

Bowen State High School

Annual Implementation Plan 2022

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| **State and Regional Priorities** | | | | | |
| [**State Schools Strategy 2021-202**](https://team.oneportal.deta.qld.gov.au/sites/northqueenslandregion/StateSchools/Document%20Library/School%20Strategic%20Planning/Annual%20Implementation%20Plans/State-schools-strategy-2018-2022.pdf)**5**   * Success and wellbeing for all children and students as they transition through each stage of learning in an inclusive education system. * Continuous improvement in the access to, and teaching, learning and assessment of, the Australian Curriculum and the senior syllabuses. | **NQR Priorities 2021 Improvement Strategies 2021**   * Give every child a great start. * Support effective teaching and learning. * Support successful engagement and transition of our children and young people. * Support effective risk management, control and governance. * Embed a systematic North Queensland region and the CLaW (Centre for Learning and Wellbeing) Ways of Working. | | | | |
| **School Explicit Improvement Agenda 2021**  *Improvement Priority:* ***Universal Design for Learning (UDL)*** | | | | | |
| **Strategy – identify and remove the barriers preventing students from accessing the learning.** | | | | | |
| **Actions** | | **Targets** | | **Timelines** | **Responsible Officer/s** |
| Develop teacher knowledge and practices with the Universal Design for Learning (UDL) framework (principles and guidelines) to develop and design curriculum, instruction, assessment, learning environments and experiences that are flexible, responsive and inclusive for all students.  Create UDL professional Learning Communities (PLCs) with Year 7 English teachers to build teachers’ knowledge and practices with universally designing curriculum, assessment and instruction.  Develop a deeper understanding of Neurodiversity and common specific learning difficulties (dyslexia, dysgraphia, dyscalculia, ADHD, autism, specific language impairment, working memory, anxiety and trauma).  Develop teachers’ deep understanding of the Australian Curriculum and Senior Syllabuses and respond to the diverse learning needs of students by identifying barriers to access and engagement supporting JCE and QCE/ACIA attainment.  Unpack and implement two domains (effective practice and teaching and learning) of the Aboriginal and Torres Strait Islander Cultural Capability Framework to ensure teaching and learning reflect and are appropriate to the needs of Aboriginal peoples and Torres Strait Island peoples in order to strengthen cultural capabilities in the school.  Develop teacher’s collective capacity to modify and align curriculum, assessment and instruction aligned to Individual Curriculum Plans (ICPs) and Highly Individualised Curriculum (HIC). | | 100% of teachers commit to exploring the principles and guidelines of UDL to plan for learner variability.  100% of teachers explore the UDL framework and plan and deliver lessons aligned to the UDL principles and guidelines.  100% of teachers engage with Quadrant of Learners (Q of L) and Class Action Plans (CAPs) to identify student/s barriers to learning and plan strategies to support student engagement, representation and action and expression strategies.  100% of teachers teach with a literacy focus (explicit planning and teaching of the reading and writing demands of the AC and SS) and application of universally designed strategies.  100% of Year 7 English teachers use the Literacy Continuum as a tool to strengthen their knowledge of literacy and  85% of all students achieve a C or better in English, Mathematics and Science  (Years 7 -10).  50% of all students achieving A or B in English, Mathematics and Science (Years7-10).  100% QCE/QCIA attainment.  100% VET completion.  90% QTAC offers.  90% JCE/JCIA attainment.  100% of teachers front-end assessment and co-develop know/do/think/consideration tables from the GTMJ/assessment  criteria, achievement standards, content descriptions and modelled responses.  100% of teachers can modify and align curriculum, assessment and instruction for ICPs and HICs.  Teachers in Charge (TICs) leaders and teachers understand, unpack and implement the 5Q4 Model. | | T1 2021-T4 2023  T1-T4 2021  T1-T4 2021  T1-T4 2021  T4 2021  T4 2021  T4 2021  T4 2021  T1-T4 2021  T1-T4 2021  T1-T4 2021  T1-T4 2021  T1 – T4 2021 | Principal, Deputy Principals, Head of UDL, Head of Diversity, Heads of Department, Personal and Social Capabilities HOD, TICs and Teachers. |
| **Strategy – support the wellbeing of staff and students to increase engagement and productivity.** | | | | | |
| **Actions** | | | **Targets** | **Timelines** | **Responsible Officer/s** |
| Implement the 5 dimensions of the **SLaWF** (Student Learning and Wellbeing Framework) to support whole school trauma-informed and restorative practices across faculty areas and year levels and continue to implement the Social-Emotional Learning (SEL) curriculum.  Create professional learning opportunities to unpack the Personal and Social Capabilities continuum and align to the principles of Universal Design for Learning (UDL).  Develop a Wellbeing Committee and Whole School Wellbeing Action Plan to evaluate, plan and implement staff health and wellbeing initiatives to improve the wellbeing of staff. | | | 100% of staff undertake professional learning opportunities and APDP aligned to the school’s EIA.  100% of staff engage with trauma-informed and restorative justice practices and engage with social-emotional learning in classrooms (SEL).  95% attendance for all students. | T1-T4 2021  T1-T4 2021 | Principal, Deputy Principals, Heads of Department, Personal and Social Capabilities HOD, TICs and Teachers and Teacher-Aides. |
| **Endorsement**  This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Mrs Pam Prichard Mr Nick Riley Mr Grant Dale  Principal P and C President Assistant Regional Director | | | | | |