2020 Annual Improvement Plan
Brisbane Youth Education and Training Centre

Focus

At BYETC this means:

Targets / Lead Indicators

Associated School Planning Documents

Plan and Prepare Implement Consolidate Embed

Curriculum Alignment

A plan is in place to improve teacher understanding of the Australian Curriculum.

Exemplars and style guides for unit development are implemented across all faculty areas.

Marking guides are utilized for making judgements of student work.

Teachers collaboratively moderate student work.

Junior Secondary

• Implement and monitor Junior Secondary Action Plan progress utilizing the Action Plan Tracker.
• Develop teacher understandings of the Australian Curriculum and the QLD literacy & numeracy continua.
• Ensure “line of sight” processes for implementation of the Junior Secondary Action Plan are in place through:
  o Weekly DP / HOD Line management meetings with performance indicators and timelines set and adhered to.
  o Weekly HOD / faculty team meetings.
  o Implementation of the BYETC 2020 Professional Learning Plan (PLP).
  o Quarterly leadership team review and refinement strategic planning workshop.

Senior Secondary

• Implement and monitor Senior Secondary Action Plan progress the Action Plan Tracker.
• Delivery of Senior Secondary professional development requirements from the Whole School PLP:
  o Queensland Certificate of Education process.
  o RTQ requirements and vocational curriculum delivery at BYETC.
  o Collaborative assessment development to ensure:
    o Alignment between curriculum delivery, term and unit – plans, classroom teaching practices, assessment, and progression.
    o Moderation processes are consistent (include collegiate observations of assessments).
  o Develop teacher understandings of how the BYETC senior curriculum fits into the Australian Curriculum.

School planning and action places a high priority on students having access to a personalised learning journey.

School leadership teams ensure professional learning and collegial engagement drives the monitoring of student progress.

Team meetings at all levels include data analysis in relation to student improvement/regression over time.

Classroom teachers are able to identify and address individual needs.

• Implement and monitor the Personalisation of learning Action Plan and Collegial Engagement Action Plan as per the Action Plan Tracker to:
  o Support teachers’ capacity to personalise learning.
  o Build teacher capacity to differentiate and provide feedback to students.
  o Develop and implement a process to document adjustments to the curriculum for individual students; and
  o Monitor student understanding of their learning journey.

Personalisation of Learning

• Implement and monitor the Literacy Action Plan as per the Action Plan Tracker to:
  o Develop teacher capacity to utilise the literacy and numeracy (when released) continuum mapping.
  o Build confidence in teachers and students to utilise feedback and implement effective moderation processes.

• Implement and monitor the Data Action Plan as per the Action Plan Tracker to:
  o Support faculties and teachers in the development of systems for the collection, collation, analysis and communication of data on individual and class performance; and
  o Build teacher and student confidence to discuss and use individual student data, class data, and faculty data to identify, plan and implement personalised learning plans.

• Junior Secondary Action Plan is implemented and progress against timelines is monitored and documented on SharePoint as per the Action Plan Tracker timelines.
• School leaders reflect on data analysis, student engagement surveys, collegial engagement feedback, and progress toward action plan achievement to review and refine once per term.
• SOS – I feel confident in my knowledge of the Australian Curriculum 89.5% (2019) 95% (2020).

Professional Learning Plan 2020

Junior Secondary Action Plan

Professional Learning Plan 2020

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