



James Nash State High School

Annual Implementation Plan 2019

School Improvement Priorities 2019

VISION for Leading Learning: “Meaningful learning developed collaboratively to empower learners”

Improvement priority 1 – Student Performance

| Achievement Performance | | | | | |
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| Focus Area | Problem of Practice | Strategy | Timelines | Targets | Responsible Officer/s - NOTES |
| Focus on incremental gain in student performance within and across thresholds. Evidential data disaggregated across inclusion sectors | 1. Improved student ability and responsibility for long term memory utilizing research-based strategies (this is contextualized in FIPs). | Faculty-based collaborative inquiry teams to develop a suite of strategies for prototyping with scaling in faculties across Semester 2. | Term reviews using report card derived from term reporting. | 50% A&B 85% A-C | <i>Head of Departments</i> |
| Student Destination | | | | | |
| Focus on improved transition rates to education or training. | Explicit focus on strong expectation during year 12 to be involved in transition to education, training or work. 1. Tertiary pathway planning with USC via alt entry including Study Tour. 2. Transition to certificate qualification via RTOs. | Explore and build a suite of models to support the class of 2020 to retain their aspiration for tertiary study. | Year 11 cohort to be informed about expectation of 2020. | 30% of students transitioning to tertiary study | <i>Bessie Nilon, Deputy Principal Senior School.</i> Currently James Nash SHS has a 2-year average of 43% of students in education or training post Year 12. In comparison, the QLD average is 58%. |
| Literacy – Writing | | | | | |
| Focus on writing performance as the primary means of articulating knowledge and understanding. | 1. Faculties to utilise CIT's to develop and prototype strategies for faculty specific genre development. 2. Utilise literacy and numeracy classes for specific skill development. | Success team to support faculty-based CITs to develop genre specific writing strategies. | Term review for faculty performance utilising report card. | 17% U2B Year 9 Writing 50% A&B 85% A-C | <i>Success HOD and Faculty HODs</i> (14.6% in Year 7) nation at 16.6% in Year 7 2016. |

Improvement Priority 2 – Student Engagement

| Attendance | | | | | |
|--|---|---|---------------------------------------|--|---------------------------------------|
| Focus Area | Problem of Practice | Strategy | Timelines | Targets | Responsible Officer/s |
| Procedures to facilitate improved attendance | <ul style="list-style-type: none"> Student awareness and ownership of attendance data. Communication and consequences of low attendance explicit for parents. | Information sharing with staff, students and parents. | 5 week reviews | >91% Attendance | <i>Shelley Gauld</i> |
| Reactive procedures to enforce requirements associated with attendance | Enforcement of attendance procedures as outlined in Education Act. | Adherence to EQ procedures for enforcing attendance. | Rolling 5 week reviews | <20% attending <85% | <i>Shelley Gauld</i> |
| Behaviour and Effort | | | | | |
| Acknowledgement of students meeting expectations | 1. Limited recognition of effort. | Utilise stakeholder consultation to develop effective meaningful acknowledgement processes | Twice a year | 50% of students receiving all A & B for Behaviour and Effort | <i>Shelley Gauld and HODs</i> |
| Development of a shared mental model of engaging with students around expectations. | 1. Shared Mental Model of: <ol style="list-style-type: none"> Behavioural expectations Appropriate engagement with students behaviour Empowerment to devise strategies to deliver expectations | Collaborative determination and publication of expectations. Ongoing reinforcement of appropriate behaviours | Student Free Day Ongoing at Briefings | 2019 RSBP to reflect approach 2019 SOS student Data (least positive) improved to 80% positive | <i>Shelley Gauld</i> |
| Appropriate reactive strategies in response to shifts in data | 1. Timeliness of response to trends in data | Data review every 2 weeks with tracking Disaggregate the data to identify groups that require adjustments | Fortnight reflection | Reduce SDA for NCCD identified students by XX% | <i>Shelley Gauld and HODs</i> |
| Extra-Curricular | | | | | |
| Provision of activities and programs in order to support students to identify with, and participate in, our positive school culture | <ol style="list-style-type: none"> Student inertia associated with engagement in extra curricular activities. Lunch time behaviour escalations | Communication of extra-curricular activities currently within the school Investigate through communication with staff and students about further | Term 1 21019 Term 1 and 2 2019 | 10% improvement in student engagement in extra-curricular activities | <i>Shelley Gauld and Coordinators</i> |

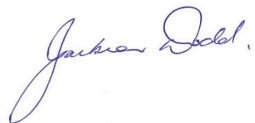
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| | | programs to increase engagement | | | |
| Creation of a schoolwide student leadership program with key performance indicators using 'The Leadership Challenge ' by Kouzes and Posner | <ol style="list-style-type: none"> Insufficient opportunity for students to develop leadership Insufficient scope for junior students to transition to leadership opportunities | Expansion of student leadership to include opportunity across the junior school Increased breadth of opportunity in senior | <ol style="list-style-type: none"> Term 2 2019 Term 1 2019 | 10% increase in students involved in leadership programs | <i>Shelley Gauld and HOYs</i> |
| Inclusion | | | | | |
| Procedures to improve performance of identified students. | Staff and student mindset that doesn't reflect inclusion. Systems and structures that reinforce this mindset Behaviour strategies for students aligned to DDA | Establish ownership of ALL students' academic performance by HODs Assessment of support strategies for all identified students Follow established processes for performance improvement | 1. Start 2019 | Modified systems in place Mindset movement evident in feedback | <i>Jackson Dodd, Shelley Gauld and HODs.</i> |

Improvement Priority 3 – Staff Capability

| Pedagogy | | | | | |
|---|--|--|-------------------------------------|--|--|
| Focus Area | Problem of practice | Strategy | Timelines | Targets | Responsible Officer/s |
| Coaching and development program to support teaching staff in the school. | 1. Use of an inquiry process for improvement <ol style="list-style-type: none"> Data literacy and specificity Priority establishing Collaborative planning Outcome sharing | Prepare teaching staff for accountability for student performance data in 2020. (SIP) CIT to explicitly address the pedagogy needs of learners – Collaborative Empowerment. | Term reporting on progress by HODs. | All staff engaged in collaborative inquiry to address faculty performance. | <i>Cheryl Greinke and Annette Fanning.</i> |
| Leadership | | | | | |
| Coaching and development program to support leaders and non-teaching staff in the school. | 1. Capacity to generate improvement and lead change | Distinct coaching program for leadership team facilitated by DM and RE. | Ongoing | All school leaders involved in leadership coaching program | <i>Cheryl Greinke and Jackson Dodd.</i> |
| Wellbeing | | | | | |
| Facilitating connectedness as the school continues to grow | 1. Compliance with finance policy 2. Consideration in decision making 3. Number of disconnected activities | Social Club – AO3 Staff gifts Social events Staff morning teas Raffles Offer opportunities for financial and physical wellbeing Consolidation of existing programs | Ongoing | | <i>Cheryl Greinke.</i> |

Endorsement

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



Jackson Dodd, Principal



Rod Jenkins, School Council Chair