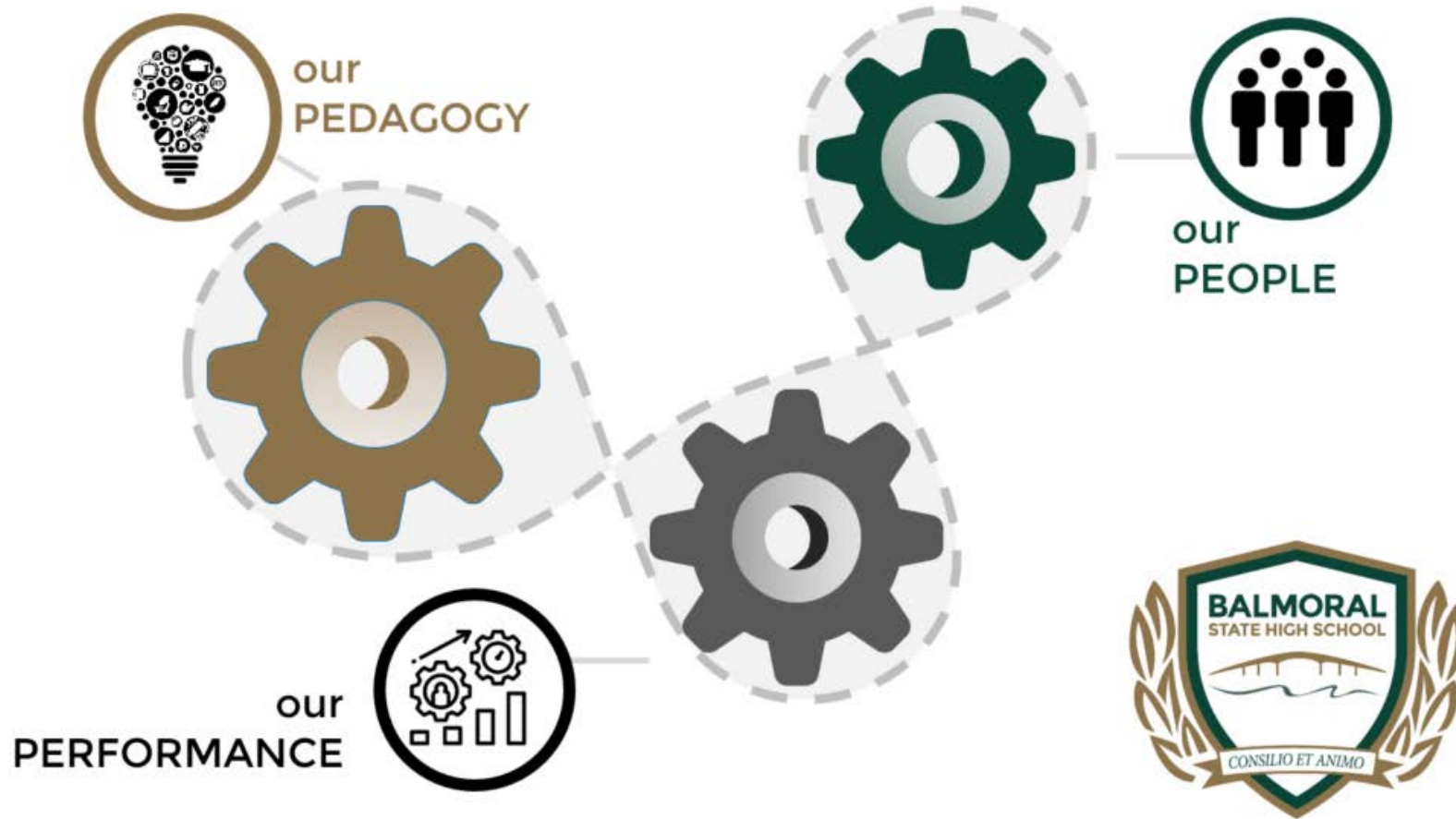




2020 ANNUAL IMPLEMENTATION PLAN



KEY ACTIONS	ACTIVITY	R: Responsible A: Accountable C: Consulted I: Informed	PERFORMANCE MEASURES
OUR PEDOGOGY			
High Impact Teaching Strategies	<p><i>Embed a consistent approach to high quality teaching using our collaboratively developed Balmoral Blue Print – High Impact Teaching (HIT) Strategies.</i></p> <p>3 areas of focus:</p> <ul style="list-style-type: none"> - Explicit Instruction - Metacognitive Skills - Cooperative Learning <p><i>Balmoral Learning Teams (BLTs) are formed to support the implementing of the BBP Pedagogical Framework – Lead for teachers – supported by HoD's</i></p> <ul style="list-style-type: none"> - Work collaboratively to enhance our pedagogy through our Balmoral Learning Teams and invest in our classroom observation and feedback practices to support the capability development of our teachers aligned to the Australian Professional Standards for Teachers (APTS) 	<p>R: Principal A: HOD PP C: Leadership Team I: Staff</p>	<p>Evidence of developing teacher capability through staff meetings, PDP's and Professional Learning</p>
Positive Behaviour for Learning	<p>Collaboratively develop school-wide QA strategies to monitor consistency of implementation of the PBL framework.</p> <p>There is a strong focus on improving student behaviour data, and staff are provided many opportunities to analyse and discuss specific data with regards to behaviour.</p> <p>PBL team analyses behaviour data and then use this to inform focuses for staff</p>	<p>R: Deputy Principal A: PBL team C: Whole school I: parents</p>	<p>80% Excellence and Very Good Behaviour indicators on Semester reports demonstrate student engagement.</p> <p>VIVO reward system in place.</p>
Reading to Learn	<p>New staff are trained and coached in implementing R2L in their classrooms.</p> <p>Practices are aligned to High Impact Teaching Strategies</p>	<p>R: Principal A: HOD PP C: Leadership Team I: Staff</p>	<p>85% of staff trained in R2L</p>

OUR PEOPLE

Attendance	<p>Attendance strategy – Review and Realign Persistent High Expectations –<i>EVERY DAY COUNTS</i> Publicise Attendance targets and report progress regularly Celebrate and recognise positive attendance achievements Case manage >85% attendance</p>	<p>R: Deputy Principal A: HODs JS & SS & GO C: Year Level Coordinators I: Staff</p>	<p>2020- 92%, Indigenous - 85% Reduce >85% - by 4% per year</p>
Leadership Team	<p>Identify and support key personnel to act as strategic drivers to champion specific areas of the improvement agenda.</p> <p>Develop Instructional Leadership Skills within the team</p>	<p>R : Principal A: Deputy Principal C: Leadership Team I: Staff</p>	<p>BLT's are supported and operated by staff</p>
PDP Planning	<p>Continue to develop systems with the staff performance & Development plans – ensuring 1 goal is focused on the EIA.</p> <ul style="list-style-type: none"> - Timelines are staggered to ensure consistent student feedback - Induct new staff in and support continue to staff to develop their understanding of APST and SMART goals. - Build HOD capacity and consistency to lead the PDP process - Streamline PD application process to ensure PDP process in emended in policy. - Ensure alignment with the Professional Development Plan - Incorporate Feedback model into PDP planning (inc Student Feedback) 	<p>R : Principal A: Deputy Principal C: Leadership Team I: Staff</p>	<p>100% SOS Staff have access to quality PD</p> <p>PD aligned to school priorities.</p> <p>PDP plan in place</p>
Teacher Feedback	<p>A balanced 'feedback model' that will be used for teaching observation with the focus on supporting teachers to become experts in pedagogy.</p> <ul style="list-style-type: none"> - Walkthroughs/Learning walks, Collegial Observation (inc Profiling, Coaching etc) & feedback, Leadership Observation, Student feedback - Promote and coordinate lesson observation / coaching / reflective practices with all staff aligned to the BLT's 	<p>R: Principal A: Hod PP & Leadership Team C: Staff I: All</p>	<p>Teacher feedback systems and process are in place by then end of SEM 1 – Feedback is used to support PDP process</p>
Beginning & Establishing Teacher Program	<p>Engage all Beginning Teachers in the Balmoral Beginning Teachers Program</p> <ul style="list-style-type: none"> - Feedback model to include formal observations by the P, DP and HoD P&P - Implement Mentor program including engagement and training in Regional PD - Observation of experienced teachers –weekly 	<p>R: Deputy Principal A: Deputy Principal C: Leadership Team I: Beginning Teachers</p>	<p>PDP plans are reflective of the teachers support required. Budget is expended to support program Provisional – full registration</p>
Code of Conduct for Students	<p>Review the RBP4S under the new EQ guidelines Formulate and implement formal suspension re-entry process</p>	<p>R : Principal A: Deputy Principal C: School Community I: Parents</p>	<p>New Code of Conduct for students', 2020 implemented SOS – "Behaviour is well managed at the school." 10% increase</p>

OUR PERFORMANCE

Whole school curriculum planning & Implementation 7 – 12	<p>Review and align the whole school curriculum, assessment and reporting plan based on the Australian Curriculum yr 7 -12</p> <p>Review current Curriculum Plans Yr 7-9 and their alignment to AUS Curriculum – including implementing new options for electives in 2020</p> <p>Full implementation of Yr 11 SATE</p> <p>Calibration is accessed through our cluster schools (7-10), and QCAA (11-12) SATE Alliance.</p> <p>Structures are in place to ensure common planning time, a exemplars, ICP's, feedback and moderation.</p> <p>Reporting is against the achievement standards</p>	<p>R: Principal / D Principal</p> <p>A: Head of Departments</p> <p>C: Staff</p> <p>I: Staff</p>	<p>Review / audit of Unit plans (term 1)</p> <p>2020 Elective model aligned to AUS CUR and suitable for growth in the school (Sem 1)</p> <p>SATE QCAA Deadlines meet.</p> <p>Moderation of JNR Sec</p>
Inclusion Practices	<p>Collaborative Planning with Teachers – Australian Curriculum 7-12</p> <p>Professional development – Staff (inc Teacher Aides) Supporting students with special needs in class</p> <p>Local networks – collaborative discussion, Successful transitions</p> <p>Case management</p> <p>Team Teaching – Jnr Secondary</p>	<p>R: Principal</p> <p>A: Head of Special Education</p> <p>C: Staff</p> <p>I: Staff</p>	<p>Review of ICP – Term 1 / 3</p> <p>SOS</p> <p>LOA data</p> <p>Decrease in % SDS data 2019-2020</p>
Community Engagement	<p>Strengthen cluster ties with the local primary schools through Transition program and other engagement programs with students from year 3-6</p> <p>Engage with service clubs in the local area – Zonta & Rotary</p> <p>Support and engage with the Gateway Learning Community</p> <p>Attend and support community and local primary school events through STEM, Sport and Arts Programs.</p> <p>Professionalise school public face – social media, school banners and displays.</p>	<p>R: Principal</p> <p>A: Leadership Team</p> <p>C: Staff</p> <p>I: P&C association</p>	<p>Enrolment targets:</p> <p>Yr 7 – 150 (2020)</p> <p>Full Enrolment in Academies'</p>

Endorsement

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

Linda Galloway – Principal

Mike Wilkes – P&C President