

BURPENGARY STATE SECONDARY COLLEGE

Annual Implementation Plan

2021

An Explicit Improvement Agenda

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Annual Implementation Plan 2021 - An Explicit Improvement Agenda

FOCUS	IMPROVEMENT STRATEGIES / ACTIONS	SUCCESS INDICATORS / TARGETS	TIMELINES
A CULTURE THAT PROMOTES LEARNING	Develop and enact a comprehensive suite of staff led effective student support interventions.	Whole School Assessment Summary Effort >82% pass rate.	Semester 1 & 2
	Establish a vertical peer mentoring program, and Home Group representative council.	Pulse survey >90% student reps value the Home Group rep Council.	Semester 2
	Create a three-year plan for the vertical Personal and Lifelong Learning wellbeing program.	PAL behaviour incidents <80% pass rate. Plan co-created by Wellbeing Hub team.	Semester 1 & 2
	Refine the vertical Adventures in Mindfulness wellbeing program.	AIM behaviour incidents <193.	Semester 1 & 2
	Establish Wellbeing Hub, develop an enhanced referral process and responsive data analysis.	Pulse survey>90% students can identify Wellbeing Hub supports.	Semester 2
	Establish Learning Hub through the development of an Aspirations pathway map and growth of Connect.	100% Y7-10 students complete target setting. Map co-created by Learning Hub team.	Semester 1 & 2
	Review student tracking processes to ensure efficacy in the vertical House system.	100% follow up for all students tracked.	Semester 1 & 2
	Develop a wellbeing action plan and wellbeing policy through the redefined staff Wellbeing Committee.	10 staff regularly attend Wellbeing Committee. Wellbeing Policy co-created by all stakeholders.	Semester 1 & 2
	Enhance staff wellbeing through staff House activities, Social Club, and a range of PD opportunities.	Social Club organise a range of wellbeing activities that are well attended by the staff.	Semester 1 & 2
	Grow PBL committees through staff PD, student engagement, and a range of celebratory activities.	Suspensions <145, Behaviour Incidents <2648 misconduct. Improved TFI and EBS data sets.	Semester 1 & 2
	Create, refine and embed the Student Code of Conduct.	Behaviour Assessment Results whole school >92% pass rate	Semester 1 & 2
	Continue to build and refine Junior Secondary and Senior Secondary culture.	Pulse survey >90%students have a sense of belonging.	Semester 2
	Establish House culture by planning and delivering a range of House activities based around the new House Leader roles.	Pulse survey >90% staff and students value the House system. Schedule of House activities co-created by all stakeholders	Semester 2
	Create opportunities for intentional collegiality through whole school culture projects.	Pulse survey >90% staff agree that BSSC staff are collegiate. Increase in SOS staff data set	Semester 2
SYSTEMATIC CURRICULUM DELIVERY	Enhancing the College's curriculum offerings - Implementation of a senior curriculum that is responsive to student needs and community expectations.	New VET offerings on School RTO scope & new subjects planned for Subject selection handbooks	Semester 1
	PD & upskilling of staff to support the growth of VET and the school SRTO vision.	100% of senior trained teaching staff engaged in PD to meet QCAA requirements over 2 year cycle	Ongoing
	Refining systems and processes of the QCAA/QCE including curriculum development, internal endorsement, moderation and confirmation.	100% senior teachers have completed their QCAA modules	Semester 1
	Ensuring alignment of Junior Secondary with both the senior curriculum, and the National Curriculum.	Evidence of Whole School Curriculum Plan which supports student in content, process and skills required in Senior Schooling	Ongoing
	Enhancement of JCE as part of the transition to Senior Secondary.	100% of year 9s receive a JCE (Platinum, Gold, silver)	Semester 2
	Conducting BSSC Futures, Expo and subject selection talks as one whole school event/evening to quality assure subject selection.	80% students complete units 2, 3, and 4 in the same course	Ongoing
	Entrenching consistent application of College of assessment and curriculum policies.	100% of assessment completed in line with the BSSC Assessment Policy	Ongoing
	Enhanced career education and student pathways via JET planning, SET planning & Career Education, Cert II Skills For Work, study & life skills (Y12).	100% of Yr 12s obtain a QCE; 75% achieve an ATAR >80 100% university bound students receive a university offer; 100% Yr 11&12s complete a VET qualification	Semester 2
	Embedding the role of the Curriculum Connoisseurs through PD on CCPs and General Capabilities.	100% of staff complete PD on the General Capabilities and Cross Curricular Priorities	Semester 2
	Checking for excellence in the intended curriculum focusing on Learning Goals, Success Criteria and explicit teaching of Cognitive Verbs.	Quality assurance data indicates successful completion of action plan strategies	Ongoing
	Enacted curriculum quality assured through observation and walk through processes.	Observations show 100% use of Learning goals and success criteria.	Semester 2
	Experienced curriculum is quality assured through; 1 to 1 interviews, focus group discussions, surveys, student self- assessment.	Whole School Assessment Summary Achievement - >74% pass rate.	Ongoing
	Explicit teaching, and mentoring utilisation, of cognitive verbs.	Creation of Cognitive verb heat map within faculties.	Semester 2
	Tested curriculum quality assured through the embedding of moderation protocols, enactment of the moderation policy, and ensuring task specific criteria.	100% of teachers use 'Before, After, After, End' moderation process.	Semester 3
Enhancing the College's online curriculum presence on the College website.	Website updated by all curriculum areas before subject selections in Term 3	Term 3	
EFFECTIVE PEDAGOGICAL PRACTICES	Establish a pedagogy team and implement action plan.	Whole School Assessment Summary Achievement - >74% pass rate, Effort - >82% pass rate	Semester 1 & 2
	Implement the New Art and Science of Teaching as our whole College Pedagogical Framework.	Via a pulse survey - >90% of teaching staff value and have utilised the New Art and Science of Teaching as a resource to improve their practice.	Semester 1 & 2
	Create and build a collegial Teacher Toolbox for Effective Pedagogical Practices and develop and implement teaching and learning policy handbook.	100% of teachers are aware of the Teacher Toolbox and 50% have contributed to it.	Term 1 – 4
	Create and utilise Burpengary Way Outstanding Teacher Descriptors reflected in College posters that clearly outline what an outstanding teacher looks like in the classroom.	5 x College posters have been co-created by staff, that clearly articulate what an outstanding teacher looks like with regards to the domains of the NASOT placed in every classroom	
	Provide ongoing support and professional development on the Essential Skills for Classroom Management to all teaching staff.	Whole School Behaviour Incidents Disruption - <599 disruptive incidents	Semester 1 & 2
	Promote innovative pedagogy across the College with a focus on New Pedagogies for Deep Learning, digital technologies, 21 st century skills and Inquiry based teaching and learning.		
	Promote the use of NASOT within the Mighty Duck PLTs in order to build a collegial culture around pedagogy		
	Continue to build a coaching approach within the leadership team with a focus on coaching to build the capability of our leaders and of our classroom teachers	HODs and DPs continue to access Growth Coach Training – external provider TBC	Ongoing
	Implement rigorous quality assurance measures around our pedagogical framework by promoting the importance of instructional rounds, formal observations and classroom profiling	100% of all teaching staff participate in 4 x formalised observation or classroom profiles throughout the year.	Term 1 – 4
NASOT coaching and mentoring for key targeted staff within the school - HODs flag staff for extra support and guidance. Coaching and mentoring delivered in a one-on-one confidential manner	8 x staff have completed Classroom Profiling, engaged in NASOT and Coaching PD who are working directly with staff to improve their practice	Ongoing	
INCLUSION - DIFFERENTIATED TEACHING AND LEARNING	Establish an inclusion team and implement action plan	Inclusion team formed and action plan developed	Term 1
	Build and promote inclusive practices – a Whole School Approach: Equity for all students	>85% students and parents feel "My child feels safe at this school" (2019 Student 81.9% Parent 81%) Increase 2020 data of staff perception on support provided to different student groups (where 100%=fully supported) G&T(40%), ATS (40%), SWD (85%), LC (60%), LGBTIQ+ (40%), MHN(80%), DC (40%)	Ongoing
	Provide ongoing support and professional development to all teaching staff	100% of all teaching staff participate in PD focussing on inclusive practices	Ongoing
	Attendance Action Plan- tracking students through regular communication and the Enforcement of Attendance process. Proactive attempts on JS and House assemblies and end of term celebrations to improve attendance	95% attendance across the college (2020 85.6%)	Semester 1 & 2
	Create a database of all G&T, U2B activities delivered across the College and evaluate stategic priorities for the College.	100% U2B programs across the college identified and tracked; 100% students in U2Bs identified and tracked using OS data and TrackEd	Ongoing
	Engage with mentoring programs to work with ATSI students and form networks with the community to engage in a community project.	95% ATSI attendance across the college (2020 82.5%); ATSI Assessment Summary Achievement - >74% C; ATSI Assessment Summary Effort - >82% C	Semester 1 & 2
		100% Teachers feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas. (2019 71.6%)	Ongoing
	Engage in NCR co-teaching program with a focus on increasing the numbers of staff and students involved in team teaching	Increase the number of teachers involved in the NCR co-teaching project	Semester 2
	Embed Learning Connections and refine the case management process to focus on student data.	>70% C in Eng, Maths, Sci & Hum for LC students	Semester 1 & 2
	Continue to embed ICPs + PLPs.	Case management structure in LC is aligned to Diversity model	Ongoing
	Connect with external agencies to equip staff with strategies to support LGBTIQ+ students	100% have received professional development to support LGBTIQ+ students.	Semester 2
	Establish programs to deliver training in interventions around student mental well-being	Increase student intervention programs on offer to students by 60%	Ongoing
	Celebrate cultural diversity across the school by holding cultural celebration activities	Cultural event run to celebrate cultural diversity	Semester 2
	Inclusive student support - appoint Inclusion Champions, SIMs and SS mentors to provide mentoring and support to students	>90% students in SIM program achieving their set goals	Semester 1 & 2
Develop staff's capability to differentiate teaching and learning for all students	100% staff receive PD on differentiated teaching and learning and share strategies.	Semester 2	
Maintain and reinvigorate International Student Program	Increase international students enroment numbers	Semester 2	