cos to build capability of all staff for student engagement and wellbeing. P7, P12	Detailed Engagement Strategy and implementation plan. SDA > 20% decrease; Attendance > 94% 85% of parents feel student behaviour is well managed at this school (School Opinion Survey)	2022	Principal / DPs / DEANS
Continue to develop strategies to raise the profile and contributions of our Aboriginal and Torres Strait Islander Community and to engage our families and acknowledge their Culture. P7, P12, P14	Commence implementation of the CLONTARF program. Engage all staff in Cultural professional learning, optimising prospects for Aboriginal and Torres Strait Islanders students to excel and families to engage. >75% of parents feel a strong sense of Community; >75% - the school asks for my input	Term 1, 2022	Principal / DPs All teachers
Revise and redefine the Bremer PRIDE framework to include PBL strategies. P14	100% of staff use explicit language of PRIDE 100% of students understand Bremer PRIDE Wellbeing data is analysed weekly to determine school focus and Year level priorities.	Term 2	Principal / DPs / HODS / DEANS
Redefine Staff and Faculty meeting structure to align to school priorities. P7, P8, P11	100% of staff intentionally collaborating at regular planned meetings with Leadership attending as instructional leaders	Term 1, 2, 3, 4	Principal / DPs All Staff
Create Workforce Wellbeing Plan aligned to APR and PD Strategy. P10	A dynamic Workforce Plan. >80% of staff feel well supported	Term 2	Principal / DPs
Commence implementation of the whole school Wellbeing Action plan. P4, P7, P11	Prepare a Wellbeing Action Plan with strategies for each term >75% - I feel staff morale is positive at this school	Term 2	Principal / DPs

To implement targeted intervention strategies for inclusive practices.

Actions	Targets	Timelines	Responsible Officer/s
Continue to identify and support students through the Inclusion Team at transition and throughout the Junior Years. P5, P6, P14	100% of staff utilising the referral system 100% of identified students access support and are tracked.	2022	Principal / DP / GOs
Establish Inclusive Tracking System to track progress of students and strategies. P3, P5	100% of staff familiar with and enacting ICP requirements of their students <20% NCCD students with SDAs 70% of NCCD students =>C in English and Math	Semester 2	Principal / DP / GO / HOSES
Continue to streamline the Indigenous Tracking System. P3, P5	100% of staff familiar with and specifically tracking Indigenous students - DEANs to track and monitor.	Term 1	Principal / DPs / DEANS
Trial a cyclic <i>Data Conversation</i> for students academically at risk. P6	Teachers present a student <i>educationally at risk</i> with identified data for analysis and strategies for improvement with the leadership team.	Once per Semester	Principal / DPs / HODs / Teachers
Continue to focus on developing a streamlined transition processes for all students from Primary Schools; Junior to Senior; Senior to Pathways and students entering from other learning environments. P12, P14	Obtain transition data from Primary Schools. Review entry engagement processes for ALL new students. 75% of parents - believe their school takes parents' opinions seriously	2022	Principal / DPs / HODs / DEANS
Develop and implement a BSHS 360° Wrap Around system. P5, P6, P12, P14	100% enrolled students with complex backgrounds are supported, engaged and tracked with their learning.		

Endorsement

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


Principal


P and C / School Council


Assistant Regional Director