

ANNUAL IMPLEMENTATION PLAN 2022

EXPLICIT IMPROVEMENT AGENDA & CURRENT PERFORMANCE	STRATEGY	SUCCESS CRITERIA Evidence of Impact – behavioural / artefacts		TARGET / OUTCOME	RESPONSIBLE OFFICER
<p>Attendance</p> <ul style="list-style-type: none"> Total 86% <85% 36% <p>VISION: All students have a sense of belonging and attend and engage in all aspects of school life.</p>	<p>Strategies utilise both attendance (pressure) and engagement (support) strategies to encourage students to attend school.</p> <p>SUPPORT Teachers:</p> <ul style="list-style-type: none"> are attuned to students need for a sense of belonging and act to ensure this is maximised in every class. utilise Good standing as a mechanism to support decision making for students to access opportunities. Trialled in year 7 and 8. focus on “sparking curiosity” to foster engagement with learning. <p>Leaders:</p> <ul style="list-style-type: none"> engage existing families with support to assist improving their child’s attendance. Engage new families through enrolment interviews including Yr 6 students, Kilkivan students and others new to JNSHS to better understand the complexity of student and family situations. Promote the opportunities associated with extra-curricular and leadership programs. Offer rewards and incentives <p>PRESSURE Leaders enact policies associated with enhancing attendance including:</p> <ul style="list-style-type: none"> Senior: <ul style="list-style-type: none"> Cancellation processes for students attending less than 80% Conditional elements eg Formal and Good standing Junior: <ul style="list-style-type: none"> Enact attendance flowcharts and Enforcement of attendance 	T1	<p>Care Teachers to monitor sense of belonging, case manage students with need in this area and engage with parents and support staff as needed. Learning and wellbeing lesson utilised to respond to needs of groups of students across all year levels.</p> <p>Good standing trial conducted with refining to process for implementation with whole school in Term 2 - HOD St Serv</p> <p>Professional Learning for new staff regarding 6PMSL and sparking curiosity – HOD T&L McRel PD and professional reading for all staff.</p> <p>Parents engaged early regarding students at risk – DPs</p> <p>Senior HOYs to monitor student attendance weekly</p> <p>Week 5 and 10 formal attendance data collection by DPs</p> <p>Attendance officer role description completed</p> <p>Attendance flowchart enacted including enforcement of attendance processes</p>	<ul style="list-style-type: none"> Total 90% <85% 20% 	<p>Teachers</p> <p>Yr 7 – 10 Sondra + HODs SS</p> <p>Yr 11 and 12 Bessie + HOD Snr Sch</p>
<p>Achievement Performance</p> <ul style="list-style-type: none"> A – C 82% <p>VISION: Continually increase the number of students achieving C or better in Yrs 7 – 12 with a view to achieving</p>	<p>The strategies associated with Improvement remain the same. The key strategy is to enhance the depth rather than breadth of engagement with these strategies to ensure they are enacted with fidelity.</p>	T1	<p>Professional Learning for new staff regarding 6PMSL and sparking curiosity – HOD T&L McRel PD and professional reading for all staff.</p> <p>Improvement Cycle enacted with all staff:</p> <ul style="list-style-type: none"> Selecting a master class Identifying 2 students per class as focus students (D students with one from a target group) 	<ul style="list-style-type: none"> A – C 85% Faculty and Subject / Year level targets met as set out in FIP – (+5%) 	<p>Classroom Teachers</p>

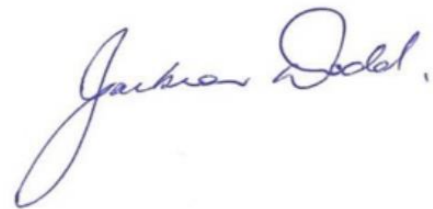
<p>100% or equivalent by the end of Yr 12.</p>	<p>Teachers deliver the School Purpose (Academic Skills) through our Key Strategy: Key Strategy The strategy utilises a <i>Master Class</i> chosen by the teacher based on criteria to provide a single reference point for teachers to enact, and leaders to support and monitor engagement with, the systems expected to be in use. These systems include:</p> <ul style="list-style-type: none"> • The improvement cycle including: <ul style="list-style-type: none"> ○ CoP and ○ Line Management Review inc R3 • The Annual Performance Process • The Differentiated Unit Plan process (trialled in Term 1) • Developing and implementing knowledge and skills associated with the 6PMSL <p>Other Strategies Case management of students at QCE risk</p> <ul style="list-style-type: none"> • Early identification pre SET Plan • Active monitoring of identified students by HODs T&L • Early intervention utilising <p>Effective use of TA004s aligned to the role description of these staff</p>		<ul style="list-style-type: none"> • Participating in Triad meeting • Developing and enacting a Differentiated Unit Plan with class groupings <p>External RTO courses for at risk Yr 12 students HoDs T&L (Maths and Eng) to case management students at risk re Lit / Num HoDs T&L to case management senior students failing 1 subject – their faculty HOD Snr Sch to monitor VET competency completion each term</p>		
<p>Behaviour Performance</p> <ul style="list-style-type: none"> • A&B 76% • Behaviour is well managed (stu) 31% <p>Effort Performance</p> <ul style="list-style-type: none"> • A&B 65% • Students are interested in their schoolwork (stu) 54% 	<p>Teachers deliver the school purpose (social skills) through</p> <ul style="list-style-type: none"> • Acknowledging that <ul style="list-style-type: none"> ○ behaviour is developmental and directly contributes to achievement ○ engagement in learning directly contributes to positive behaviour and effort ○ quality relationships directly contribute to engagement in learning • Adopting positive language to describe behaviour in developmental terms • Enacting the behaviour flowcharts and SOPs • Utilising the <u>Personal and Social Capability continuum</u> to make adjustments for students ability <p>Leaders deliver the school purpose (social skills) through:</p> <ul style="list-style-type: none"> • Developing and enacting communication protocols between HOD SS, HOD T&L & Teachers • Quality assuring the enacting of behaviour flowcharts and SOPs through: 	<p>T1</p> <p>T2</p> <p>T3</p> <p>T4</p>	<p>Behaviour flowcharts and SOPs are quality assured through:</p> <ul style="list-style-type: none"> • Observation and walkthroughs • Line management • Data collection • Induction <p>Students report active engagement with Behaviour and Effort standards</p>	<ul style="list-style-type: none"> • Behaviour A&B 80% • Behaviour is well managed (stu) 60% • Effort A&B 70% • Students are interested in their schoolwork (stu) 65% 	

	<ul style="list-style-type: none"> ○ Walkthroughs ○ Data triangulation ○ Induction ● Refining systems to support yellow and red zone strategy implementation. ● Quality assure the Behaviour and Effort Reporting data through: <ul style="list-style-type: none"> ○ Moderation ○ Data triangulation ● Supporting teachers to use the <u>Personal and Social Capability continuum</u> to make adjustments for students ability 				
<p>Indigenous Performance</p> <ul style="list-style-type: none"> ● Attendance <ul style="list-style-type: none"> ○ Total 80% ○ <85% 56% ● A-C Achievement 69% <p>VISION: Indigenous students have a sense of belonging, attend and achieve 100% A-C or equivalent by the end of Yr 12</p>	<p>ATTENDANCE</p> <ul style="list-style-type: none"> ● Strategies utilise both attendance (pressure) and engagement (support) strategies to encourage students to attend school. ● Continue to make the school a welcoming place for Indigenous parents and students through visible symbols of art and language <p>SUPPORT</p> <ul style="list-style-type: none"> ● Teachers: <ul style="list-style-type: none"> ○ are attuned to students need for a sense of belonging and act to ensure this is maximised in every class. ○ focus on “sparking curiosity” to foster engagement with learning by taking opportunities to incorporate information from an Indigenous perspective. ● Leaders: <ul style="list-style-type: none"> ○ Engage a focus group of Indigenous students to develop an understanding of what is needed to encourage a sense of belonging ○ HODs to check for an Indigenous perspective to be included in each Unit Plan ○ Monitor Indigenous attendance through fortnightly reports from Attendance Officer ○ CEC engage families in conversation around support needed to increase attendance. Referral (when necessary) to Engagement HUB for support from Regional CEC ● Students: <ul style="list-style-type: none"> ○ Students who are QATSIF scholarship holders to work with CEC to raise Indigenous perspectives within the school to support the development of a sense of belonging 	<p>T1</p> <p>T2</p> <p>T3</p> <p>T4</p>	<p>Improvement in Attendance through:</p> <ol style="list-style-type: none"> 1. Care Teachers to monitor sense of belonging, case manage students with need in this area and engage with parents and support staff as needed. Liaise with CEC for additional information. 2. Parents engaged early regarding students at risk – DPs 3. CEC work with identified ‘at risk’ students and families re attendance supported by Regional CEC where needed 4. Indigenous perspective is included in each Unit Plan (artefacts to be uploaded to the Depot) <p>ACHEIVEMENT IMPROVEMENT “Who are the 2”</p> <ol style="list-style-type: none"> 1. DATA wall indicating list of teachers and identified indigenous students 2. Check for improvement in academic results for targeted indigenous students at the end of each term <p>Tutoring program</p> <ol style="list-style-type: none"> 1. Monitor academic results each term <p>Evaluate success of program and refine where necessary</p>	<ul style="list-style-type: none"> ● Attendance A-C 87% ● Achievement <ul style="list-style-type: none"> ○ Total 80% ○ <85% 30% 	<p>Shelley + DPs and HODs</p>

	<p>PRESSURE If after engagement with and support from Regional CEC Leaders enact policies associated with enhancing attendance including:</p> <ul style="list-style-type: none"> • Senior: <ul style="list-style-type: none"> • Cancellation processes for students attending less than 80% • Conditional elements eg Formal and Good standing • Junior: <ul style="list-style-type: none"> • Enact attendance flowcharts and • Enforcement of attendance <p>ACHIEVEMENT PERFORMANCE</p> <ul style="list-style-type: none"> • Teachers to be provided with a list of Year 8 – 10 indigenous students who fell below Year C standard • Teachers encouraged to included at least 1 Indigenous student from this list in their COP “Who are the 2” • Trial tutoring (volunteer program) through Broncos Girls program for all students enrolled in the program with a particular focus on engaging students below C standard. • Explore mechanisms to engage students in this program by consulting with stakeholders 				
<p>Teacher Capability Making precise change in practice to deliver improved social and academic outcomes.</p> <ul style="list-style-type: none"> • Students are interested in their schoolwork (sta) 58% • Behaviour is well managed (sta) 49% 	<p>Teachers capability is enhanced through:</p> <ul style="list-style-type: none"> • Engagement with their APR ensuring that the process <ul style="list-style-type: none"> ○ Addresses “what is my work?” and “how am I doing?” ○ Utilises the “master class” as the point of reference. ○ Utilises quality feedback from supervisors and peers (Observations / Instructional rounds / CoP) ○ Utilises the AITSL standards and the <u>Classroom Practice Continuum</u> at the appropriate standard ○ Identifies 3 goals with at least 2 drawn from Standards 3, 4 or 5. ○ Utilises coaching as preferred problem solving strategy ○ Identifies knowledge and skills associated with 6PMSL as a key action ○ Is recorded on the provided template and uploaded to MyHR identifying HOD and DP ○ Line of sight to DP / P 	<p>T1</p> <p>T2</p> <p>T3</p> <p>T4</p>	<p>Master class used as basis for APDP. All staff have completed APDPs by week 5</p> <p>Staff access to rolling ESCM Professional Development</p>	<ul style="list-style-type: none"> • Students are interested in their schoolwork (staff) 75% • Behaviour is well managed (staff) 70% 	<p>HODs T&L</p>

	<ul style="list-style-type: none"> ○ Includes reviews effectiveness post each reporting juncture using R3s as evidence. ● Professional learning associated with: <ul style="list-style-type: none"> ○ 6PMSL <ul style="list-style-type: none"> ▪ Readings ▪ Presentations ○ ESCM ● The development and refining of a Specific Role Description (SRD) for teachers ● Moderation – all staff participating in at least one process – <p>Leaders support and enable this through:</p> <ul style="list-style-type: none"> ● HODs T&L mapping phases of moderation against 7-10 subjects. ● Conducting walkthroughs to monitor teacher effectiveness and identify teacher learning need. ● Enacting the APR process with fidelity ● Undertaking line management in an ongoing manner. 				
<p>Staff Wellbeing</p> <ul style="list-style-type: none"> ● Concept 52% <ul style="list-style-type: none"> ○ Morale 37% ○ Wellbeing 50% 	<ul style="list-style-type: none"> ● Expectations of Leaders SFD Jackson ● Clarity of expectation inc: <ul style="list-style-type: none"> ○ Big picture understanding <ul style="list-style-type: none"> ▪ Concept map of the work ○ School Purpose and Intent ○ SRD across term1/2 ● Calendar to provide planning certainty Jackson December ● Recognition processes for staff – Roman and Donna ● Work Life Harmony focus – Tara / Bridgette ● Positivity in proximity (staffrooms) – Courtney and Donna ● Workplace bullying – reporting Jackson SFD ● Community Activity Lyn and Deanne <ul style="list-style-type: none"> ○ T1 – James Nash on the Green ○ T2 – Biggest Morning Tea ○ T3 – Book Week ○ T4 – Christmas Party / Week ● Physical Programs – Roman and Tara 	<p>T1</p> <p>T2</p> <p>T3</p>	<p>Leaders engaged with SRD and expectations through review with Principal Teachers able to recount the purpose, values and principle Calendar available for staff Teachers and HODs demonstrate shared mental model of “big picture” Workplace bullying reporting protocol developed and shared. Internal communication program finalised and enacted through meetings and memo. Staff recognition stakeholder group established and purpose, strategies and constraints identified and prototyped. Staffroom Positivity (whole school) – Sharon on SFD staff + Leader specific training – Courtney and Donna to intro</p> <p>Teachers engaged in stakeholder development of SRD Recognition strategies trialled, feedback and finalised</p>	<ul style="list-style-type: none"> ● Concept 75% <ul style="list-style-type: none"> ▪ Morale 70% ▪ Wellbeing 75% 	<p>Jackson +Team + HODs T&L</p>

	<ul style="list-style-type: none"> ○ Passport ○ Health talks / screens ● Communication - Jackson <ul style="list-style-type: none"> ○ Memo – inc profile ○ Meetings <ul style="list-style-type: none"> ▪ Celebrations (roster) ▪ Wellbeing profile ○ Profiles ● Financial – Kelli-Anne / Bridgette <ul style="list-style-type: none"> ○ Onenote <ul style="list-style-type: none"> ▪ Salary sacrifice ▪ Super ▪ Guest speaker <ul style="list-style-type: none"> ● Financial / Legal 	T4	Calendar for 2023 developed and distributed		
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Jackson Dodd
Principal
James Nash SHS



Jonathan Cross
School council chair
James Nah



Queensland
Government