

	School Improvement Agenda	Improvement Strategies National School Improvement Tool Domains (NSIT)	Key Performance Indicators																																																																																																																																																																																																																																			
Teaching and Learning	Pedagogy and Curriculum (NSIT-D1)	<p>Effective Pedagogical Practices (NSIT-D8)</p> <ul style="list-style-type: none"> Review the alignment of pedagogical practice with open ended questioning and open ended assessment tasks. Reference the school's Pedagogical Playbook. The school's <i>NASOT Playbook</i> is both the pedagogical plan of how instruction is addressed in the school and it is also a tool to inform teacher professionalism School developed, QR Coded, Online Teacher Reference Resource Weekly/Fortnightly newsletter highlight of NASOT elements <p>An Expert Teaching Team (NSIT-D5)</p> <ul style="list-style-type: none"> Pedagogical tools will be identified in PDMP (APR) documents aimed at enhancing teacher pedagogical skills through reflection and feedback Teachers will utilise the PDMP (APR) process to observe others practice Learning walks will be utilised to support decision-making on instructional practices that have the strongest relationship with to student achievement Ongoing professional learning for staff in the NASOT model will include detailed professional learning opportunities for Beginning Teachers Identification of students at risk of outside A-C using Junior Secondary Academic Monitoring (Modelled on Senior Actions) Refine the school's student feedback model with a greater focus on student self-regulation and a consistent scope of practice across the school <p>Systematic Curriculum Delivery (NSIT-D6)</p> <ul style="list-style-type: none"> Unit Plans will be evaluated to ensure that content is presented as a coherent, well sequenced learning and teaching program that evidences an engaging and explicit curriculum AIP areas of reading, writing and numeracy will be clearly articulated in planning together with reference to NASOT design questions Differentiation strategies will be documented in unit plans across the full range of student abilities and evidence-based decision-making, is evidenced International Perspectives is deliberately planned for, and explicitly taught, as part of the school's focus on developing global citizens HODs will engage in walkthroughs to verify a guaranteed curriculum (the taught curriculum) that correlates with the planned curriculum and provide feedback through LMM (Line Management Meeting) and LTM (Leadership Team Meeting) Assessment Reviews will measure alignment with national and state expectations 	<p>Monitoring School Improvement</p> <ul style="list-style-type: none"> The <i>Teaching and Learning Policy</i> is implemented and reviewed. Unit Plans reviewed for evidence of reference to the school's NASOT strategy The school's NASOT framework is evidenced in instructional leader walkthroughs Aggregated walkthrough observations with feedback provided to teachers on strengths and areas of focus in instructional practice are completed with all faculties 100% teachers have a PDMP (APR) that provides opportunity for reflection and professional growth <p>SCHOOL OPINION SURVEY Teaching and Learning (SOS % Agreement)</p> <table border="1"> <thead> <tr> <th></th> <th>Parent</th> <th>Parent</th> <th>Staff</th> <th>Staff</th> <th>Student*</th> <th>Student*</th> </tr> <tr> <th>Common Items</th> <th>2021</th> <th>2022</th> <th>2021</th> <th>2022</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Expectations and rules are clear</td> <td>93</td> <td></td> <td>89.7</td> <td></td> <td>87.7</td> <td></td> </tr> <tr> <td>This is a good school</td> <td>90.9</td> <td></td> <td>100</td> <td></td> <td>75.8</td> <td></td> </tr> <tr> <td>Respectful student relationships are fostered</td> <td>87.8</td> <td></td> <td>98.1</td> <td></td> <td>86.6</td> <td></td> </tr> <tr> <td>Students are interested in school work</td> <td>85.5</td> <td></td> <td>95.2</td> <td></td> <td>62.5</td> <td></td> </tr> <tr> <th>Concepts</th> <th>2021</th> <th>2022</th> <th>2021</th> <th>2022</th> <th>2021</th> <th>2022</th> </tr> <tr> <td>Fairness/Clarity of rules</td> <td>87</td> <td></td> <td>94.7</td> <td></td> <td>73.1</td> <td></td> </tr> <tr> <td>Partnerships</td> <td>86.7</td> <td></td> <td>84.1</td> <td></td> <td>67.5</td> <td></td> </tr> <tr> <td>Teaching and Learning</td> <td>88</td> <td></td> <td>98.1</td> <td></td> <td>82.7</td> <td></td> </tr> <tr> <td>Staff Development</td> <td>87</td> <td></td> <td>87</td> <td></td> <td>87</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> The school's documented curriculum correlates with national and state agreed curriculum and it adequately addresses ACARA General Capabilities Walkthrough data is aggregated and feedback provided to teachers on the taught curriculum aligned to the documented curriculum Faculty Targets are documented and data analysed in alignment with the whole-school data profile and A-C student achievement data <p>ENGLISH LOA BY SEMESTER</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Years 7-9</th> <th colspan="2">Year 7</th> <th colspan="2">Year 8</th> <th colspan="2">Year 9</th> </tr> <tr> <th></th> <th>LOA</th> <th>A-C</th> <th>A-B</th> <th>A-C</th> <th>A-B</th> <th>A-C</th> <th>A-B</th> <th>A-C</th> <th>A-B</th> </tr> </thead> <tbody> <tr> <td>Sem 1 2021</td> <td></td> <td>94</td> <td>58</td> <td>95</td> <td>53</td> <td>93</td> <td>60</td> <td>93</td> <td>61</td> </tr> <tr> <td>Sem 2 2021</td> <td></td> <td>95</td> <td>59</td> <td>97</td> <td>58</td> <td>96</td> <td>63</td> <td>91</td> <td>57</td> </tr> <tr> <td>Sem 1 2022</td> <td></td> <td></td> <td></td> <td>97</td> <td>60</td> <td>96</td> <td>65</td> <td>93</td> <td>60</td> </tr> </tbody> </table> <p>MATHEMATICS LOA BY SEMESTER</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Years 7-9</th> <th colspan="2">Year 7</th> <th colspan="2">Year 8</th> <th colspan="2">Year 9</th> </tr> <tr> <th></th> <th>LOA</th> <th>A-C</th> <th>A-B</th> <th>A-C</th> <th>A-B</th> <th>A-C</th> <th>A-B</th> <th>A-C</th> <th>A-B</th> </tr> </thead> <tbody> <tr> <td>Sem 1 2021</td> <td></td> <td>80</td> <td>52</td> <td>89</td> <td>61</td> <td>79</td> <td>52</td> <td>72</td> <td>44</td> </tr> <tr> <td>Sem 2 2021</td> <td></td> <td>83</td> <td>52</td> <td>89</td> <td>60</td> <td>82</td> <td>52</td> <td>77</td> <td>45</td> </tr> <tr> <td>Sem 1 2022</td> <td></td> <td></td> <td></td> <td>92</td> <td>62</td> <td>85</td> <td>55</td> <td>80</td> <td>50</td> </tr> </tbody> </table> <p>SCIENCE LOA BY SEMESTER</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Years 7-9</th> <th colspan="2">Year 7</th> <th colspan="2">Year 8</th> <th colspan="2">Year 9</th> </tr> <tr> <th></th> <th>LOA</th> <th>A-C</th> <th>A-B</th> <th>A-C</th> <th>A-B</th> <th>A-C</th> <th>A-B</th> <th>A-C</th> <th>A-B</th> </tr> </thead> <tbody> <tr> <td>Sem 1 2021</td> <td></td> <td>92</td> <td>60</td> <td>95</td> <td>67</td> <td>94</td> <td>60</td> <td>88</td> <td>54</td> </tr> <tr> <td>Sem 2 2021</td> <td></td> <td>94</td> <td>66</td> <td>97</td> <td>69</td> <td>97</td> <td>70</td> <td>89</td> <td>60</td> </tr> <tr> <td>Sem 1 2022</td> <td></td> <td></td> <td></td> <td>97</td> <td>70</td> <td>97</td> <td>72</td> <td>90</td> <td>65</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The <i>Whole School Moderation</i> policy is implemented and reviewed by all faculties An overarching contextually appropriate statement of global citizenship that incorporates the school's international mindedness matrix and the ACARA general capability of intercultural understanding is implemented & evaluated 		Parent	Parent	Staff	Staff	Student*	Student*	Common Items	2021	2022	2021	2022	2021	2022	Expectations and rules are clear	93		89.7		87.7		This is a good school	90.9		100		75.8		Respectful student relationships are fostered	87.8		98.1		86.6		Students are interested in school work	85.5		95.2		62.5		Concepts	2021	2022	2021	2022	2021	2022	Fairness/Clarity of rules	87		94.7		73.1		Partnerships	86.7		84.1		67.5		Teaching and Learning	88		98.1		82.7		Staff Development	87		87		87			Years 7-9			Year 7		Year 8		Year 9			LOA	A-C	A-B	A-C	A-B	A-C	A-B	A-C	A-B	Sem 1 2021		94	58	95	53	93	60	93	61	Sem 2 2021		95	59	97	58	96	63	91	57	Sem 1 2022				97	60	96	65	93	60		Years 7-9			Year 7		Year 8		Year 9			LOA	A-C	A-B	A-C	A-B	A-C	A-B	A-C	A-B	Sem 1 2021		80	52	89	61	79	52	72	44	Sem 2 2021		83	52	89	60	82	52	77	45	Sem 1 2022				92	62	85	55	80	50		Years 7-9			Year 7		Year 8		Year 9			LOA	A-C	A-B	A-C	A-B	A-C	A-B	A-C	A-B	Sem 1 2021		92	60	95	67	94	60	88	54	Sem 2 2021		94	66	97	69	97	70	89	60	Sem 1 2022				97	70	97	72	90	65
			Parent	Parent	Staff	Staff	Student*	Student*																																																																																																																																																																																																																														
Common Items	2021	2022	2021	2022	2021	2022																																																																																																																																																																																																																																
Expectations and rules are clear	93		89.7		87.7																																																																																																																																																																																																																																	
This is a good school	90.9		100		75.8																																																																																																																																																																																																																																	
Respectful student relationships are fostered	87.8		98.1		86.6																																																																																																																																																																																																																																	
Students are interested in school work	85.5		95.2		62.5																																																																																																																																																																																																																																	
Concepts	2021	2022	2021	2022	2021	2022																																																																																																																																																																																																																																
Fairness/Clarity of rules	87		94.7		73.1																																																																																																																																																																																																																																	
Partnerships	86.7		84.1		67.5																																																																																																																																																																																																																																	
Teaching and Learning	88		98.1		82.7																																																																																																																																																																																																																																	
Staff Development	87		87		87																																																																																																																																																																																																																																	
	Years 7-9			Year 7		Year 8		Year 9																																																																																																																																																																																																																														
	LOA	A-C	A-B	A-C	A-B	A-C	A-B	A-C	A-B																																																																																																																																																																																																																													
Sem 1 2021		94	58	95	53	93	60	93	61																																																																																																																																																																																																																													
Sem 2 2021		95	59	97	58	96	63	91	57																																																																																																																																																																																																																													
Sem 1 2022				97	60	96	65	93	60																																																																																																																																																																																																																													
	Years 7-9			Year 7		Year 8		Year 9																																																																																																																																																																																																																														
	LOA	A-C	A-B	A-C	A-B	A-C	A-B	A-C	A-B																																																																																																																																																																																																																													
Sem 1 2021		80	52	89	61	79	52	72	44																																																																																																																																																																																																																													
Sem 2 2021		83	52	89	60	82	52	77	45																																																																																																																																																																																																																													
Sem 1 2022				92	62	85	55	80	50																																																																																																																																																																																																																													
	Years 7-9			Year 7		Year 8		Year 9																																																																																																																																																																																																																														
	LOA	A-C	A-B	A-C	A-B	A-C	A-B	A-C	A-B																																																																																																																																																																																																																													
Sem 1 2021		92	60	95	67	94	60	88	54																																																																																																																																																																																																																													
Sem 2 2021		94	66	97	69	97	70	89	60																																																																																																																																																																																																																													
Sem 1 2022				97	70	97	72	90	65																																																																																																																																																																																																																													

Reading (NSIT-D1)

Analysis and Discussion of Data (NSIT-D2)

- An annual Reading assessment (NAPLAN) will be used to identify student reading skills
- Testing data will be mapped for identified students against the reading domain of the literacy continuum so as to support teachers in determining what students know and can do in reading

Systematic Curriculum Delivery (NSIT-D6)

- Unit Plans will include learning activities that reflect the school’s reading strategy and focus areas
- Teaching resources that reference school-wide signature reading pedagogies will be visible in learning walks

Target Use of School Resources (NSIT-D4)

- Funds will be allocated to support reading interventions including the Direct Instruction (DI) program
- STL&N Intense Focus classes will be maintained as smaller groups to support reading improvement

Effective Pedagogical Practices (NSIT-D8)

- An ‘Eagle and Wolf’ refresher program for staff will support them to improve their current practice in the teaching of reading.
- Ongoing support for staff – emails of examples of quality annotations, ‘Eagle and Wolf’ vignettes, (link with Figure 5.5 in Clarity page 156)
- Identification of faculty champions who can support watching others work and provide specific feedback to improve practice (pre and post observation)

Differentiated Teaching and Learning (NSIT- D7)

- Target intervention for ongoing development of reading skills for students in Years 7-9 will be monitored and reviewed including EAL/D, ATSI and DI

School-Community Partnerships (NSIT-D9)

- Communications on cohort areas of strength and development will be shared with parents/carers
- Home learning activities to support parents/carers in teaching reading will be developed and implemented
- Parent information sessions and newsletter articles on reading and types of reading. Promotion of reading for pleasure

Monitoring School Improvement

- Student’s data is mapped against the skills identified at junctures in the Literacy Continuum for students participating in interventions
- Unit Plans reference the school’s signature reading strategy
- Instructional leader learning walk articulate use of the school’s signature reading strategy in the classroom
- Intervention programs delivered; 100% of students achieving a C or above in interventions (DI, Intense Focus class)
- *Reading Playbook* shared with all staff
- Parent/Carer newsletters created
- Learning activities made available for parents/carers through the school’s website

NAPLAN

MSS					
For 2021:					
Maintain BSHS MSS for Year 7 and Year 9, higher than MSS for Nation. Monitor the ‘distance above National’ for 2020 Year 9, compared to ‘distance above National’ for 2018 Year 7.					
		2018	2019	2021	2022
Yr	Ben	556	559	564	565
7	Nat	542	546	524	
Yr	Ben	597	593	595	600
9	Nat	584	580	577	

%U2B					
For 2021:					
Maintain BSHS %U2B for Year 7 and Year 9, higher than corresponding National %U2B. Monitor BSHS %U2B for 2020 Year 9 compared to BSHS %U2B 2018 Year 7.					
		2018	2019	2021	2022
Yr	Ben	34.7	32.3	40.2	40
7	Nat	26.7	29.3	28.1	
Yr	Ben	27.8	26.1	28.8	30
9	Nat	20.7	20.9	21.3	

%L2B					
For 2021:					
Monitor BSHS %L2B for Year 7 and Year 9, compared with corresponding National %L2B. Maintain or reduce BSHS %L2B for 2020 Year 9, from 2018 Year 7.					
		2018	2019	2021	2022
Yr	Ben	9.3	6.3	6.5	6
7	Nat	18.4	16.7	17.8	
Yr	Ben	14.6	13.8	16.6	14
9	Nat	20.4	16.7	24.8	

ENGLISH LOA BY SEMESTER

		Years 7-9		Year 7		Year 8		Year 9	
	LOA	A-C	A-B	A-C	A-B	A-C	A-B	A-C	A-B
Sem 1 2021		94	58	95	53	93	60	93	61
Sem 2 2022		95	59	97	58	96	63	91	57
Sem 1 2022				97	60	96	65	93	60

SCHOOL OPINION SURVEY

Teaching and Learning (SOS % Agreement)

	Parent	Parent	Staff	Staff	Student*	Student*
Common Items	2021	2022	2021	2022	2021	2022
Expectations and rules are clear	93		89.7		87.7	
This is a good school	90.9		100		75.8	
Respectful student relationships are fostered	87.8		98.1		86.6	
Students are interested in school work	85.5		95.2		62.5	
Concepts	2021	2022	2021	2022	2021	2022
Fairness/Clarity of rules	87		94.7		73.1	
Partnerships	86.7		84.1		67.5	
Teaching and Learning	88		98.1		82.7	
Staff Development	87		87		87	

Writing (NSIT-D1)

Systematic Curriculum Delivery (NSIT-D6)

- Unit Plans will include learning activities that reflect the school’s writing strategy and focus areas

Target Use of School Resources (NSIT-D4)

- STL&N Intense Focus classes will be maintained as smaller groups to support writing improvement

Effective Pedagogical Practices (NSIT-D8)

- Collins Writing* and *Cornell Notes* refresher program to support students to improve current practice in the teaching of writing will be implemented
- Focus on Type 3 and 4 Collins Writing task instead of Type 1 and 2 tasks – shift needed from “writing to learn’ to ‘learning to write”
- PD for staff necessary – ‘champion’ faculty members to support colleagues
- Investigate necessity for alignment with ‘expert teachers’, consider student feedback
- PD for staff necessary to be able to teach Collins Type 3 and 4 writing, important to relate to subject context – focus on faculty ‘champions’ to influence colleagues

School-Community Partnerships (NSIT-D9)

- Home learning activities to support parents/carers to encourage writing at home will be developed and delivered, distributed

Monitoring School Improvement

- Unit Plans reference the school’s writing strategy
- Instructional leader walkthroughs articulate use of the school’s writing strategy in the classroom
- Writing Playbook* used by all staff
- Parent/Carer newsletters created
- Learning activities made available for parents/carers through the school’s website

NAPLAN

MSS
For 2021:
Maintain BSHS MSS for Year 7 and Year 9, higher than MSS for Nation. Monitor the ‘distance above National’ for 2021 Year 9, compared to ‘distance above National’ for 2018 Year 7.

		2018	2019	2021	2022
Yr 7	Ben	509	521	534	538
	Nat	505	513	510	
Yr 9	Ben	545	552.8	561	565
	Nat	542	548.7	551	

%U2B
For 2021:
Maintain BSHS %U2B for Year 7 and Year 9, higher than corresponding National %U2B. Monitor BSHS %U2B for 2021 Year 9 compared to BSHS %U2B 2018 Year 7.

		2018	2019	2021	2022
Yr 7	Ben	16.8	19.1	24.5	26
	Nat	13.5	15.3	20.1	
Yr 9	Ben	12.2	9.6	17.0	20
	Nat	11.7	12.5	13.9	

%L2B
For 2021:
Monitor BSHS %L2B for Year 7 and Year 9, compared with corresponding National %L2B. Maintain or reduce BSHS %L2B for 2021 Year 9, from 2018 Year 7.

		2018	2019	2021	2022
Yr 7	Ben	32.9	25.3	21.5	20
	Nat	33.6	29.3	26	
Yr 9	Ben	41.8	35.7	34.3	30
	Nat	43.1	39.4	37.4	

ENGLISH LOA BY SEMESTER

	LOA	Years 7-9		Year 7		Year 8		Year 9	
		A-C	A-B	A-C	A-B	A-C	A-B	A-C	A-B
Sem 1 2021		94	58	95	53	93	60	93	61
Sem 2 2021		95	59	97	58	96	63	91	57
Sem 1 2022				97	60	96	65	93	60

SCHOOL OPINION SURVEY

Teaching and Learning (SOS % Agreement)

Common Items	Parent	Parent	Staff	Staff	Student*	Student*
	2021	2022	2021	2022	2021	2022
Expectations and rules are clear	93		89.7		87.7	
This is a good school	90.9		100		75.8	
Respectful student relationships are fostered	87.8		98.1		86.6	
Students are interested in school work	85.5		95.2		62.5	
Concepts	2021	2022	2021	2022	2021	2022
Fairness/Clarity of rules	87		94.7		73.1	
Partnerships	86.7		84.1		67.5	
Teaching and Learning	88		98.1		82.7	
Staff Development	87		87		87	

Numeracy (NSIT-D1)

Analysis and Discussion of Data (NSIT-D2)

- An annual Numeracy (Maths) testing program (PAT M and NAPLAN) will be implemented to identify student numeracy skills
- The school will investigate with regional T&L team mapping for students results against the numeracy continuum to support teachers in determining what students know and can do in numeracy
- Feedback from Maths staff to explicitly highlight student improvement (distance travelled)
- Identify areas of challenge for students and cohort

Systematic Curriculum Delivery (NSIT-D6)

- Teachers will be explicit feedback to establish cohort needs
- Unit Plans will include learning activities that reflect the school's numeracy strategy and focus areas
- Collaborate with HOD Maths on recurring topics of challenge:
 - Identification
 - Confirmation
 - Formulation of intervention strategies

Target Use of School Resources (NSIT-D4)

- Funds to target numeracy interventions will include the Direct Instruction (DI) program
- STL&N Intense Focus classes will be maintained as smaller groups to support numeracy improvement

Effective Pedagogical Practices (NSIT-D8)

- A 'SIM' refresher program to support teachers to improve current practice in the teaching of numeracy will be implemented
- Ongoing support for staff through PD, templates, exemplars etc
- Improved knowledge of numeracy requirements (general capabilities) of subject area by all teachers
- Explicit use of SIM terminology to frame numeracy episodes
- Collaborate with Maths HOD to identify and implement any changes required in curriculum delivery
- Identify students of negative or stagnant distance travelled and establish individual strategy of intervention

Differentiate Teaching and Learning (NSIT-D)

- Groups will be monitored to target intervention for ongoing development of numeracy skills for students in Years 7-9
- Identification of faculty champions who can support others and provide specific feedback to improve integration of SIM
- Creation of VOPS from different faculties of SIM in action
- Integration of SIM in to unit plans and learning goals

Monitoring School Improvement

- Numeracy (Mathematics) testing is delivered in Term 4
- Unit Plans reference the school's numeracy strategy
- Instructional leader walkthroughs articulate use of the school's numeracy strategy in the classroom
- Intervention programs delivered and 100% of students achieving a C or above
- *Numeracy Playbook* shared with all staff

NAPLAN

MSS
For 2021:

Maintain BSHS MSS for Year 7 and Year 9, higher than MSS for Nation. Monitor the 'distance above National' for 2021 Year 9, compared to 'distance above National' for 2018 Year 7.

		2018	2019	2021	2022
Yr 7	Ben	565	578	571	575
	Nat	548	554	551	
Yr 9	Ben	608	606	604	605
	Nat	596	592	588	

%U2B
For 2021:

Maintain BSHS %U2B for Year 7 and Year 9, higher than corresponding National %U2B. Monitor BSHS %U2B for 2021 Year 9 compared to BSHS %U2B 2018 Year 7.

		2018	2019	2021	2022
Yr 7	Ben	39.5	48.8	40.4	45
	Nat	29	34.2	33.2	
Yr 9	Ben	34.5	27.3	25.5	30
	Nat	25.7	24.4	21.9	

%L2B
For 2021:

Monitor BSHS %L2B for Year 7 and Year 9, compared with corresponding National %L2B. Maintain or reduce BSHS %L2B for 2021 Year 9, from 2018 Year 7.

		2018	2019	2021	2022
Yr 7	Ben	10.8	7.8	9.6	8
	Nat	16.4	16.5	17.8	
Yr 9	Ben	9.1	9.8	10.1	8
	Nat	16.7	17.8	18.7	

MATHEMATICS LOA BY SEMESTER

	LOA	Years 7-9		Year 7		Year 8		Year 9	
		A-C	A-B	A-C	A-B	A-C	A-B	A-C	A-B
Sem 2 2021		80	52	89	61	79	52	72	48
Sem 2 2021		83	52	89	60	82	52	77	45
Sem 1 2022				92	62	85	55	80	50

SCHOOL OPINION SURVEY

Teaching and Learning (SOS % Agreement)

Common Items	Parent		Staff		Student*	
	2021	2022	2021	2022	2021	2022
Expectations and rules are clear	93		89.7		87.7	
This is a good school	90.9		100		75.8	
Respectful student relationships are fostered	87.8		98.1		86.6	
Students are interested in school work	85.5		95.2		62.5	
Concepts	2021	2022	2021	2022	2021	2022
Fairness/Clarity of rules	87		94.7		73.1	
Partnerships	86.7		84.1		67.5	
Teaching and Learning	88		98.1		82.7	
Staff Development	87		87		87	

Student Agency

Wellbeing (NSIT-D1)

- A Culture that Promotes Learning (NSIT-D3)**
- Students will be encouraged to have positive and respectful relationships with each other, their teachers and the community
 - Levels 4, 5, 6 of the ACARA General Capabilities “Learning Continuum of Personal and Social Capability” will be used as the basis for the reflection of intervention and support programs.
 - Students will experience a sense of belonging and connectedness that respects diversity and identity
 - Ensuring students know the staff member’s name, ensuring staff know the students’ names. Building relationships
 - Staff have professional learning opportunities to develop their intercultural awareness and skills abilities so that they can better support students to develop the qualities and skills of global citizenship
 - Students will be provided with opportunities to succeed and success is celebrated in a way that is meaningful to the student
- School-Community Partnerships (NSIT-D9)**
- Parents/Carers and the broader school community will actively participate in supporting and reinforcing student learning.
 - Collaborative partnerships will be built with students, staff, families, communities and other organisations to support and develop students and the school community
 - External Agencies used to inform stakeholders of solutions to identified safety concerns
- Targeted Use of School Resources (NSIT-D4)**
- Counselling and wellbeing services will provide essential expertise to schools and communities to guide student growth and development
 - Staff will be provided with opportunities to attend professional learning relevant to wellbeing of self and students
 - Focus on IT etiquette each week with a clear outline to how it improves Wellbeing
 - Revisiting the IT policy and readdressing this with students and staff
 - Tying the Core Values back to how we are using IT, both in and out of the classroom
 - All stakeholders contribute to the construction and promotion of the Wellbeing Framework
 - Create clear and consistent language and communication through the Wellbeing Framework

Monitoring School Improvement
SCHOOL OPINION SURVEY

Student Agency (SOS % Agreement)

Common Items	Parent		Staff		Student*	
	2021	2022	2021	2022	2021	2022
Student behaviour is well managed	83.2		92.4		61.6	
Student are treated fairly	84.8		98.1		69.9	
There is gender equality in the school	94.2		98.1		68.7	
Opinions are taken seriously'	81.6		75.7		50	
I feel safe at school	91		96.3		74.6	
Concepts	2021	2022	2021	2022	2021	2022
Safety	89.7		94.8		73.2	
School Culture	89.3		96		72	
Staff Wellbeing	86		86		86	
Workplace culture	83		83		83	

* Not statistically relevant with only 3% students surveyed. CIS survey options preferred.

- An overarching contextually appropriate statement of global citizenship that incorporates the school’s international mindedness matrix and the ACARA general capability of intercultural understanding is implemented & evaluated

CIS SURVEY DATA

CIS Wellbeing Data	Parent		Staff		Student	
	2020	2022	2020	2022	2020	2022
The school has a supportive environment for students’ wellbeing	83.4		100		67.5	
I know what to do, in my role, when a student experiences bullying or harmful behaviours at school	83.8		97.9		78.4	
The school provides good health care when students are unwell	79.8		92.4		55.4	
The school has well understood policies in place for incidents of misuse of technology	86.2		93.8		90.6	
The school effectively supports transitions	83.4		82.1		77.7	

WELLBEING SURVEY DATA

QLD Engagement and Wellbeing Survey	Student 2021					
	High	Medium	Low	High	Medium	Low
Overall Life Satisfaction	35	45	21			
I have a sense of belonging in the school	39	45	17			
Future Outlook and aspirations- Optimism	42	37	21			
Future Outlook and aspirations- Confidence to achieve	41	36	23			

This Annual Implementation Plan (AIP) was developed in consultation with the school community. It focuses on key improvements strategies and outcomes for the next 12 months and is accompanied by a copy of the Annual Financial Report (AFR) and a copy of the Budget Overview Report (BOR)



Mark Rickard
Executive Principal



Dr Harry Kanasa
School Council Chair



Katherine Bentley
Assistant Regional Director