NORTH COAST REGION
GIN GIN STATE HIGH SCHOOL

OUR VISION: Inspiring Minds. Creating opportunities. Shaping Queensland's future.

EVERY STUDENT SUCCEEDING

Our 2019 Explicit School Improvement Agenda is;
To improve reading of every student in year 8 by more than 1 year

2019 Annual Implementation Plan

ENDORSEMENT

This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

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Principal
19/ 2 /2019

Susan Bengtson
P&C President
19/ 2 /2019

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Assistant Regional Director
25 / 03 /2019

FOCUS AREA	SCHOOL PRIORITIES 2019	IMPROVEMENT STRATEGIES AND ACTIONS 2017
Successful Learners *Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.*	**Know your Learners** **Meet your learners' needs**	**Analyze Student Data** • Implement and engage in regular reading and numeracy data discussions to inform improvement, guide teaching and prompt early intervention. • Further develop teacher expertise in data analysis to inform effective teaching and learning through APDP process. • Share whole school data with staff regularly. • All staff using Class Dashboard as a minimum source for student progress data. **Improve Student Attendance** • Analyze trends in attendance data at the whole school, class and individual student level. • Implement both proactive (Incentive Scheme & Recognition) and reactive (Enforcement of Attendance) strategies to increase student attendance to or beyond **90%** • Communicate and promote student attendance rates in the wider community through social media and newsletters. • Allocation of duties to specific staff around parent contact and student support to attend school. • Continuation of reward system and acknowledgment for consistent attendance. **I4S** • Provide effective and efficient financial support to enable sustained school improvement • Provision of additional class teachers to reduce class sizes and provide additional support for curriculum development and teacher observations and feedback. • Provision of resources to support reading in Junior Secondary • Provision of staff to support student with mental health conditions • Provision of staff to support students with learning needs. • Provision of staff to support students with disabilities to engage with their learning goals. • Improve access to technology and connectivity to school resources through BYOx scheme and IT personnel. **Cater for Student Needs** • Implement strategies to cater for students' academic, social and emotional needs • Engage full time Guidance Officer to support students with needs. • Engage additional staff to support and facilitate learning for students with learning difficulties or disabilities. • Create engaging learning opportunities for all students that ensures each student has the opportunity for success **Upper 2 Bands Priority** • Ensure a variety of processes are in place to maximize the number of students in the U2B • Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching) • Reading program to be implemented targeting year 8 students, increasing reading skills by equal to or more than 1 year of progress. • Provide challenging learning experiences that further develop reading expertise • Implementation of Writing program into year 7 for identified U2B students (Impact Centre) **NAPLAN Strategy** • Complete a thorough interrogation of NAPLAN data - 2017 / 2018 in preparation for 2019 NAPLAN • Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in both numeracy and reading
Great People **Teaching Quality** *Teachers employing high quality, evidence-based teaching practices*	*Develop Professional Knowledge*	**Implementation of the New QCE** • Implement subjects as per the school plan • Provision of time for key teachers to plan and implement new subjects • Deputy Principal (Senior) to oversee deadlines are met • Heads of Department responsible for quality implementation of subjects • Provision of training for Study Coaches around New QCE rules • Release time for key teachers to continue training in specific subject areas.

Queensland Government

focused on success for every student	***Develop Professional Practice***	**Australian Curriculum Priorities**
		• Maintain Whole School Curriculum Plan (WSCP)
		    o Unit Overviews developed for all units using generic template incorporating C2C units.
		    o Alignment from WSCP to unit overviews to unit plans
		
		Literacy Priorities
		• Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing, Sheena Cameron
		• Implement cluster writing and reading framework
		• Explicit Improvement Agenda to focus on Reading in year 8
		• Reading support for students below chronological reading age
		• Continue the use of a variety of quality teaching processes and resources to support the development of literacy skill e.g.: QAR, Sheena Cameron Comprehension Strategies, DEAR reading, guided reading.
		
		Numeracy Priority
		• Support Mathematics HOD to focus directly on improving Numeracy and Mathematics skills in junior classes
		• Review of junior mathematics structure to ensure relevance and inclusion of higher order activities
		• Support for students identified as having Numeracy skills less than their chronological age.
		• Individual support for students on ICP's
		
		Pedagogical Framework
		• Provision of Specialist Teacher to focus on Pedagogy across the school.
		• Implement and refine newly developed Pedagogical Framework
		• Collaboratively work with HODs and key teachers to embed an overarching Pedagogical Framework based on ASOT
		• Investigate, implement and review implementation of Design Questions of the ASOT framework ensuring they are embedded in current practice.
		
		Moderation
		• Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice
		• Triangulate A-E School Assessment Data against relevant data sets e.g. NAPLAN (reference OneSchool)
		• Identification of cluster moderations/PD
		• Liaise with panel members to ensure high quality assessment tasks allow for student to exhibit high levels of achievement in year 12
		
		BPN Priority
		• Engage in quality professional development and professional sharing via BPNs. Foster participation of whole of leadership team in improvement via discussions and participation. (Ensure whole of school leadership team involvement in professional learning activities relating to improvement priorities)
		
		Developing Performance Framework
		• Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.
		• Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers
		• Consultation and feedback structures are in place and occur in a timely manner (Once a term)
		• Use peer observations, feedback, differentiated coaching and learning -communities to improve teaching practices.
		• Implement processes to regularly monitor staff and personal wellbeing

	Develop Professional Engagement	
Great People **Principal Leadership & Performance** *School leaders delivering extraordinary and sustained improvement*	***Lead Teaching and Learning*** ***Develop self and others*** ***Lead improvement, innovation and change***	**Learning Communities** • Principal Performance Development Plan in place with ARD with clearly identified leadership focus. • Lead and model learning to develop a shared belief that all students can learn and all teachers can teach. • Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning. • Enable teachers to engage in effective coaching and observation opportunities to improve teaching practices. • Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.

High Standards
 	
School Performance
 	
Schools achieving success through an intentional approach to improving the progress of every student.
	Know your data
	
	Know your strategies
		Explicit Improvement Agenda
		• Improvement in Reading in year 8
		   o Additional resources provided for programs
		   o Time allocation to specifically focus on reading strategies
		   o Role descriptions created with each staff member knowing the role they play
		   o Engagement of additional teaching staff to develop and implement reading program in year 8
		   o Regular data collection to ensure monitoring of progress
		   o Regular meetings to share data with administration and line management team
		   o Continue to use the STAR Reading Program to track progress of student reading ages.
		
		Curriculum Teaching and Learning/ School Improvement Unit/ Discipline Audit
		• Implement recommendations from latest audit report.
		
		Internal Audit
		• Implement strategies to fulfil internal audit requirements and recommendations
		
		Opinion Survey Priorities
		• Use the opinion survey data to respond to concerns in order to ensure better outcomes for students.

Engaged Partners **Regional Support**	***Maintain alignment*** ***Develop consistency*** ***Scale up success***	**Alignment and Consistency** • Continue to develop opportunities to work with regional support staff and services. • Develop opportunities for schools to work together to share knowledge and resources. • Implement the recommendations from the School Improvement Unit as required. **Flying Start initiative** • Maintain opportunities to ensure the Junior Secondary initiative is successful. • Develop a range of locally pertinent communication strategies that enable the sharing of information. • Continue the fostering of strategies concerning staffing and resource allocations • Implement 1:1 laptop program in year 7
Engaged Partners **Local decision making** *Schools ensuring community needs are central to decision making processes, autonomy and accountability.*	***Embrace autonomy*** ***Create partnerships***	**Partnerships** • Continue to work with regional support services to support and sustain school improvement • Develop partnerships within and beyond the school that support student learning. • Embrace opportunities to collaborate with local communities. **Parent and Community Engagement Strategy** • Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement • Use multiple communication channels to communicate with parents e.g. email, SMS, telephone, web portal and letter • Provide programs and opportunities for parents to build their capacity to support their child's learning • Actively seek and develop a wide range of community partnerships