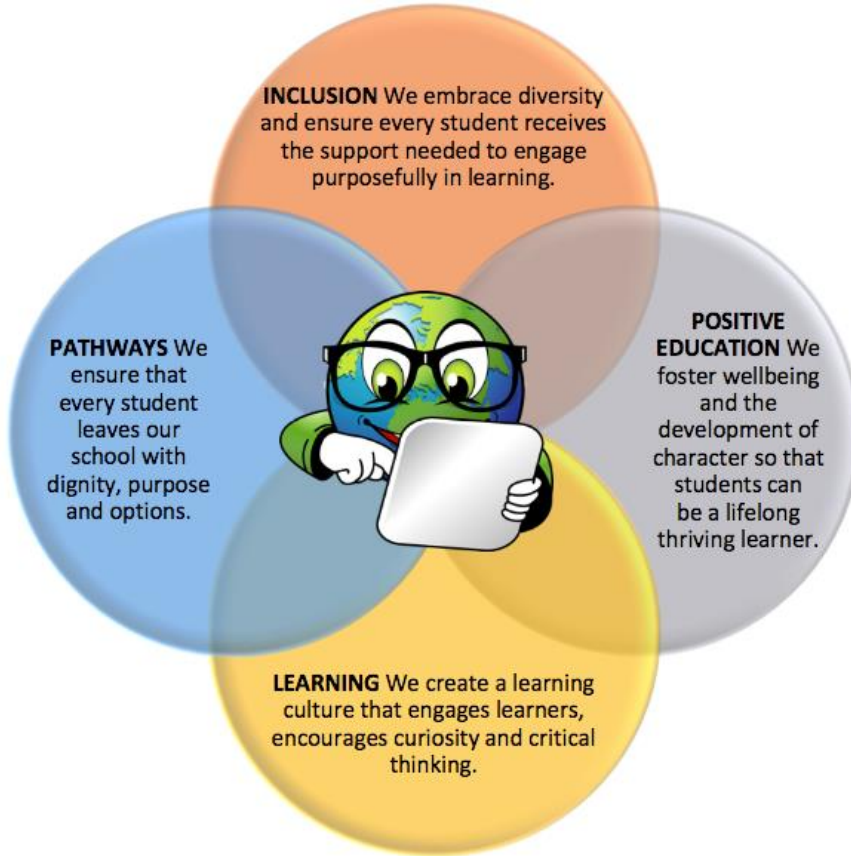


ANNUAL IMPLEMENTATION PLAN | 2019

EMPOWERING LEARNERS TO THRIVE!



- An Explicit Improvement Agenda
- Analysis and Discussion of Data
- A Culture that promotes learning
- Targeted use of School Resources
- An expert teaching team
- Systematic Curriculum delivery
- Differentiated teaching and learning
- Effective Pedagogical practices
- School-Community Partnerships

INCLUSION	POSITIVE EDUCATION	LEARNING	PATHWAYS
Improvement in participation and achievement for priority groups	Increased engagement and belonging	SYSTEMATIC Curriculum delivery Consistent pedagogical practice focussing on high impact strategies	GROW Coaching Embed GROW coaching model in Senior School
SOS & annual school survey indicates talk protocols have enhanced staff inclusion strategies	Increase ATTENDANCE (90%) Improve engagement and refine support systems	NAPLAN ^ participation Writing Improve student performance (relative gain) – ideas & vocabulary	New QCE system Effective implementation of the new system
Flexible Learning ^ pathways post Year 12	15% Decrease SDAs Enhanced Positive Education initiatives	Reading JS students' reading ages to exceed 'one year's growth for one year's input'	Senior Schooling QCE/QCIA 100% 20% ^ in post school engagement (education, employment or training)

PRIORITY 1 | ENGAGED LEARNERS
INCREASED ATTENDANCE, ENHANCEMENT OF TARGETED SUPPORT & QUALITY TEACHING & LEARNING

ATTENDANCE			
Actions	Targets	Timelines	Responsible Officer/s
A TEAM Enhancement and clarification of 'A' Team roles and responsibilities to improve attendance	Whole school 90%	Weekly attendance reviews	DPs, YLLs, HOD JS/SS, Attendance Officer
SUPPORT & INTERVENTION Timely intervention for disengaged learners (Home visits, Support system, non-compulsory schooling process, non-compliance process)	Less than 25% school cohort <85%	Quarterly review	
EFFICIENT PROCESSES - Daily SMS communication (absent students) - Implement Q-Parents and Daymap system to enhance communication	SMS alerts sent at 10.30am daily		
ATTENDANCE REWARDS 100% attendance certificates and rewards every term	Over 35% school cohort >95%		
TARGETED SUPPORT			
Effective monitoring and support in Reboot Room (internal suspension) and Recharge program (weekly academic intervention) to improve engagement (learning and behaviour) - Prioritise the restorative process for disengaged learners - Increase participation in non-voluntary Recharge program	SDA 1-10 15% reduction	Reviewed quarterly	Principal
	Reduce repeat attendees in the Reboot Rm		HOD Social Justice
	Incremental increase in Recharge non-voluntary attendance	Reviewed quarterly	Curriculum HODs
Develop partnerships, prioritise Case Management, interventions and adjustments to enhance engagement, increase attendance and destination data for priority groups	Attendance Flexible Learning >85% Decrease SDA and Buddy data	Reviewed quarterly	DP Inclusion
	Increase Post school engagement for priority groups	End of academic year	
Enhance PBL (Positive Behaviour for Learning) Tier II/III School systems to support the learner and the teacher - Case Management of ALL Tier II/III students - Data Talk referral process to build teacher toolkit in managing complex behaviour	Increase engagement and academic success Decrease buddy data	Reviewed quarterly	HOD Social Justice
TEACHING & LEARNING			
Systematic Curriculum Delivery DBSHS Learning Cycle continues to inform teachers' planning and teaching - Feedback processes continue to be developed - Oracy activities continue to be used regularly in lessons to encourage participation - Individual faculties use specific projects to engage their learners	DBSHS Learning Cycle informs teachers' planning and all teachers use school documents for unit planning and assessment	Ongoing review with curriculum HODs	DP Learning
Data Analysis Students and staff engage in Data Talks to: - support student learning - identify required intervention/support or extension - identify teacher support	Data Talks completed each term		
Pedagogical Practices High impact strategies/HIS (Success criteria, learning intentions, assessment, metacognitive strategies, differentiation, deepening lessons) evident in lesson delivery	WOW (Watching Others Work) partners observe HIS in the classroom		
Dimension 1 (Attitudes & Perceptions) Enhancement of learning areas to encourage collaboration, coaching and 21 st Century approaches	Enhance learning spaces internal & external	Ongoing	MICKKY



PRIORITY 2 | SUCCESSFUL LEARNERS**GROWTH IN INDIVIDUAL LITERACY/NUMERACY LEVELS, BUILDING WHOLE SCHOOL POSITIVE EDUCATION MODEL & IMPROVE DESTINATION DATA**

WORD (Writing, Oracy & Reading)			
Actions	Targets	Timelines	Responsible Officer/s
DBSHS WORD (Writing, Oracy & Reading) booklet modelled through training to allow teachers to utilise strategies in their classroom	Teachers access the toolkit of strategies	Ongoing	Curriculum HODs
Reading LEAD Readers integrated across Junior Secondary English and Learning for Life classes. Targeted reading programs across all JS Immersion classes	JS students reading ages to exceed "one year's growth for one year's input" (PROBE)	Term 1 pre-test Term 4 post-test	HOD English and HOD Diversity
Literacy continuum Immersion teachers and Extension teachers track student growth utilising the literacy continuum	Demonstrated "one-years growth" for Extension and Immersion students	Ongoing	HOD Diversity
Writing Explicit teaching of vocabulary , use of "quick writes" and Write that Essay to provide students with coached drills of reacting to stimulus and generating ideas quickly to increase confidence in writing	Improvement of student performance (relative gain) in NAPLAN writing – ideas and vocabulary	Term 3	HOD English
Extension Program Development of a flagship Year 7 Extension program utilising the Deeper Learning framework	Train extension teachers in the deeper learning framework and engage families in learning celebrations	Ongoing	HOD Diversity
POSITIVE EDUCATION			
Roadmap Develop a roadmap for the Junior Secondary Positive Education model focussing on PBL, Reboot, Restorative Practices & PERMA	Positive Education language embedded in LFL and curriculum areas	Ongoing	DP Positive Education
Student voice and belonging Enhancing student voice, belonging and identity through engagement, goal setting, self-regulation, character building and leadership opportunities through school events	Increased engagement in Positive Education initiatives Improvement in <i>Tell Them From Me</i> data	Ongoing	HOD SJ & JS
Positive Communities Building student belonging with Culture Keepers initiative and year level communities			
NAPLAN pitch Improve attitudes and perceptions of both parents and students towards NAPLAN: - Promote trying your best and celebrating success	Increase NAPLAN participation and engagement	Term 3	DP Learning & HOD JS
PATHWAYS			
Roadmap Completion of a coherent Pathways roadmap (Y 9-12) which compliments the Positive Education roadmap.	Regular 'Coaching corners' to support coaches	Ongoing	DP Pathways
GROW coaching model Development of a coaching model to: - assists students to monitor their own learning and set goals for the future - partner and empower parents in understanding their child's learning and future pathways and possibilities offer support and intervention to inform student pathways	- Individual quarterly coaching conversations - 100% Y12 students have NEXT STEP Plan written and clearly articulated - 20% ^ in post school engagement (education, employment or training)	Ongoing	DP Pathways
QCE Pedagogy Development Employ a Master teacher to: - support teachers in new curriculum delivery - introduce cognition strategies in line with DBSHS Learning cycle - conduct Recharge sessions to support staff in the New QCE	Increase staff confidence in the planning, teaching and understanding of the New QCE	Ongoing	Master Teacher
2019 outcomes - Continue to enhance our QCE health check process - Continue to fine tune the tracking of OP students and the QCS preparation	- QCE 100% - OP 1-15 90% - QCS A-C 80%	End of academic year	HOD SS

PRIORITY 3 | GREAT TEACHERS, GREAT PARTNERSHIPS

PG Professional Growth			
Actions	Targets	Timelines	Responsible Officer/s
Utilising 2018 staff feedback to fine-tune the school PGP (Professional Growth Plans) process <ul style="list-style-type: none"> - Improve PGP portal accessibility - Trained coach to support coaches - Allocated time for growth talks 	<ul style="list-style-type: none"> - All staff working towards growth goals - All staff supported by a trained coach 	Ongoing	Principal
Leading the movement of oracy Restructure all professional learning meetings utilising the oracy protocols to build the collaborative capacity of staff	Oracy is embedded in all professional learning 'talks'	Ongoing	Administration Team
ASPIRANTS PROGRAM Lead DBSHS Future Leaders program for aspirants	All participants develop a Learning Plan to support their PGP	Ongoing	Principal
Inquiry cycle is utilised to drill down the problem of practice and lead strategic initiatives at the Principal, Deputy Principal and Heads of Department level	Leadership 'Talk' to support the inquiry cycle process	Ongoing	Principal
Teachers work in WOW (Watching Others Work) partnerships to share teaching practise	Each term	Each Term	DP Learning
PLC's			
Use of Recharge sessions to allow teachers time to apply the DBSHS Learning Cycle, develop high impact strategies to plan and deliver curriculum	<ul style="list-style-type: none"> -Systematic curriculum delivery -Analysis of student data to inform intervention strategies 	Ongoing	DP Learning
Empowering cross-curricular partnerships to build staff capacity, support strategic direction and student learning Inclusion PLC <ul style="list-style-type: none"> - Develop differentiation strategies - Develop inclusion policy Positive Education PLC <ul style="list-style-type: none"> - Shares evidence-based P Ed practices - Lead initiatives to build positive and caring relationships for staff and students Deeper Learning PLC <ul style="list-style-type: none"> - Trial and shares deeper learning practices - PLCs engagement in Deeper Learning pedagogies and Learning Design cycles Pathways PLC <ul style="list-style-type: none"> - Build coherent coaching model 	INCLUSION <ul style="list-style-type: none"> - Clearly articulated inclusion policy. - Support and training provided to teachers to increase confidence in supporting priority groups. POSITIVE EDUCATION <ul style="list-style-type: none"> - Positive education roadmap - PLC leads Positive Education and teacher wellbeing initiatives LEARNING <ul style="list-style-type: none"> - Deeper Learning integrated into curriculum planning documents - Develop PLCs capacity with deeper learning tools and processes PATHWAYS <ul style="list-style-type: none"> - See Pathways section 	Ongoing	PLC leads
PARTNERSHIPS			
Partnership to support PLC initiatives Inclusion coaches (Inclusion), Reboot & PBL Regional support, Positive Schools Network (Positive Education), NPDL Cluster group and global hub, Voice 21 (Deeper Learning), QCAA, At My Best coaching, higher education and industry sectors (Pathways)	PLC members implement signature strategies	Semester 2	PLC leads
Partnerships to support increased attendance and engagement for priority groups	Case management of priority group students	Ongoing	DP Inclusion and Support Team
VET Partnerships Maintain our quality RTO status at DBSHS and with our partnership schools and strengthen partnerships with external RTO <ul style="list-style-type: none"> - Implement and analyse partnership school and employer satisfaction survey - Redefining roles and development of the VET expert team 	Positive responses and plan for improvement	End of 2018	HOD VET
	Aligned VET team	Start 2018	

Principal

P and C / School Council

Assistant Regional Director

