



BBSC 2022 Annual IMPROVEMENT ACTION PLAN

School Strategic Plan: Key school priorities for 2022 - 2025

- Intentional teaching and learning to promote deeper understanding
- Authentic partnerships and systems to support learning
- Maximising student performance and outcomes

Annual Implementation Plan: 2022 Priorities and Key Strategies

Intentional teaching and learning to promote deeper understanding

- ✓ **Deliver the Australian Curriculum with fidelity, using moderation processes to quality assure the alignment of curriculum, pedagogy, assessment and reporting.**
- ✓ Employ evidence-based pedagogy based on best practice to support student engagement and improvement in learning and achievement.
- ✓ Embed inclusive education practices and tailored support to maximise learning needs, engagement, achievement and transition of all students.

Authentic partnerships and systems to support learning

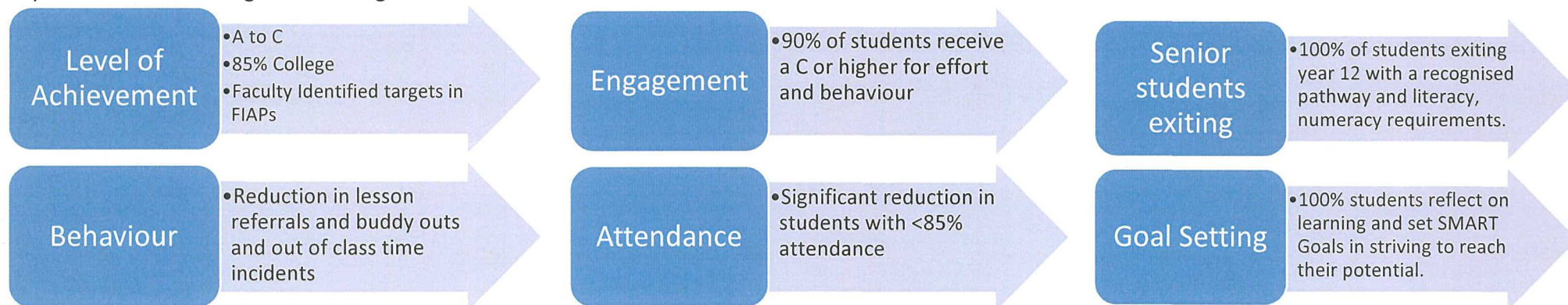
- ✓ **Embed a consistent approach to Positive Behaviour for Learning processes to enhance learning behaviours for all students.**
- ✓ Establish a collegial instructional coaching model to support improved student outcomes through effective pedagogical practice.

Maximising student performance and outcomes

- ✓ **Build self-directed learners** through growth mindset to enhance learning outcomes for all students.
- ✓ Strengthen data literacy skills within and across teaching teams through a collaborate approach to the use of data to inform teaching and learning.

BBSC Context:

The 2022 – 2025 BBSC strategic plan is focussed on the knowledge, skills, attitudes and values today's students will need to shape and thrive in their world beyond school. We acknowledge the need to build on solid foundations where Numeracy and Literacy remain crucial as an essential skill, while equipping students with transferrable skills they need to become active, responsible and engaged citizens. The priorities of the plan centre on the key improvement strategies as recommended in the 2021 Education Improvement Unit's college review. Targets: -





Key Priority – Intentional Teaching and Learning to promote deeper understanding

Focus strategy from strategic plan: Deliver the Australian Curriculum with fidelity, using moderation processes to quality assure the alignment of curriculum, pedagogy, assessment and reporting.

12-month success criteria. Teaching teams will:

- Strengthen understanding of Australian Curriculum through an intentional approach to systematic curriculum delivery

Actions to address improvement strategy	Resources	Responsible officer (who will lead)	Completion dates, artefacts, evidence of targets achieved		
			Timelines/Outcomes	Evidence of impact (express in behavioural terms)	Artefacts
<ul style="list-style-type: none"> Collaborate and engage in professional dialogue to support the alignment of curriculum, pedagogy and assessment Review and refine planning documents to demonstrate coverage of the Australian Curriculum achievement standards and general capabilities Identify and plan for the inclusion of targeted strategies that respond to curriculum and student needs 	<p>Financial:</p> <ul style="list-style-type: none"> ✓ TRS and registration fees– to support continued commitment to Metro Region’s Junior Secondary Community of Practice <p>Human:</p> <ul style="list-style-type: none"> ✓ HODs ✓ Teaching staff ✓ Metro Region’s Teaching and Learning team <p>Physical (including artefacts):</p> <ul style="list-style-type: none"> ✓ P-12 CARF ✓ Australian Curriculum ✓ Assessment and Moderation Hub ✓ Planning documents ✓ Student profiles ✓ A-E Data 	Principal Deputy Principals HODs Subject Area Coordinator	<p>Term 1</p> <p>Continue to strengthen understanding of Australian Curriculum through intentional collaboration</p> <p>Review and refine current practice to establish a consistent approach to planning documentation</p>	<p>Teaching teams will:</p> <p>Demonstrate a shared understanding of the intended curriculum</p> <p>Use planning documents to provide an overview of curriculum and assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Moderation focus tools <input type="checkbox"/> Planning documents – Year/Band and unit plans <input type="checkbox"/> Meeting agendas – staff and faculty
			<p>Term 2</p> <p>Review curriculum planning documentation for range and balance</p> <p>Establish a consistent approach to describing student performance using marking guides</p>	<p>Teaching teams will:</p> <p>Embed a range and balance of formative and summative assessment conventions across year levels</p> <p>Apply the 4Cs approach to develop marking guides</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Moderation Focus tools <input type="checkbox"/> Planning documents – Year/Band and unit plans <input type="checkbox"/> Marking Guides
			<p>Term 3</p> <p>Adopt an inquiry approach to review planning documents and data sets and inform improved student outcomes</p>	<p>Teaching teams will:</p> <p>Plan for and implement the Australian Curriculum with fidelity</p> <p>Quality assure curriculum, assessment and pedagogy to ensure it is responsive to student needs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A-E data <input type="checkbox"/> Student profiles <input type="checkbox"/> Planning documents – Year/Band and unit plans
			<p>Term 4</p> <p>Develop a whole school approach to moderation that provides opportunities for intentional collaboration across all four stages of moderation</p>	<p>Teaching teams will:</p> <p>Recognise and apply four stages of moderation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Documented Whole school approach to Moderation <input type="checkbox"/> Student profiles <input type="checkbox"/> Planning documents – Year/Band and unit plans



Key Priority – Authentic Partnerships and Systems to support learning
Focus strategy from strategic plan: Embed a consistent approach to Positive Behaviour for Learning processes to enhance learning behaviours for all students.

12-month success criteria. Teaching teams will:

- Positive Behaviour for Learning processes consistently embedded that supports student wellbeing, engagement in their learning and improved outcomes.

Actions to address improvement strategy	Resources (financial, human & physical)	Responsible officer (who will lead)	Completion dates, artefacts, evidence of targets achieved		
			Timelines/Outcomes	Evidence of impact (express in behavioural terms)	Artefacts
<ul style="list-style-type: none"> • Strengthen staff familiarity with knowledge and application of the college's agreed Student Code of Conduct and Inclusion Framework. • Review and refine processes and actions to ensure clarity and consistency of practice. • Implement college wide approach to classroom profiling • Investigate lesson observation opportunities and consistent school wide feedback processes to support teachers. 	<p>Financial:</p> <ul style="list-style-type: none"> ✓ TRS – to support release of classroom profilers ✓ Ongoing funding for professional development and registration/s <p>Human:</p> <ul style="list-style-type: none"> ✓ Teaching staff ✓ Classroom profilers <p>Physical:</p> <ul style="list-style-type: none"> ✓ 'Train the Trainer' classroom profiling resources ✓ OneSchool Reports 	Principal Deputy Principals HODs Classroom Profilers PBL team	<p>Term 1 Revisit and reinforce ESCMs and consistency of practice (SFD and Meetings). Prepare schedule for teachers to be profiled. Engage current classroom profilers to build capacity and expand team.</p>	<p>Teaching teams will: Develop a shared understanding of the application of expected behaviours in classrooms. Explicitly teach expected behaviours in classrooms.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 2021 historical attendance and behaviour data <input type="checkbox"/> PBL data sets related to types of incidents, time of day occurrences and areas of the college. <input type="checkbox"/> Prepared schedule of classroom profiling
			<p>Term 2 Quality Assure consistency of practice in relation to PBL processes and ESCMs. Enact classroom teacher profiling. Investigate best practice in relation to feedback processes incorporating lesson observations.</p>	<p>Teaching teams will: Staff align and consistently enact agreed school protocols in relation to PBL processes. Enhance collective understanding of feedback processes to inform practice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Term 1 attendance and behaviour data <input type="checkbox"/> Interim reporting data A-E <input type="checkbox"/> Professional Readings
			<p>Term 3 Enact classroom teacher profiling. Seek opportunities to share best practice Develop consistent school wide feedback processes to support teacher capability</p>	<p>Teaching teams will: Regularly engage parents and caregivers as partners in their child's learning through reporting and regular contacts. Identify and share best practice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Semester attendance and behaviour data <input type="checkbox"/> End of semester reporting data A-E <input type="checkbox"/> OneSchool record of contact data
			<p>Term 4 Review whole school profiling data to identify trends relating to strengths and areas for improvement</p>	<p>Teaching teams will: Continue to adopt a consistent approach to PBL and sharing of best practice Engage in data sets to inform future practice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher feedback <input type="checkbox"/> Profiling data <input type="checkbox"/> Term 3 attendance and behaviour data A-E <input type="checkbox"/> PBL data sets



Key Priority – Maximising Student Performance and Outcomes.
Focus strategy from strategic plan: Build self-directed learners through growth mindset to enhance learning outcomes for all students.

12-month success criteria. Teaching teams will:

- Build capacity of staff to support students to be reflective learners, able to articulate their goals and learning strategies and strive to reach their potential.

Actions to address improvement strategy	Resources (financial, human & physical)	Responsible officer (who will lead)	Completion dates, artefacts, evidence of targets achieved		
			Timelines/Outcomes	Evidence of impact (express in behavioural terms)	Artefacts
<ul style="list-style-type: none"> • Build capacity of student goal setting and learning strategies to reflect and enhance learning • Investigate models to strengthen understanding in relation to mindset and education. How does it look, feel and sound like for students and staff? • Provide opportunities to celebrate student growth and achievement. Sharing progress and successes with faculties on a regular basis and once a term with the whole school. • Support teacher capacity to conduct goal setting conversations using a growth mindset approach. 	<p>Financial:</p> <ul style="list-style-type: none"> ✓ Teacher aide Printing costs associated with 'Dare to be Wise' certificate <p>Human:</p> <ul style="list-style-type: none"> ✓ Teaching Staff ✓ Students <p>Physical (including artefacts):</p> <ul style="list-style-type: none"> ✓ OneSchool 	Principal Deputy Principal HODs (Learning Area and Junior Secondary) Subject teachers (7-12)	<p>Term 1 Students learning program to set goals for learning and achievement. Establish a consistent approach to barriers to student beliefs regarding achievements and abilities.</p>	<p>Teaching teams will: Reinforce high expectations of students and that all students have the ability to learn by adapting the focus to change and growth. Share best practices to create the 'ideal learning environment'.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 2021 historical attendance and behaviour data. <input type="checkbox"/> Reporting data that includes effort.
			<p>Term 2 Staff access to whole school opportunities focused on high quality program implementation contributing to the learning success of students. Conduct academic reviews, mentoring and case management of senior student initially.</p>	<p>Teaching teams will: Enable students to engage in learning that supports their understanding of the curriculum and assessment expectations and develops their confidence and skills as learners. Provide opportunities to celebrate student growth and achievement at various levels.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> One School records of conversations and goals in Career tab. <input type="checkbox"/> Interim reporting data A-E <input type="checkbox"/> Track Ed data <input type="checkbox"/> Documented Whole school approach to goal setting <input type="checkbox"/> Teacher feedback
			<p>Term 3 Students review and reflect on their learning program and set goals for continuing improvement – encouraging learning as a process and that obstacles are common.</p>	<p>Teaching teams will: Communicate a belief in students and the learning process. If students are not progressing, assist them to find other strategies and approaches.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> End of semester reporting data A-E <input type="checkbox"/> Track Ed data
			<p>Term 4 Review whole school approach to goal setting and growth mindsets of students and staff to identify trends relating to strengths and areas for improvement.</p>	<p>Teaching teams will: Celebrate student growth and achievement for the 'years' worth' of learning. Consolidate the mindset - all students have the ability to learn and achieve.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 'Dare to Be Wise' Certificates achieved. <input type="checkbox"/> Evidence based models of growth mindsets. <input type="checkbox"/> End of semester reporting data A-E



Endorsement

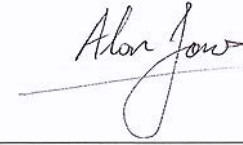
This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



College Principal



P and C President /School Council Chair



Assistant Regional Director – Metro Region