Collinsville State High School 2024 ANNUAL IMPLEMENTATION PLAN



Monitoring

Monitoring Green –on track, Yellow – underway, Magenta -vet to commence. Shade cell at the end of each

term after reflection based on progress.

Term Term Term Term Term

Term

Term

Term

Wellbeing and



Strategic Priority: To improve engagement, wellbeing and attendance at school to maximise learning and successful transitions.

School priority 1: Increase English and Mathematics Academic Attainment

- Detailed plan for writing improvement including targets, QA processes and roles and responsibilities for all stakeholders.
- Enact the differentiation placemat process and leverage opportunities for this to support a whole-school approach to student case management.
- Facilitate systematic and consistent discussions and analysis of student achievement data across the school.
- Develop and implement a whole-school moderation policy to ensure teachers are making consistent judgements regarding student achievement against relevant achievement standards.
- Dedicate time for teachers to work regularly in teams, across year levels to collectively consider students' progress and plan differentiated strategies including case management.
- Collaboratively develop a whole-school approach to observation, feedback, coaching and mentoring to provide timely support in the priority areas.
- Build the instructional leadership capability and expectations of all school leaders to support change management and school success.

Strategies:

- Case management of identified students to lift LOA
- Use of Differentiation placemat and differentiated teaching to support identified groups of students
- Writing Improvement using Explicit Vocabulary Instruction of Tier 2 and 3 words using select strategies including Marzano's 6 steps and Frayer Model.

Long term measurable/desired outcomes: Term

12

7-9 First

Nations

English S2 2023 S1 2024 S2 2024 Year A-C% A-B% A-C% A-B% A-C% A-B% To be set after Term 1 results 8 61 28 92 36 54 96 50 100 10 81 38 95 57 69 54 100 58 11

100

75%

75

30%

S2 2023		S1 2024		S2 2024	
A-C%	A-B%	A-C%	A-B%	A-C%	A-B%
To be set after Term 1 results					
72	39	86	39		
92	67	100	67		
90	71	95	67		
77	38	100	38		
75	50	100	50		
75%	41%	80%	41%		
	A-C% To be set at 72 92 90 77 75	A-C% A-B% To be set after Term 1 re 72 39 92 67 90 71 77 38 75 50	A-C% A-B% A-C% To be set after Term 1 results 72 39 86 92 67 100 90 71 95 77 38 100 75 50 100	A-C% A-B% A-C% A-B% To be set after Term 1 results 72 39 86 39 92 67 100 67 90 71 95 67 77 38 100 38 75 50 100 50	A-C% A-B% A-C% A-B% A-C% To be set after Term 1 results 72 39 86 39 92 67 100 67 90 71 95 67 77 38 100 38 75 50 100 50

Moderation meetings to confirm LOAs including evidence from monitoring strategies in student folios.

Actions:

- Quality Assurance processes Curriculum Alignment, WOWs, Walk Throughs and 5Q4 model to provide Teacher feedback.
- Collaborative Curriculum planning (V9 English and Maths) and Moderation time.
- Identification of Reading demands in Before Moderation phase.
- Develop a Moderation Policy.
- Moderation of student folios using quality monitoring strategies for aspects of the Achievement standard.
- Moderation with Whitsunday High School cluster.
- Moderation with Yr 6 through Transition Program. English and Maths moderation and data to be shared.
- PD for all teaching staff in Reading through the Australian Curriculum Modules across Term 2&3.
- Celebration of success stories in Staff meetings.

Responsible officer(s):

100

46.2%

75

23.1%

- Principal to organise release time for Moderation Cycle
- Principal and HODs to develop Moderation Policy
- English HOD to provide Professional Development to Teachers and Teachers aides regarding Explicit Instruction of Vocabulary.
- English HOD and Team for English V9 development for implementation 2025
- Maths HOD and Maths Teachers for Maths V9 Development for implementation 2025
- Principal and HODS to provide feedback to Teachers through WOWS, Walk Throughs and line meetings.
- Principal to organise release time for Moderation with Whitsunday High School Cluster and Collinsville Scottville cluster.
- HOD Teaching and Learning to lead Transition Program.

100% A-C for Yr 11 and 12 English and Maths LOA across Semesters 1 and 2.

AIP measurable/desired outcomes:

across Yr 7 - 10.

Improvement in First Nation Students LOA according to targets.

Improvement in English and Maths LOA

according to Semester 1 and 2 targets

- Teachers have a deep knowledge and understanding of the Reading demands of the Australian Curriculum.
- Teachers explicitly teach the identified Tier 2 and 3 Vocabulary for their units across Yrs 7 - 12.
- Teachers and students develop student friendly definitions of Tier 2/3 words.
- Teachers and Students co -construct Learning Walls.
- Increased Teacher awareness of Yr7 student needs for 2025 Transition.

School Opinion Survey results 2023

- S I am interested in my school work.50%
- S I can talk to my teachers about my concerns.48%
- S I feel safe at my school.59.3%
- P Teachers at this school are interested in my child's

Resources:

- Release time for stages in Moderation
- Regional Support from PATALs for V9 development and three levels of curriculum planning.

School priority 2: Building Positive Culture - Increasing Attendance, Student **Engagement and Wellbeing and Staff Morale** · Collaboratively review and widely communicate the Student Code of

- Conduct to ensure consistent processes and timely follow-through to support improved student engagement and behaviour and improved school community perception.
- Cultivate student agency across the school by collaboratively exploring the dimensions of engagement including the importance of mutually respectful relationships and implementing strategies to build students' self-efficacy

Long term measurable/desired outcomes:

- S My teachers motivate me to learn. 76.9%
- T Students are interested in their schoolwork. 53.8%
- S My teachers are interested in my wellbeing.55.6%
- P My child feels safe at this school.77.8%
- wellbeing.70.4%

AIP measurable/desired outcomes:

- Reduction of SDA data.
- Increase in Attendance Data.
- Increase in student retention Yr10 12 and improve student destinations.
- Data from Pulse Surveys analysed and responded to by PBL Committee.
- Data from QEW survey analysed and responded to by Support Services Team.



and aspirations across all classes.

Strategies:

- Build positive culture through the continued implementation of Positive Behaviour for Learning to develop universal classroom practices and language.
- Embed Restorative and Trauma Informed Practices across the school Regulate, Relate, Reason.
- Build staff knowledge of Cultural Capability Framework to better support First Nations students.
- Implementation of Collaborative Capability Development.

- P The school takes parents opinions seriously. 40%
- S Staff Morale is positive at this school 63%

QEW Survey

S-35% state low Sense of Belonging at School and 53% state low peer relationships.

Attendance	<85%	85 - 89.9%	90 - 94.9%	95 – 100%	Overall
2023	52%	20%	13%	15%	80.9%
2024 Target	30%	30%	25%	15%	90%

SDA Days	No of Incidents	2024 Target
1-10	78	50
11 - 20	3	0
Exclude	1	0

	Year	Retention	Exits – unemployed, unknown destination
1	2023	53.8%	16.7%
١	2024	25%	05

- SOS data analysed and responded to be Leadership and Teaching Team.
- Positive improvement in:
 - Student Wellbeing belonging and peer relationships
 - Student safety
 - Student motivation
 - Parent opinion
 - Staff morale
- Positive learning environment with positive interactions between staff and students established.
- Ensuring sustainability of leadership through building staff capability.
- Productive partnership opportunities with Janga Operations developed.
- Improved outcomes for First Nations Students.

Actions:

- Professional development for all staff in Restorative practices and Trauma informed practice to build positive school culture.
- Monitor Attendance and SDA data.
- Implement universal, focused and targeted behaviour support intervention through a PBL and Restorative approach.
- Gather data through pulse surveys to Staff, Students and Parents.
- Case Management of identified SAS referred and complex case students.
- Build Student Voice Choice, Ownership and Empowerment.
- Provide leadership and capability development opportunities for identified staff.
- Productive partnership opportunities with Jangga Operations to be explored. eg Agriculture project and Language project.
- HOD Senior School to case manage Senior students at risk of exit and ensure all students have a productive career pathway into further education, training or employment on exit.

Responsible officer(s):

- Principal to lead building positive school culture.
- Principal to lead embedding Capability Framework and partnership with Jangga Operations.
- HOD Teaching and Learning to continue to lead implementation of PBL Tier 1 Universals with support of PBL Committee.
- Guidance Officer, HOSES, Inclusion teacher and Support Services Team to lead Tier 2 and 3 PBL Targeted and Intensive support programs including GBR (Grow Build Repair).
- HOD Senior School to lead improvement in student retention and destinations.
- Principal to lead Collaborative Capability Development.

Resources:

- Professional development for staff on Restorative Practice, Trauma Informed Practice and Positive Interactions using Regional Office support.
- Professional development to unpack Cultural Capability Framework with all staff using Regional Office support (Aunty Bev and Aunty Joan).
- Support from Jangga Operations.
- Regional Support for SAS referrals.

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Q. Record

Principal

P&C/School Council

School Supervisor

