

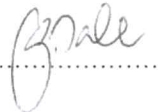


2022 Annual Implementation Plan

Collinsville State High School

School Improvement Agenda for 2021	State and Regional Priorities
<ol style="list-style-type: none"> 1. To use Effective Teaching and Learning Practices to increase student engagement and achievement across the curriculum. 2. To build the capabilities of staff and students in effective writing across the curriculum. 	<p><u>State Schools Strategy 2022-2026</u></p> <p>Vision</p> <ul style="list-style-type: none"> • <i>Empowering lifelong learners through a student-centred approach.</i> <p>Priorities</p> <ul style="list-style-type: none"> • <i>Success and wellbeing for all children and students as they transition through each stage of learning in an inclusive and equitable education system.</i> • <i>Continuous improvement in the access to and teaching, learning and assessment of the Australian Curriculum and the senior syllabuses.</i>
<p>Supporting Documents</p> <ul style="list-style-type: none"> • Investing for Success 2022 • Budget Plans 2022 • Data Plan 2022 	<p>NQR Priorities 2022</p> <ul style="list-style-type: none"> • Give every child a great start. • Support effective teaching and learning. • Support successful engagement and transition of our children and young people. • Support effective risk management, control and governance. • Be an employer of choice.
<p>Certification</p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p> Principal P and C/ School Council Assistant Regional Director/Lead Principal </p>	

Teaching Quality and Successful Learners

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence						
		Description	Target	Date								
1. To use Effective Teaching and Learning Practices to increase student engagement and achievement across the curriculum.	<p>Expert Teaching Team</p> <ul style="list-style-type: none">Professional Development for staff and Teacher aides in the area of Indigenous Education.Feedback and Coaching – ELT Tool and 5Q4 model.Use of the Standards of evidence to measure impact on student learning outcomes (engagement and progress), impact on teaching (teacher individual practice – curriculum knowledge and pedagogy) and leadership (planning, observation, feedback and moderation – before, after, after, end). <p>Guiding questions</p> <ol style="list-style-type: none">How are all students engaged and improving in their learning?How do we know and monitor our impact?What can we do better?How are we sharing our learning? <table><tr><th>Evidence Based Focus</th><th>Question...</th></tr><tr><td>Clarity</td><td>What am I teaching...?</td></tr><tr><td>Evidence driven practice</td><td>Why am I teaching...?</td></tr></table>	Evidence Based Focus	Question...	Clarity	What am I teaching...?	Evidence driven practice	Why am I teaching...?	<ul style="list-style-type: none">Collaborative development of individual learning plans for identified Indigenous students to support them achieve improved outcomes using the Inquiry Cycle process.PD to build staff capability to support all Aboriginal and Torres Strait Islander students succeed.Watching Others Work and Walk Through for coaching and feedback on pedagogy.Use Effective Teaching and Learning 5Q4 model.Staff APDP plans to identify growth needs in using ETL practices.Value of Education - Career Education and Goal Setting.Collaborative planning time in staff meetings for teachers for curriculum alignment and moderation - 30% of time.Provision of time for teachers to moderate Senior Subjects within cluster and within region.	<ul style="list-style-type: none">100% of Teachers and Teacher Aides receive PD.Students achieving Attainment Certificates from 48% →75%Increase the percentage of students achieving an A-C result in English, Maths, Science and Humanities in Years 7 to 10 from 74% to 90%.Increase the percentage of students achieving an A-B result in English, Maths, Science and Humanities in Years 7 to 10 from 40% to 50%.Improve Queensland Certificate of Education or Queensland	<ul style="list-style-type: none">SFDs and Staff meetings throughout the yearLOA Data analysed each term.Attendance and Behaviour data analysed each week.	Principal HODs Teachers Teacher Aides	<ul style="list-style-type: none">Inquiry Cycles of strategies to support individual students to engage and succeed at learning.Effectively using Data Walls to track student progress – achievement and progress made each term. <p>(Lynn Sharratt _ Faces on The Data)</p> <ul style="list-style-type: none">Staff Professional Development PlanPrincipal and HOD coaching and feedback observations.MBT program
Evidence Based Focus	Question...											
Clarity	What am I teaching...?											
Evidence driven practice	Why am I teaching...?											

	Gradual Release of Responsibility	How will I teach (it)...?	Eg TSV SNLCS and Bowen/Proserpine Cluster	Certificate of Individual Achievement attainment from 86% to 100%.			<ul style="list-style-type: none"> Teacher feedback from moderation and adjustment to pedagogy. OneSchool Academic Reporting Data QCE/QCIA attainment
	Monitor Learning	How will I know that my teaching has been effective...?					
		WHAT NEXT...?					
Curriculum Delivery <ul style="list-style-type: none"> Smooth transitions from Year 6 to 7 and 10 to Senior in terms of curriculum expectations. Reinforce curriculum alignment processes and Assessment Literate Learners to create a line of sight to student achievement. Wellbeing <ul style="list-style-type: none"> Compare QEW survey results from 2021 and 2022. Develop plans to build an inclusive school culture. 			<ul style="list-style-type: none"> Continue implementation of a Tier 2 Positive Behaviour for Learning program – Grow, Build, Repair, which incorporates Positive behaviour and Restorative Practice through Health and Physical Education in the gym and construction activities. Use wrap around support from PBL, Support Services and Inclusive practices to cater for individual needs. To continue to train staff in Restorative Practice to facilitate Restorative Conversations and embed in Student Code of Conduct processes. Promote accepting difference to increase sense of belonging. 	<ul style="list-style-type: none"> Attendance <85% reduced from 49% to 20% Increase overall attendance from 85% to 90% Student behaviour is well managed: <p>Staff 65 % to 70%</p> <p>Students 41% to 60%</p> <p>Parents 47% to 60%</p> <ul style="list-style-type: none"> Train Youth Engagement Officer and Guidance Officer in RP. 	<ul style="list-style-type: none"> Fortnightly SWAG meetings Monthly PBL meetings 	<p>SWAG Committee – Principal, HOD T&L, Guidance Officer, Chaplain, Youth Engagement Officer and Teachers.</p> <p>PBL Committee – Principal, HOD T&L, Guidance Officer, Teachers and Teacher aide.</p>	<ul style="list-style-type: none"> QEW survey data Attendance and Behaviour Data

School Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
<p>2. To build the capabilities of staff and students in effective writing across the curriculum.</p> <p>Staff – Leaders, Teachers and Teacher aides</p>	<p>Initial Inquiry Cycle – How can high expectations for all and capability in effective teaching of writing be build?</p> <ul style="list-style-type: none"> - Review existing practices - Review moderation processes - Investigate Write That Essay 	<ul style="list-style-type: none"> • Marker students on the Literacy Continuum. • Staff PD on the Literacy Continuum and Writer's Toolbox. • Audit of Text Types • Identification of literacy demands in curriculum alignment planning and Know and Do tables. • Analyse Year 7&8 Literacy Continuum data to determine writing needs focus. • One Page Profiles on writing needs for Year 7 &8 students. • Year 7&8 English LOA Data • Staff PD on Write that Essay • Staff PD on Moderation Project • Teacher collaboration with Primary Schools in the Cluster to moderation of student work for Yr 6 – 7 Transition. Extend to Yr 5 – Yr 8. 	<ul style="list-style-type: none"> • Progress of Marker students from clusters 10 to 14 and beyond. • 100% of teacher increase their knowledge of how to teach the literacy demands of their subject area. • Pre and post Teacher survey results. 	<ul style="list-style-type: none"> • Term 1 and ongoing • Fortnightly progress meetings with PATaL. • Moderation events in the cluster – end Semester 1 and Transition program. 	<p>The Writing Team – Principal, 3 HODs, Yr 7 English Teacher and Year 8 English Teacher.</p>	<ul style="list-style-type: none"> • All Year 7 & 8 students plotted on the Literacy Continuum • Year 7 & 8 One Page Profiles on Writing needs.