Biloela State High School Annual Implementation Plan 2023

Improvement Priority #1: *Culture for Learning*

TARGETS

At 12 months (end of Term 4)
- Reduction in minor behaviours, in classrooms, across all year levels
- Increase in positive communication and celebration of student outcomes through PBL acknowledgement system (I4S)
- >90% whole school attendance
- >70% Indigenous attendance (I4S)
- >80% Students with a disability attendance
- <15% student absences unexplained
- 100% teaching staff understand *free and frequent* individual rewards system
- 85% of Year 7 students will have been able to purchase from the rewards store (I4S)
- 100% of Leadership Team will have engaged in some form of professional Development around Instructional Leadership (I4S)

Strategy – Engaging students through the embedding of evidenced-based practices across the school to teach and reinforce positive behaviours and outcomes

Actions	Timeline	Responsible Officer/s	Checkpoints/Milestones
Complete whole staff PD on the principles and philosophy of PBL	SFDs		**At 3 months (end Term 1)** - All staff with have a renewed understanding of the philosophies of PBL - All staff will have input into the review of Minors and Majors Matrices - Review Indigenous / SWD / KIC attendance data to begin targeted intervention of those students below 85% - Survey Year 7 cohort around what to put in the rewards shop - Discuss and clearly outline the *free and frequent* rewards system that will be trialled with the Year 7 cohort in Term 2 - ELT Collect baseline behaviour data
Review of Minors and Majors Matrices	SFDs	All Teaching Staff	
Teach behaviour expectations to students – designated lesson in Wellbeing 7-9 – as well as reminders in all lessons about the application of the school focus	Ongoing	All Teaching Staff	**At 6 months (end of Term 2)** - At start of term, Deputies with HODs will start to identify those students at-risk of disengagement; develop strategies to support these students - Begin *free and frequent* rewards system with Year 7s - 100% line management meetings between ELT & HODs includes data discussions around school targets, and how those conversations might look at a faculty level. - Attendance monitoring completed by House Coordinators, shared with Line Managers, and correct process followed (letter home, enforcement of attendance process) - ELT Review behaviour data throughout line management meetings - ELT will have completed their professional reading on *A Playbook for Instructional Leaders* -
Implement and trial, *free and frequent*, individual rewards system with the Year 7s	Start Term 2	All teaching staff	
Analyse One School behaviour data to inform practices and provide early intervention	Ongoing	Leadership Team	**At 9 months (end of Term 3)** - Monitor the use of free and frequent rewards system - 100% line management meetings between ELT & HODs includes data discussions around school targets, and how those conversations might look at a faculty level. - Attendance monitoring completed by House Coordinators, shared with Line Managers, and correct process followed (letter home, enforcement of attendance process) - ELT Review behaviour data throughout line management meetings - HODs will commence working through *A Playbook for Instructional Leaders* with a member of the ELT - rotational
Review CSC Process	Start Sem 2	All teaching staff	

Strategy – Provide opportunities for school leaders to further develop their capability as instructional leaders

Actions	Timeline	Responsible Officer/s	
School leaders engage in relevant professional development – courses, conferences, professional reading	From Term 1	Leadership Team	

Improvement Priority #2: Pedagogy

TARGETS

At 12 months (end of Term 4)
- 75% students can clearly explain how they can improve their learning – next steps - this is evidenced in OneSchool Academic data and behaviour and engagement data (Collated through walkthrough data)
- 85% staff have been classroom profiled at least three times in a school year (I4S)
- 75% staff have engaged in voluntary peer observations (I4S)
- 100% teaching staff trained as Level One 4D Observer (I4S)
- 100% of teaching staff will have accessed at least one professional development opportunity from Quest (I4S)

Strategy – Clarify and consolidate teacher understanding of the relationship between Explicit Instruction and Visible Learning as key pedagogical approaches to improving student outcomes

Actions	Timeline	Responsible Officer/s	Checkpoints/Milestones
Lead staff through differentiated professional development on Explicit Instruction	Begin by end T1	Leadership Team	**At 3 months (end Term 1)** - Identify for staff the purpose of learning walks / walkthroughs / ghostwalks - Each member of the Leadership Team will have completed 3 walkthroughs a term, with specific focus - 100% staff have had 4D Observer in their classrooms - 25% students know how to improve their learning - Opportunities for EI PD established and shared with staff - Register Identified staff for Online PD as a Level 1 4D Observer - Leadership Team complete PD on *Teaching Sprints*
Engage staff in developing purposeful classroom displays that include student friendly / created know & do tables, relevant GTMJ / ISMG, exemplars	Ongoing	All Teaching Staff	
Engaging collegial conversations to have shared practice	Ongoing	All Teaching Staff	

Strategy – Use evidence-based pedagogy practices to support staff practice in the classroom

Actions	Timeline	Responsible Officer/s	
All teaching staff trained as Level 1 4D Observer	By end 2023	ZISCKA, ROEGTA + Principal	**At 6 months (end of Term 2)** - Each member of the Leadership Team will have completed 3 walkthroughs a term, with specific focus - 75% staff have had 4D Observer in their classrooms at least twice
4D Classroom Observation sweeps completed by external Coach twice a year	T1 Wk 9 T3 Wk 9	External 4D Coach + Level 2 Observers	
All staff will be observed by a 4D Classroom Observer once a year, outside of school sweeps	T2 + T4	4D Observers	

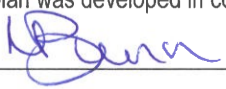|	Timeline	Responsible Officer/s	
Engage staff in opportunities to observe the practice of their peers through negotiated voluntary classroom observations	Ongoing	All Teaching Staff	- Random sample of staff for Level 3 conversations - 50% students received feedback on how to improve their overall result in their classes
Engage school leaders in Classroom Walkthroughs – Learning Walks, Ghostwalks	3x per term ongoing	Leadership Team	**At 9 months (end of Term 3)**
Encourage staff to take pedagogical risks by trialling and reflecting on new strategies as individuals (and team) to confidently deliver a range of pedagogical strategies that all learners can access		All Teaching Staff	- Each member of the Leadership Team will have completed 3 walkthroughs a term, with specific focus - 85% staff have had 4D Observer in their classrooms at least three times
English staff actively participate in the Transition Project with Biloela SS	Begin T1	Years 7-9 English Staff + Principal	- Random sample of staff for Level 3 conversations - 75% students received feedback on how to improve their overall result in their classes
Strategy – Provide staff opportunities to participate in relevant professional development			
Actions	**Timeline**	**Responsible Officer/s**	
All teaching staff have access to QTU Quest online professional development	Ongoing	Principal to ensure all can access; Teaching Staff to complete relevant PD	

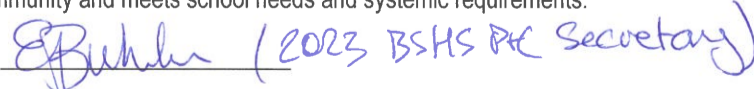# Improvement Priority #3: *Engaging Curriculum Delivery*

TARGETS

At 12 months (end of Term 4)
- 100% will participate in Faculty Moderation
- 50% staff will participate in Cluster Moderation (I4S)
- 87% students achieving A-C across all curriculum areas in each year level
- 43% students achieving an A or B across all curriculum area in each year level
- 100% English, Maths, Science and Humanities faculties will familiarise themselves with the changes in V9 of Australian Curriculum
- 100% faculties will have a clear plan on how to use formative assessment to support learning and assessment in the classroom
- 100% of staff will have had the opportunity to give feedback on the new Data Plan for 2024
- 100% of staff will have contributed to definition of being data literate

Strategy – Implement an aligned curriculum (intended and enacted) with fidelity to ensure continuity and comparability of the standards across classes and within cohorts to improve student outcomes.

Actions	Timeline	Responsible Officer/s	Checkpoints/Milestones
Collaboratively develop and implement school-wide processes and artefacts to ensure consistent moderation processes are in place	Start Term 2	Principal, DP Moderation + HODs	**At 3 months (end Term 1)** - Moderation – Review current school moderation document to identify best practice and next steps. - Each faculty will undertake a review of how formative assessment is used within their faculty, and classroom
Privilege time for moderation for every unit in every subject	Ongoing	HODs + Teaching Staff	- All staff are able to use the Level 3 planning document with consistent practices across the school - Data Plan Steering Committee have met at least twice. - Interrogate current EQ data plans to decide which is best model for Biloela SHS - In faculties create a definition of being data literate
Strategy – Explore Options for Flexible and alternate curriculum			
Actions	**Timeline**	**Responsible Officer/s**	**At 6 months (end of Term 2)**
Investigate best practice of flexible and alternate curriculum avenues in CQR, QLD and Interstate	2023	Principal and Deputy Principals	- Moderation – Identify *Before* and *After After* Moderation practices across faculties to establish a whole school process
Strategy – Update and align the P-12 CARF to V9			- HODs will discuss, in their line management meetings, how they are using formative assessment, especially around supporting students who are at-risk of disengaging or have missed assessment
Actions	**Timeline**	**Responsible Officer/s**	
Review all curriculum documents, teaching strategies and resources to improve curriculum alignment	Ongoing	HODs and Teaching Staff	- Conduct external school tour (Toolooa SHS with a focus on CET) for best practice around the auditing / quality assurance of planning and assessment tasks
English and Maths faculties begin familiarisation with V9 Australian Curriculum	From Term 1	HODs and Faculty Staff	- HODs will begin working through the new version of the Australian Curriculum with their staff
Strategy: Develop capability of staff to implement curriculum practices			- Data Plan Steering Committee create new plan by end of Term 2
English and Maths faculties begin planning any necessary curriculum adjustments from Term 2, 2023 for enactment in 2024	From Term 2	English + Maths faculties	- Have a co-created definition of being data literate - Contact Moranbah SHS around Trade Training Centre
Review what each faculty is using as formative assessment; and how they are using this, and what next steps are to support student outcomes	End Sem 1	HODs	
Review what each faculty is using as formative assessment; and how they are using this, and what next steps are to support student outcomes	End Sem 1	HODs	**At 9 months (end of Term 3)** - Moderation - Identify After Moderation practices across faculties to establish a whole school process
Actions	**Timeline**	**Responsible Officer/s**	- Focus on developing understanding of End Moderation at HOD level
Collaboratively, through the steering committee, create a Data Plan in-line with DoE expectations	Ongoing throughout 2023	Principal with BRINCA, BROSLE, THOMCA	- Begin developing our own quality assurance documents around panning and assessment tasks
Create joint definition of being data literate	Start T1 Wk6		- Data plan is put out to staff for consultation and feedback in five-weekly cycles. Plan will be ready for enactment in 2024. -
Ongoing		All Teaching Staff	
Develop and implement strategies to further build teacher capability in the use of student data and evidence to identify student learning gaps, inform teaching practice and communicate, to students, their next steps in learning	Start T1	Leadership Team + All Teaching Staff	
Provide differentiated data literacy professional learning	Start T1	Leadership Team	

Endorsement

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

[signature]   _[signature]_ (2023 BSHS P&C Secretary)   _[signature]_

Principal   P and C / School Council   Assistant Regional Director