



NORTH COAST REGION KILCOY STATE HIGH SCHOOL



Expecting the Best, Achieving Success

Department of Education, Training and Employment

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

EVERY STUDENT SUCCEEDING

2015 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.

Chris Dench
Principal

23/12/2015

Tony Martin
P&C President/c

24/12/2015

Mary Coverdale
Assistant Regional Director

16/03/2015

FOCUS AREA	SCHOOL PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2015
	<p><i>Develop Professional Engagement</i></p>	<ul style="list-style-type: none"> • Design and implement a 'Numeracy Placemat' for use in all classes <p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> • Build teacher capability in recognizing and creating Formative Assessment opportunities <p><u>THINKING SKILLS FRAMEWORK</u></p> <ul style="list-style-type: none"> • Continue to embed 'Thinking Skills Framework' based on Blooms • Develop bank of Graphic Organisers for each classroom to support framework • Incorporate Thinking Skills 'Verbs' into Success Criteria <p><u>MASTER TEACHER</u></p> <ul style="list-style-type: none"> • Implement Master Teacher program • Develop plan and model for operation for 3 year period of program • Develop opportunities for Master Teacher to - <ul style="list-style-type: none"> ○ work alongside teachers providing coaching and guidance to deliver quality teaching ○ work with Instructional Leaders to prioritise the teaching of Literacy and Numeracy ○ lead and model pedagogical research/reform/development activities at the school <p><u>ASOT</u></p> <ul style="list-style-type: none"> • Continue to develop and embed an overarching Pedagogical Framework based on ASOT • Investigate and implement locally selected Design Questions - <ul style="list-style-type: none"> ○ Continue work on DQ2,3 & 4 – Addressing Content ○ Continue to develop strategies in DQ6, 7, 8 & 9 – Enacted on the spot <p><u>PLT'S – CURRICULUM GROUPS</u></p> <ul style="list-style-type: none"> • Continue the implementation of the Kilcoy Professional Learning Community framework <p><u>MODERATION</u></p> <ul style="list-style-type: none"> • Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice – <ul style="list-style-type: none"> ○ Continue to implement faculty moderation processes ○ Explore possibility of shared moderation practices with Woodford SS and Toogoolawah SHS <p><u>BPN PRIORITY</u></p> <ul style="list-style-type: none"> • 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) <p><u>DEVELOPING PERFORMANCE FRAMEWORK</u></p> <ul style="list-style-type: none"> • Implement the 'Annual Performance Development Plan' with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs ensuring - <ul style="list-style-type: none"> ○ 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 of peer observations, feedback, differentiated coaching and learning communities to improve teaching practices ○ Use of ASOT Protocols to observe and feedback • Implement processes to monitor staff and personal wellbeing – investigate Staff Wellbeing programs/resources <p><u>SUCCESS TEAM STRATEGIES</u></p> <ul style="list-style-type: none"> • Continue to develop and embed strategies from Phase B Success School project • Engage in Phase C Success School project in order to consolidate strategies developed in Phase B project

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<p>Great People</p> <p>Principal Leadership & Performance</p>	<p><i>Lead Teaching and Learning</i></p> <p><i>Develop self and others</i></p> <p><i>Lead improvement, innovation and change</i></p>	<p><u>LEARNING COMMUNITIES</u></p> <ul style="list-style-type: none"> • 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 – <ul style="list-style-type: none"> ○ Continue to deliver and engage in professional sharing • Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning – <ul style="list-style-type: none"> ○ Continue implementation of the Kilcoy Professional Learning Community structure including Curriculum Groups and PLT's • Enable teachers to engage in effective coaching opportunities to improve teaching practices – <ul style="list-style-type: none"> ○ Profiling ○ Coaching • Implement New and Beginning Teachers program including induction, observation and coaching • Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise – <ul style="list-style-type: none"> ○ Implement Aspirant Leaders program ○ Engage in District Aspirant Leaders program – as part of working party to establish this program
<p>High Standards</p> <p>School Performance</p>	<p><i>Know your data</i></p> <p><i>Know your strategies</i></p>	<p><u>EXPLICIT IMPROVEMENT AGENDA</u></p> <ul style="list-style-type: none"> • Analyse whole school trends to develop an explicit improvement agenda • Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted – <ul style="list-style-type: none"> ○ Visible – Explicit – Deliberate ○ Every Day – Every Minute ○ High Standards – High Expectations <p><u>CURRICULUM TEACHING AND LEARNING/ DISCIPLINE AUDIT</u></p> <ul style="list-style-type: none"> • Continue Implementation of recommendations from 2012 Teaching and Learning Audit and 2014 Discipline Audit <p><u>SENIOR PANEL RECOMMENDATIONS</u></p> <ul style="list-style-type: none"> • Implement strategies to fulfil recommendations made from subject Verification and Monitoring panels <p><u>OPINION SURVEY PRIORITIES</u></p> <ul style="list-style-type: none"> • Use the opinion survey data to respond to concerns in order to ensure better outcomes for students.
<p>Engaged Partners</p> <p>Regional Support</p>	<p><i>Maintain alignment</i></p> <p><i>Develop consistency</i></p> <p><i>Scale up success</i></p>	<p><u>ALIGNMENT AND CONSISTENCY</u></p> <ul style="list-style-type: none"> • Continue to develop opportunities to work with regional support staff and services. • Develop opportunities for schools to work together to share knowledge and resources. <p><u>FLYING START INITIATIVE</u></p> <ul style="list-style-type: none"> • Develop mutually satisfying partnerships with feeder Primary Schools • Maintain opportunities to ensure the Junior secondary initiative is successful. <ul style="list-style-type: none"> ○ Junior Secondary PLT ○ Junior Secondary Action Plan
<p>Engaged Partners</p> <p>Local decision making</p>	<p><i>Embrace autonomy</i></p> <p><i>Create partnerships</i></p>	<p><u>PARTNERSHIPS</u></p> <ul style="list-style-type: none"> • 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. • Explore opportunities, develop partnerships and develop a transition plan with local Primary Schools <p><u>PARENT AND COMMUNITY ENGAGEMENT STRATEGY</u></p> <ul style="list-style-type: none"> • 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, mail and Facebook/Social Media

FOCUS AREA	SCHOOL PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2015
		<ul style="list-style-type: none"> • 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

CRITICAL REFERENCE:

- P-12 Curriculum, Assessment and Reporting Framework
- State Schools Strategy 2014-2018