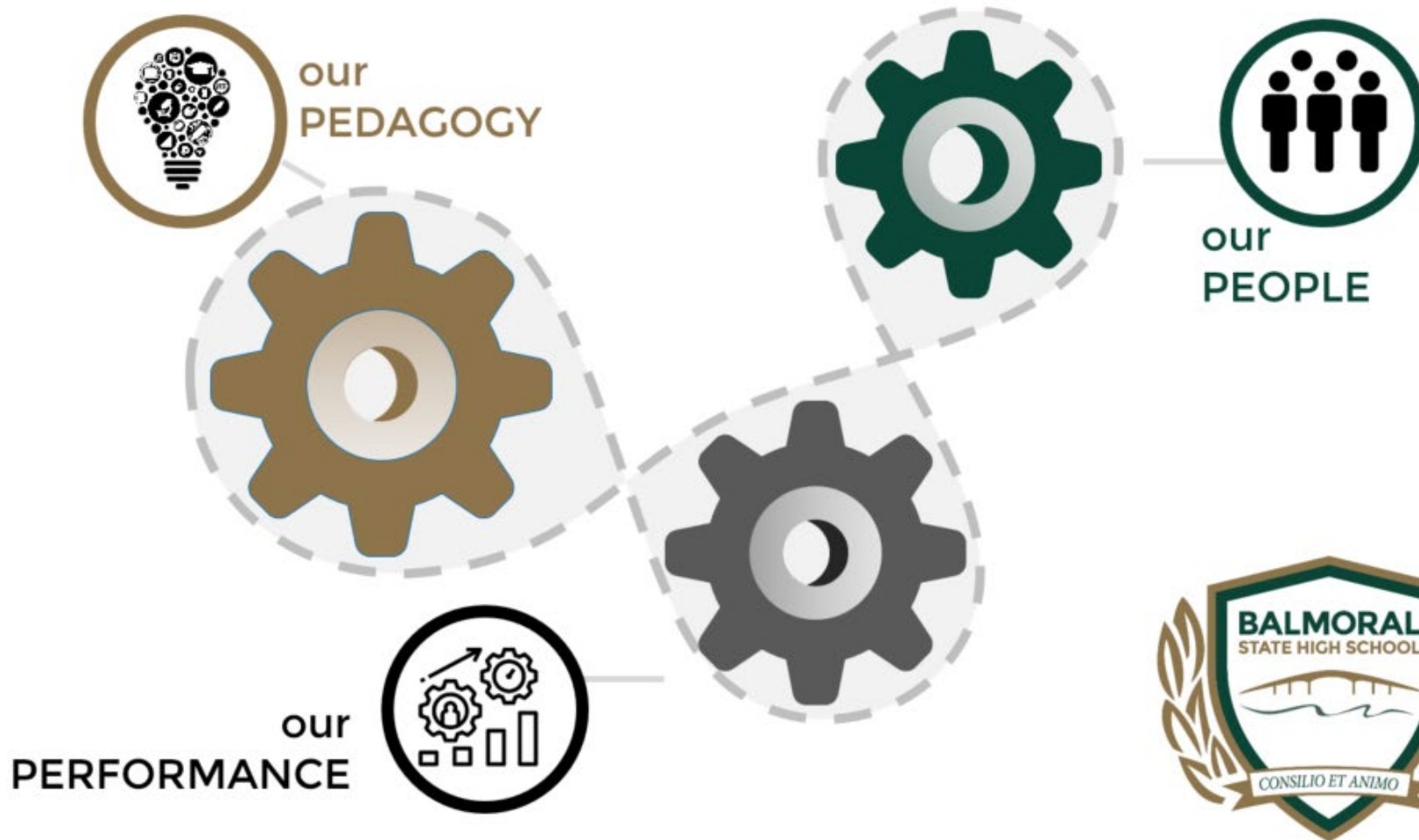




2021 ANNUAL IMPLEMENTATION PLAN



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"> - Feedback - Questioning - Goal Setting <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 with purpose 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> <p>A-C data meets targets</p>
Positive Behaviour for Learning	<p>Collaboratively develop school-wide QA strategies to monitor consistency of implementation of the PBL framework and WELLBEING 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>Implement a wellbeing program across all year levels</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>2021- 92%, Indigenous - 85% Reduce >85% - by 4% per year</p>
Leadership Team	<p>Leading Humans – Coaching</p> <p>Identify and support key personnel to act as strategic drivers to champion specific areas of the improvement agenda.</p>	<p>R : Principal A: Deputy Principal C: Leadership Team I: Staff</p>	<p>Leadership team is aligned to EIA and uses coaching to</p>
PDP Planning	<p>Develop and implement a system 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 (inc Peer Observations, Feedback and reflection)	<p>A balanced ‘feedback model’ that will be used for teaching feedback with the focus on supporting teachers to become experts in pedagogy.</p> <ul style="list-style-type: none"> - Promote and coordinate lesson observation / coaching / reflective practices with all staff aligned to the BLT’s - Peer observation, feedback and reflection 	<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>

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>Student Support Team</p> <p>Local networks – collaborative discussion, Successful transitions</p> <p>Case management – Student support team</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>5% Decrease in % SDS data (repeat suspensions and long term)</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 – Open days, 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 – 160 (2021)</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.



Michelle Snell, Principal