

Brisbane State High School - Annual Implementation Plan 2016

<ul style="list-style-type: none"> Develop the skills in using the APR process and broaden range of sources and tools to ensure that teachers are provided with/obtain quality feedback. 	SIMOEM		
School Community and Partnerships			
Enrolments <ul style="list-style-type: none"> Engage in the review process of school enrolment pressures and financial capacity. 	HAYNWA		
Identity <ul style="list-style-type: none"> Continue to communicate the new School Philosophy. 	HAYNWA	School Philosophy	
Service Culture <ul style="list-style-type: none"> Re-develop the school website to allow easier updating; expand the year levels accessing QParents. Investigate the extra-curricular support options further and stage the implementation. Implement Potentiality and online ordering of uniforms. 	CURRCO HAYNWA HAYNWA		
Participation <ul style="list-style-type: none"> Endorse and enact the P&C's Strategic Plan. Engage the school community with major P&C fundraisers: Ball, Art Union. 	HAYNWA HAYNWA	P&C Strategic Plan	
Partnerships <ul style="list-style-type: none"> Continue to develop the work of the Foundation. Engage community in the ASAA review process. Develop links with QBI/SLRC. Develop programs for extension and career development with Universities. 	HAYNWA KENNSH SIMOEM BENNJO	ASAA Review Plan	
Facilities <ul style="list-style-type: none"> Develop plans for A Block and surrounds. Build support for the master plan for Fursden Road sporting fields. Develop innovative plans for additional specialist facilities. Lego/Innovation space. 	COLLCH COLLCH COLLCH	Master Plans	
Operations <ul style="list-style-type: none"> Review policies as per the policy review cycle. 	HAYNWA	S. Council Handbook	
School Curriculum			
Personal Monitoring & Pathways <ul style="list-style-type: none"> Explore enhanced pathways programs for medical sciences and the science of engineering. Monitor selected students' performance. Renew the mentoring program. 	BENNJO BENNJO GORMTR		
Australian Curriculum <ul style="list-style-type: none"> Document our curriculum plan. 	SIMOEM	Curriculum Plan	
Develops eLearning Strategies <ul style="list-style-type: none"> Develops routines for effective learning with notebooks/ iPads. Selects high impact pedagogy to develop courses on our learning platform: iTunesU. Ensures that students record subject work requirements each lesson through 	SIMOEM	Learning Innovation Plan	<ul style="list-style-type: none"> All Y7-11 students are using their core learning apps regularly across their classes. All teachers can articulate how each core app enhances their pedagogy.

Brisbane State High School - Annual Implementation Plan 2016

<ul style="list-style-type: none"> app4 students. Selects high yield instruction strategies and uses the core apps to enhance these strategies. Uses the SAMR/TPAC models to plan and refine my practice. 			
<p>Curriculum Management</p> <ul style="list-style-type: none"> Map or re-map pathways for extension programs including fast-track, Aspire, Music extension, transdisciplinary arts, career-specific; develop guiding principles; articulate planned extension pathways in curriculum plan. 	SIMOEM	Curriculum Plan	
Teaching Practice			
<p>Pedagogy Framework</p> <ul style="list-style-type: none"> Uses DOL framework to plan and implement optimal learning activities. Explicitly labels and helps students understand the learning process. Uses exemplars for all assessment including teacher written exemplars to front-end assessment. Uses proficiency scales to help students track and monitor key skills. Proficiency scales (whole school) are used to check student and teacher progress. Develop a statement of signature State High teaching practices. Run DOL hubs for new staff. 	HODs SIMOEM SIMOEM SIMOEM	Signature Practices Statement	<ul style="list-style-type: none"> All teachers target deeper knowledge in pedagogy within the DOL framework in their DPP. All teachers develop deeper understanding of checking for understanding (incl. proficiency scales) and reading for learning.
<p>Collaborative Practices</p> <ul style="list-style-type: none"> Works collaboratively to plan, calibrate, moderate and refine pedagogy. Engages in professional discussion about teaching/leadership. Calibrates each part of the learning cycle. Continue to grow professional learning communities and develop leaders. Structured faculty meetings are aligned to the learning agenda for staff. Continue 'checking what we are expecting process' and traffic lights. 	SIMOEM HODs JENSDO SIMOEM HAYNWA		<ul style="list-style-type: none"> There is a strong, <i>culture of collaborative learning</i> amongst all staff. All teachers engage in Faculties and PLCs that use the <i>learning cycle</i> to ensure students to master learning.
<p>Data Use</p> <ul style="list-style-type: none"> Sets and monitors class targets that align to school targets. Actively uses dashboard/data placemats by setting targets and defining improvement strategies to inform teaching and differentiation strategies. Diagnoses individual student needs and intervenes to make improvements. Routinely Checks for Understanding and uses formative assessment to ensure all students learn. Systematically coordinate data from both student and subject perspectives to sharply focus on academic and social-emotional wellbeing. Revise the mid-year review process. 	HODs BENNJO HAYNWA	Data Plan	
<p>Student attitudes</p> <ul style="list-style-type: none"> Helps students set learning and performance goals quarterly using the cycle of learning (reflecting, goal formation and feedback). Routinely feedbacks to students, using a range of strategies, to assist progress towards their goals. 	HODs		<ul style="list-style-type: none"> All students set goals, monitor progress towards these goals and use evidence set new goals quarterly. >95% A or B Behaviour; >90% A or B Effort. Teachers explicitly teach and monitor the 3 targeted Learning behaviours – Questioning and problem posing,

Brisbane State High School - Annual Implementation Plan 2016

<ul style="list-style-type: none"> Looks for opportunities to explicitly teach, model and provide feedback on the three targeted HOM and learning behaviours. Explicitly uses the language of growth mindset in class to teach these behaviours. Balances high demand with high levels of support in class and extra-curricular activities. Develop global perspective through trips aligned to LOTE, leadership/service and specialist programs. 	DEWABR		<p>thinking interdependently and meta-cognition: thinking about your thinking to help students develop these three Habits of Minds.</p> <ul style="list-style-type: none"> All staff actively promote the development of a growth mindset. Student academic and social wellbeing are at high levels.
Leadership and school capability			
<p>Leadership</p> <ul style="list-style-type: none"> HODs/DPs/EP include a range of feedback sources in their Performance Plans. Re-develop the shadow leadership program so it is multi-layered. 	HAYNWA HAYNWA	Leadership Program	
<p>Developing Performance Plans/Professional Learning</p> <ul style="list-style-type: none"> Non-teaching staff have individual goals and plans including (where appropriate) software development skills. Reflects on practice and collects a range of evidence (self-reflection, student data, student surveys, video analysis) to inform teaching/DPP/PLC work. Uses reading/research and PL to contribute to learning communities and to guide development and improve practice. Seeks and provides collegial (quarterly) and supervisor (bi-annually) written feedback on class observations. Feedback is linked to pedagogy framework. Construct a Professional learning program based on a learning cycle. Deliver a clear, teacher induction and development program. Continue development of a "Teacher as researcher" program. Continue programs of coaching and mentoring. 	COLLCH HODs SIMOEM SIMOEM JENSDO HAYNWA JENSDO	APR PL Plan	
<p>Staff Participation</p> <ul style="list-style-type: none"> Systematically engage staff in the four-year review process. Continue to provide opportunities for staff feedback and input. 	HAYNWA HAYNWA		
<p>Workforce Data</p> <ul style="list-style-type: none"> Complete the workforce plan and implement the first phases. 	HAYNWA	Workforce Plan	
Local school priorities			
<p>Pastoral Care</p> <ul style="list-style-type: none"> Monitor student well-being systematically. 	BENNJO	Wellbeing survey	<ul style="list-style-type: none"> Student academic and social wellbeing are at high levels.
<p>Student Leadership</p> <ul style="list-style-type: none"> Document student leadership program and plan for additional opportunities. Build a program for sports leaders. 	GORMTR GORMTR	Student Leadership Plan	
<p>Spirit</p> <ul style="list-style-type: none"> Develop student agency program. 	MCCAMA		
<p>Extra-curricular Program</p> <ul style="list-style-type: none"> Develop a model to assist the sustainability of the sporting program. 	HAYNWA		