## DECEPTION BAY SHS 2020 AIP (Annual Implementation Plan)

### Empowering Learners to Thrive!

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<tr>
<th>ATTENDANCE</th>
<th>TARGETED SUPPORT</th>
<th>PATHWAYS</th>
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| - Enhancement and clarification of ‘A’ Team roles and responsibilities to improve attendance  
- Timely intervention for disengaged learners (Home visits, Support system, non-compulsory schooling process, non-compliance process)  
- Implement Daymap system to enhance communication | - Effective monitoring and support in Reboot Room and Recharge program to improve engagement  
- Develop partnerships, prioritise Case Management, interventions and adjustments to enhance engagement, increase attendance and destination data for priority groups  
- Enhance PBL (Positive Behaviour for Learning) Tier II/III School systems to support the learner and the teacher | - Continue to enhance our QCE health check process  
- Utilisation and refinement of coaching events to inform student pathways  
- Continue to quality assure alignment of curriculum, assessment and reporting in the Senior Phase of Learning |

### TARGETS
- Whole school attendance | 88%  
- 30% = <85%

### TARGETS
- SDA | 10% reduction  
- Increase participation & achievement for priority groups & Tier II/III students

### Explicit Improvement Agenda

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<tr>
<td><strong>TARGETED TEACHING PRACTICES</strong></td>
<td>100% of teachers visibly present Learning Intentions and Success Criteria in their classrooms every lesson and use them to check student understanding.</td>
<td>Leaders develop a clear expectation about essential teaching practices in each lesson (LI, SC) and share expectation and ideas to support these practices with teachers.</td>
<td>Teachers use LI and SC in their lessons to make learning visible.</td>
<td>Students engage with LI and use SC and teacher feedback to help them when they are stuck and to move their learning forward.</td>
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<td>Visible Learning implemented with fidelity</td>
<td>Our school has developed a clear picture of an effective learner and we use a common language sourced from our Positive Education framework to describe this learner.</td>
<td>Leaders incorporate LI and SC into unit outlines and monitor use via walkthroughs.</td>
<td>Teachers communicate the characteristics of a successful learner to students and assist them to develop strategies to help them climb out of the Learning Pit.</td>
<td>Students can describe the characteristic of a successful learner and can explain the strategies they use to climb out of the Learning Pit.</td>
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<td>100% of teachers surveyed report that they can select appropriate Pedagogical strategies to use with their classes to improve student outcomes.</td>
<td>Leaders work with Master Teacher and teachers to build a description of and develop strategies to grow a successful DBSHS learner.</td>
<td>Teachers engage with the tools in the Pedagogical Toolbox and select the most appropriate to improve student outcomes.</td>
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<td>Leaders unpack the Pedagogical Toolbox and develop comprehensive resources to assist teachers to select the most appropriate strategies to use with students.</td>
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### A Targeted Whole School Approach to Teaching Reading

Each faculty develops, in collaboration with HOD LS, common reading strategies that are aligned to assessment criteria, LI and SC for the unit.

- Each faculty can demonstrate implementation of discipline specific reading skills.

100% Junior Secondary Immersion students receive tiered reading intervention from the Reading Hub.

- 95% of participants show student relative gain that is equal to or more than the expected gain in Reading (7-9).

### Teachers incorporate common and discipline specific reading strategies in their unit outlines.

- Teachers implement common and discipline specific reading strategies in their lessons.

Develop and build capacity of immersion teachers and teacher aides to implement tiered reading interventions targeting identified students.

- Teachers of immersion implement tiered intervention guided by HOD LS.

Analyse school-wide data to identify trends in student reading and implement effective school-wide support for school staff to address those trends.

- Teachers analyse class reading data to determine the reading needs of their students and implement strategies as guided by HOD LS.

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<th>Teachers of immersion implement tiered intervention guided by HOD LS.</th>
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### POSITIVE EDUCATION

Positive Education strategies implemented with fidelity

- 100% teachers are Pos Ed teachers – Consistency in PBL norms, increase in restorative practices and other Pos Ed strategies. 100% of leaders are Pos Ed leaders with 75% of referred incidents showing S&I or Admin follow up

- Improvement in behaviour data (majors and minors and SDA’s) and increase in community confidence in management of behaviour.

- Increase in enrichment opportunities (clubs, events, belonging, inclusion activities).

### Teachers utilise a range of Pos Ed strategies to enhance classroom environment, student behaviour, engagement and learning.

- Teachers reflect on data through data talks and engage in professional learning to refine implementation of Pos Ed strategies.

- Teachers intentionally collaborate to develop classroom management plans to include Pos Ed strategies.

- Teachers provide enrichment opportunities through the year, using strengths and interests.

### Students can explain the common reading strategies and apply them in lessons.

- Students of immersion participate in tiered reading intervention from the Reading Hub.

- Students set their own targets for improvement in reading in each subject and monitor their own progress.

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