

# 2015 Operational Plan — TARGETS

**Quality Teaching and Learning - GOAL:** To further embed the Brooks Quality Teaching Framework and the Brooks Planning for Explicit Instruction Framework into daily teaching practice so that student learning outcomes continue to improve.

## Target

## Key Actions To Build On Our Current Achievements

- 90% of Grade 7 students will achieve at or above National Minimum Standard in NAPLAN Literacy and Numeracy assessments
- 85% of Grade 9 students will achieve at or above National Minimum Standard in NAPLAN Literacy and Numeracy assessments
- 98% of Grade 7 students will participate in NAPLAN testing
- 98% of Grade 9 students will participate in NAPLAN testing
- Data across all Literacy and Numeracy assessment areas in NAPLAN will match the Tasmanian achievement levels

- Teachers and leaders as key drivers of school improvement will focus on use of Edi and NAPLAN Toolkit for individual analysis and teaching decisions to support leverage of student performance – Putting Faces to the Data
  - Continued coaching and professional learning inputs on English and Mathematics pedagogy and practice
  - One Assistant Principal portfolio allocated to Teaching and Learning with specific focus on building the capacity of AST's to be Pedagogical Coaches for their Grade teams
  - Tagged leadership roles for English and Mathematics/Science with a specific brief on quality assurance of vertical curriculum implementation
  - Targeted, explicit term 1 focus on quality writing and Mathematics across all learning areas to support NAPLAN performance (increasing the blue)
  - All staff across all learning areas to implement the Brooks Planning for Explicit Instruction Model as the guide for planning and facilitation of learning experiences
  - Whole of staff Professional Learning focussed on a revisit of Hill and Crevola's research and the pedagogical links to First Steps, differentiation and assessment
  - Development of whole school teaching agreements linked to Brooks Quality Teaching framework and the Brooks Planning for Explicit Instruction Model eg focus on purposeful, clearly defined, differentiated, collaborative, cooperative and challenging learning tasks that ensure all students experience powerful, progressive and precise learning
  - We want students to engage as teachers of each other – meta-cognition
- Feedback**
- ◇ Continued PL on feedback that enhances learning outcomes
  - ◇ Grade/sector teams to look at examples of oral and written feedback
  - ◇ Team to construct BHS feedback templates for use in classroom practise and as focus for team inquiries, sharing and critique (building on Leading Teaching and Learning participants' work from 2014)
  - ◇ Continued PL on student to teacher feedback using Formative Assessment
  - ◇ Strategies – with process as above
  - ◇ Peer assessment by teachers of teachers and by students of students

## 21st Century Fluencies

**Goal:** To further embed the Brooks Quality Teaching Framework and the Brooks Planning for Explicit Instruction Framework into daily teaching practice so that student learning outcomes continue to improve.

## Target

## Key Actions To Build On Our Current Achievements

- 100% of students will experience the six C's of Fullan's 21st Century Skills:
- Character
  - Citizenship
  - Collaboration
  - Communication
  - Creativity
  - Critical Thinking
- 100 % of students will use technology to engage more deeply in their learning

- Teachers and leaders as key drivers of school improvement will focus on:
- Ongoing Professional Learning for all teaching staff on Fullan's work in "Education Plus" facilitated by in-school leaders
  - Making the Six C's explicit to students as key aspects of their learning as 21st century students
  - Engage in inquiry into their own practice as part of their learning team focus
- Phase 2 of our Grade 7 one to one device programme implemented
  - Ongoing Professional Learning for all teaching staff on the use of technology to inspire and build student engagement and participation in their learning

## Positive Futures

**Goal:** To continue to improve the attendance and retention of students and to build strong pathways to education and training beyond Brooks High School

## Target

## Key Actions To Build On Our Current Achievements

- Average daily attendance will be 90%
- Student voice will continue to be critical to the governance processes of our school - 100 % of students will report they have a say in our school
- Observations of Brooks as a place of peace will be documented (Respectful Schools)
- Surveyed Staff, Parents and Students report Brooks is a place of peace.
- 100% of Grade 9 students will participate in Academies focus linked to future pathways, attendance and retention
- 100% of Grade 10 students will have defined pathways into education, vocation or training
- Provision of engaging and differentiated learning opportunities for all students across all learning areas

- All teaching staff to take attendance on laptops at start of each block
- Text message process to non-attenders' families 4x per day – introduction of new technology system to support this
- Use of Edi reports for student attendance broken down to days and hours missed at school to accompany student mid-year and end of year reports.
- Staff will be relentless in following attendance process for absent students – phoning home
- Accurate use of attendance codes from SSS – Assistant Principal Support working with Attendance Officer from Admin team to ensure accuracy
- Student feedback to staff with a focus on teaching and learning will be a key part of each teacher's practice
- Increased number of Beacon Student Ambassadors; three allocated to each grade level to seek input from students about the running of our school.
- Social enterprise group facilitated by our chaplain will be a key group in representing students opinions on matters relating to service to others, building global connections
- Positive Behaviour Support will be the school wide focus of our work.
- Processes documented in the BHS document "Making Brooks a Place of Peace" will be followed and adhered to by all staff
- The Pledge will continue to be a focus for the anti-bullying campaign initiated as the Prefects' Legacy in 2012
- "Random Acts of Kindness" will continue to be a focus for the whole school community
- Mental Health Expo will take place during Mental Health Week
- Brooks will participate in the National Day of Action against bullying and violence
- Continued inputs for staff on Restorative Practice
- Data from DoE School Satisfaction Surveys will confirm that students report they are feeling increasingly safer at school
- Business week placements for all students
- Beacon Positive Futures continues to be a key strategy in our retention of young people and will include a Polish Preparation for Work full day workshop for all Grade 10 students
- Increased number of Beacon Student Ambassadors to build the profile of Positive Futures with two Beacon Captains and Vice-captains
- Collaboration with Launceston and Newstead Colleges and UTAS for new programmes with Vocational Learning (similar to CAPS programme, but almost cost neutral)
- Employment of .4 Beacon Adult Leader
- My Education beginning to be embedded in work of Futures courses:
  - ◇ all year long Futures programmes staff to complete initial Pathway Plan for Grade 10 classes by end of Term 1. This to be reviewed each term on an individual basis with students
  - ◇ Grade 10 Core staff to work with Futures team and individual students to build Transition Profile in SSS by mid Term 4 (These will be ongoing conversations across all terms)
- Assistant Principal, Support, will facilitate Pathways Hub; personalised learning opportunities for our most marginalised and disengaged students through one to one and small group learning sessions focussed on re-engaging them with school; supporting them to engage in a mainstream context and to develop a positive futures focussed mindset.