

# BARINGA STATE SECONDARY COLLEGE 2025 ANNUAL IMPLEMENTATION PLAN



School priority 1: Embedding a systematic assessment culture across the college to maintain and/or improve student academic outcomes	Monitoring <small>Green - on track Yellow - at risk Red - needs attention</small> Term 2 Term 3 Term 4	Long term measurable/desired outcomes	AIP measurable/desired outcomes:																																																																																																
<p><b>As identified in the School Strategic Plan:</b> <b>An Explicit Improvement Agenda:</b> Refine whole-school goals and targets to reflect precise measures of student performance including relative gain <b>An Expert Teaching Team:</b> Scale up and embed practices to support the development of an expert teaching team, including coaching, modelling and mentoring</p> <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Deepen teacher knowledge and understanding of the Australian Curriculum</li> <li>2. Implement a systematic process for the purposeful utilisation of student data</li> <li>3. Systematically embed assessment readiness expectations across the college</li> <li>4. Embedding systematic processes for formative data gathering and monitoring of student work</li> </ol>	<p><b>Responsible officer(s):</b></p> <p>HODs Curriculum CLT HODs Curriculum Teachers Deputy Behaviour Deputy Teaching and Learning HODs Curriculum Deputy Teaching and Learning HODs Curriculum</p>	<p><b>ENGLISH RESULTS</b></p> <table border="1"> <tr> <td>2024</td> <td>A-C</td> <td>Semester 1</td> <td>Semester 2</td> <td>Rel</td> <td>A-B</td> <td>Semester 1</td> <td>Semester 2</td> <td>Rel</td> </tr> <tr> <td>Year 7</td> <td>87%</td> <td>93%</td> <td>91.3</td> <td>61%</td> <td>47%</td> <td>61%</td> <td>56.5</td> <td></td> </tr> <tr> <td>Year 8</td> <td>83%</td> <td>94%</td> <td></td> <td>58%</td> <td>36%</td> <td>58%</td> <td></td> <td></td> </tr> <tr> <td>Year 9</td> <td>66%</td> <td>88%</td> <td></td> <td>52%</td> <td>27%</td> <td>52%</td> <td></td> <td></td> </tr> <tr> <td>Year 10</td> <td>76%</td> <td>81.5%</td> <td></td> <td>44.3%</td> <td>44%</td> <td></td> <td></td> <td></td> </tr> </table> <p><b>MATHS RESULTS</b></p> <table border="1"> <tr> <td>2024</td> <td>A-C</td> <td>Sem 1</td> <td>Sem 2</td> <td>A-B</td> <td>Sem 1</td> <td>Sem 2</td> </tr> <tr> <td>Year 7</td> <td>87%</td> <td>87%</td> <td>98%</td> <td>48%</td> <td>48%</td> <td>55%</td> </tr> <tr> <td>Year 8</td> <td>86%</td> <td>86%</td> <td>85%</td> <td>37%</td> <td>37%</td> <td>45%</td> </tr> <tr> <td>Year 9</td> <td>82%</td> <td>82%</td> <td>93%</td> <td>39%</td> <td>39%</td> <td>50%</td> </tr> <tr> <td>Year 10</td> <td>81%</td> <td>81%</td> <td>87%</td> <td>39%</td> <td>39%</td> <td>41%</td> </tr> </table> <p><b>IMPROVEMENT IN A-C RESULTS IN ALL SUBJECT AREAS ACROSS THE COLLEGE (Yr 7-10)</b></p> <table border="1"> <tr> <td>2024 ALL RESULTS (Yr 7-10)</td> <td>A-C</td> <td>Semester 1</td> <td>Semester 2</td> </tr> <tr> <td></td> <td></td> <td>81.2%</td> <td>86.8%</td> </tr> <tr> <td></td> <td>A-B</td> <td>Semester 1</td> <td>Semester 2</td> </tr> <tr> <td></td> <td></td> <td>44.5%</td> <td>48.9%</td> </tr> </table>	2024	A-C	Semester 1	Semester 2	Rel	A-B	Semester 1	Semester 2	Rel	Year 7	87%	93%	91.3	61%	47%	61%	56.5		Year 8	83%	94%		58%	36%	58%			Year 9	66%	88%		52%	27%	52%			Year 10	76%	81.5%		44.3%	44%				2024	A-C	Sem 1	Sem 2	A-B	Sem 1	Sem 2	Year 7	87%	87%	98%	48%	48%	55%	Year 8	86%	86%	85%	37%	37%	45%	Year 9	82%	82%	93%	39%	39%	50%	Year 10	81%	81%	87%	39%	39%	41%	2024 ALL RESULTS (Yr 7-10)	A-C	Semester 1	Semester 2			81.2%	86.8%		A-B	Semester 1	Semester 2			44.5%	48.9%	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>TrackEd</li> <li>Class Placements</li> <li>Assessment Policy</li> <li>Assessment Culture expectations</li> <li>LWT Weekly Schedule</li> <li>HOP Program (Term by Term)</li> <li>HOPLT Program (Term by Term)</li> </ul>
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<p><b>Behaviours</b></p> <p>Students will: Know their level of achievement, know how they are being assessed, know how to improve their results and will complete all assessment.</p> <p>Teachers will: Know their students, know their curriculum, front end assessment, open A level thinking in their students; set high expectations for completion of class work and ensure that all students complete assessment.</p> <p>Leaders will: Provide opportunities and lead staff learning in curriculum; Lead culture of high expectations of student engagement and outcomes ; support staff and students to achieve this.</p>																																																																																																			

School priority 2: Review, refine and implement a whole of college approach to pedagogy across all classrooms in the college

**As identified in the School Strategic Plan:**

**Systematic Curriculum Delivery:** Sustain and embed current practices leading to precise alignment and consistent implementation of the AC across years 7-10  
**Effective Pedagogical Practices:** Develop and enact a college-wide approach to student goal setting and feedback, including scaffolding and supporting students to monitor their own learning

**Strategies:**

- By the end of 2026 version 9 of all learning areas are developed and implemented
- Develop a shared understanding and language of pedagogical practices for learning
- Systematically embed learning walks and talks into college culture
- Systematically embed professional learning teams for collegial engagement and development

**Actions: (How strategies will be achieved)**

- 1.1 Strategic PD plan to systematically ensure planning time for V9 and Senior curriculum
- 2.1 Professional development for staff around targeted high yield pedagogical approaches
- 2.2 Capability Coach support of teachers to help build ability to utilise approaches effectively in classes
- 2.3 Classroom observations with capability coach to provide feedback to staff on selected areas of targeted improvement
- 3.1 Strengthening leaders and teachers capability in Learning Walks and Talks to gain line of sight over student engagement and learning in the classrooms
- 4.1 Time allocated in HOPLT meeting time to enable professional learning teams to work and learn collaboratively to strengthen knowledge and understanding of key college pedagogical approaches
- 4.2 Staff engage with the learning of three targeted high yield pedagogical practices;

**Responsible officer(s):**

- Deputy Principal (Duty)
- Deputy Principal (Teaching and Learning)
- HODs
- Deputy Principal (Teaching and Learning)

**Long term measurable/desired outcomes:**

**SOS**

My child is interested in their school work (2024 – 76.2) Goal 85%  
 My child's learning needs are being met at this school (2024 – 75.5%) Goal 82%  
 Teachers at this school provide my child with useful feedback about their schoolwork (2024 – 81.4%) Goal 90%

**Student:**  
 I am interested in my school work (2024 – 52.9%) Goal 60%

**Staff:**  
 The school encourages coaching and mentoring activities (2024 – 82.3%) Goal 85%

**ENGLISH RESULTS**

2024	A-C	Semester 1	Semester 2	A-B	Semester 1	Semester 2
Year 7	87%	93%	94%	47%	61%	61%
Year 8	83%	94%	88%	36%	58%	58%
Year 9	66%	88%	81.5%	27%	52%	52%
Year 10	76%	81.5%	81.5%	44%	44%	44.3%

**2024 ALL RESULTS (Yr 7-10)**

A-C	Semester 1	Semester 2	A-B	Semester 1	Semester 2
81.2%	86.8%	86.8%	44.5%	48.9%	48.9%

**AIP measurable/desired outcomes:**

- English Data: A-C Years 7-10 Goal of 95%
- English A-B Data Goal 50% (Relative 56.5%)
- Maths Data: A-C Years 7-10 Goal of 95% (Relative A-C 88.3)
- Maths A-B Data Goal 50% (Relative A-B 56.5)
- All students have maintained or improved results across all curriculum areas across the year
- Improvement in 7-10 results in English and Maths for students with a DDA and First Nations students

Monitoring				
Green - on track, based on program commencement. Stable cell at the end of each term after reflection				
Term 1	Term 2	Term 3	Term 4	Term 4

**Behaviours**

Students will: Actively engage in all class work, know where they are, know what they need to do to improve

Teachers will: Develop strong knowledge and understanding of curriculum and pedagogy, engage in collegial processes for collaborative assessment of student work.

Leaders will: Provide opportunities for teachers to work collaboratively and lead the development of teacher expertise of curriculum and pedagogy.

**Resources:**

- Effective Pedagogies Information Booklet
- Data Plan
- Collegial engagement plan
- HOP Program (Term by Term)
- HOPLT Program (Term by Term)
- LWT Weekly Schedules



<p><b>School priority 3:</b> Continue to identify and successfully implement a range of curriculum pathways and learning opportunities for all students</p> <p><b>As identified in the School Strategic Plan:</b> <b>A Culture that Promotes Learning:</b> Investigate and implement programs to support students with specific engagement and wellbeing needs. <b>Systematic Curriculum Delivery:</b> Determine, prepare for, and successfully implement a range of curriculum pathways for students in years 11 and 12. <b>School Community Partnerships:</b> Establish strong relationships and partnerships with community stakeholders including business, industry and tertiary institutions that will support student success and pathways in senior, secondary and beyond.</p>	<p><b>Monitoring</b></p> <table border="1"> <tr> <td>Green - on track commence. Share out at the end of each term after reflection during our program.</td> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Green - on track commence. Share out at the end of each term after reflection during our program.	Term 1	Term 2	Term 3	Term 4	<p><b>Long term measurable/desired outcomes:</b></p> <p><b>SOS Parent</b> My Child's learning needs are being met at this school (2024-74.5%) <b>Goal 82%</b></p> <p><b>Student</b> My school gives me opportunities to do interesting things (2024 – 70.9%) <b>Goal 80%</b></p> <p>QCE/ QCIA Completion - 100% ATAR completion – 100% ATAR eligible students receive an offer</p> <p>Year 10 to 11 Retainment and/or Engagement in positive pathway School of choice – Yr 6 students from feeder schools</p>	<p><b>AIP measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>All Year 11 and 12 students tracked and remain on track for QCE</li> <li>All Year 10 students involved in SETPLAN interviews</li> <li>HOD Senior Schooling implemented</li> <li>A03 ILO position implemented</li> <li>All Year 10 students involved in work experience week</li> <li>All Year students complete Cert 2</li> </ul>
Green - on track commence. Share out at the end of each term after reflection during our program.	Term 1	Term 2	Term 3	Term 4				
<p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>Create positions within the college and responsibilities to drive this agenda</li> <li>Establish explicit program to support students to make informed pathway decisions (PPP program)</li> <li>Investigate other pathway options for students</li> <li>Develop further transition opportunities with Primary Feeder schools</li> </ol> <p><b>Actions: (How strategies will be achieved)</b></p> <p>1.1 Creation of HOD Senior Schooling position 1.2 Develop A03 position with ILO responsibilities 2.1 Development of programs for student pathway decisions in WAE lessons 2.2 Continue to strengthen student led conference and SETPLAN processes to support student pathway choices 2.3 Develop a strategic focussed wellbeing and respectful relationships program for students to ensure they are healthy, confident and resilient. 2.4 Develop programs that build student knowledge of pathways, career options and strengthen pathway choices 3.1 Connecting and developing further industry relationships to enhance appropriate pathway opportunities for students 3.2 Targeted and timely tracking of student QCE and QCIA eligibility to ensure on target to achieve these. 3.3 Investigate college being recognised RTO in future to potentially improve student access to pathway choices 4.1 Faculty develop relevant learning opportunities to strengthen links with feeder Primary Schools</p>	<p><b>Responsible officer(s):</b></p> <p>Principal Principal / Business Manager HOD Student Support</p> <p>Deputy – Senior Schooling/ GO/ HOSES HOD – Student Support HOD Senior Schooling Deputy – Senior Schooling HOD – Senior Schooling HOD – Senior Schooling HOD – Junior Secondary / HOD – Faculty</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Workplace reform process (HOD)</li> <li>Workplace reform process (Ao2-Ao3)</li> <li>A03 roles and responsibilities</li> <li>Senior Schooling Data Wall</li> <li>WAE Programs (7-12)</li> <li>SET planning Processes</li> <li>Student Led Conferences resources</li> <li>Transition Plan</li> </ul>						
<p><b>Behaviours</b></p> <p>Students will: Engage with PPP program; will engage and implement feedback for improvement and for development of their individual pathways</p> <p>Teachers will: Develop and provide engaging learning opportunities for students, and be involved in transition and connection activities with feeder primary schools. Continue to develop senior curriculum options for students.</p> <p>Leaders will: Encourage and support teachers to investigate and provide engaging learning opportunities. Continue to strengthen relationships with feeder primary schools by creating opportunities to connect with them through curriculum and non-curriculum activities. Continue to develop pathway and curriculum options for senior students.</p>	<p><b>Approvals</b></p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal <i>C. Fanner</i></p> <p>P&amp;C/School Council <i>A. J. J. J.</i></p> <p>School Supervisor <i>S. Smith</i></p>	<p><b>Approvals</b></p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal <i>C. Fanner</i></p> <p>P&amp;C/School Council <i>A. J. J. J.</i></p> <p>School Supervisor <i>S. Smith</i></p>						