



# Redlynch State College Annual Implementation Plan 2017

## School Improvement Priorities 2017

*Improvement priority – Supporting Quality Teaching Practice across the College*

Strategy			
Actions- Refining and embedding the pedagogical framework- 12 practices	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Review the 12 practices in the framework utilising staff and student feedback. Substitute explicit teaching with a range of “effective pedagogies”.</li> </ul>	All staff monitored	Term 1	Leadership team
<ul style="list-style-type: none"> <li>HOD’s, DP’s and Pedagogical coach supporting and monitoring implementation</li> </ul>		Each term	HOD’s and P-6 DP’s
<ul style="list-style-type: none"> <li>Introduce growth mindset across primary campus for feedback and goal setting</li> </ul>	DP’s		
Strategy			
Actions- Annual Teacher Performance Review	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>PDP’s to be updated at the start of the year, informal feedback in term 2&amp;3. Formal review in term 4</li> </ul>	All staff engaged		Line Managers
<ul style="list-style-type: none"> <li>Collation of individual Goals to drive College professional development and coaching support</li> </ul>		Term 1	DP’s
<ul style="list-style-type: none"> <li>Progressively address each goal to ensure a balanced level of engagement</li> </ul>			Line Managers
<ul style="list-style-type: none"> <li>Map teacher PDP’s across the standards to monitor progress towards lead teacher status</li> </ul>			Line Managers
Strategy			
Actions- Coaching and supervising teachers	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Continue beginning teachers mentoring program, supported by an action plan, mentoring booklet and PDP</li> </ul>	Weekly contact	ongoing	Mentor Teachers
<ul style="list-style-type: none"> <li>Identify coaches and develop a term by term plan for engagement for each campus</li> </ul>	Term plans	ongoing	DP’s
<ul style="list-style-type: none"> <li>Coaches building teacher capacity through a differentiated approach in (alignment with PDP’s) :               <ul style="list-style-type: none"> <li>Literacy / Numeracy</li> <li>12 standards of practice</li> </ul> </li> </ul>	All classroom teachers engaged	Ongoing	College Coaches
<ul style="list-style-type: none"> <li>Review and embed a comprehensive teacher induction program</li> </ul>	High satisfaction levels from new teachers	Term 1	Heads of Campus
Strategy			
Actions- Building the pedagogy around BYOD	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Implement stage 2 of the BYO program</li> </ul>	Identified P-6 classes Yrs 7/10/11/12	Term 1	
<ul style="list-style-type: none"> <li>Introduce a new technology platform for the BYOD, one portal for all student learning and linking school to home</li> </ul>		Term 2	
<ul style="list-style-type: none"> <li>Professionally develop identified teachers in effective pedagogies for integration of technologies into the classroom</li> </ul>		Ongoing	

Strategy			
Actions- Curriculum	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Continue to build a deeper understanding of the Australian Curriculum with teaching staff- achievement standards, assessment tasks, guides to making judgement, content descriptors, unit plans, moderation, reporting</li> </ul>	All	Ongoing	P- 12 HOD's and DP's
<ul style="list-style-type: none"> <li>Build opportunities for team planning for curriculum implementation and working efficiently together</li> </ul>	Planning meeting offered each term	Ongoing	HOD's
<ul style="list-style-type: none"> <li>Support transition to new QCAA senior syllabuses</li> </ul>	As per 3 year implementation plan	Ongoing	Secondary Head of Campus
<ul style="list-style-type: none"> <li>Explore opportunities for introducing digital technologies, mechatronics, fashion and design, coding, construction and Chinese</li> </ul>		Term 1 2017	Secondary Head of Campus
<ul style="list-style-type: none"> <li>Tighten curriculum links between Australian Curriculum HPE, Wellbeing and Sustainability programs in the Primary Campus.</li> </ul>		Term 1	Head of Campus
<ul style="list-style-type: none"> <li>Develop a STEM implementation plan</li> </ul>		Semester 1	Heads of Campus
<ul style="list-style-type: none"> <li>Continue to implement the new HASS curriculum</li> </ul>			HOD T&L and HOD Humanities
<ul style="list-style-type: none"> <li>Ensure a collaborative approach between classroom teachers and SWD support staff in:               <ul style="list-style-type: none"> <li>Differentiation</li> <li>Designing reasonable adjustments and significant adjustments</li> <li>Generation of ICP's for below and above level students</li> </ul> </li> </ul>		Ongoing	HOSES
<ul style="list-style-type: none"> <li>Continue to develop Programs of Excellence- dance</li> </ul>		Introduce 2017	Principal
<ul style="list-style-type: none"> <li>Develop a range of extra-curricular strategies to enhance the citizenship skills of all students across the College (based on the School Council vision)</li> </ul>		2017/18	All leadership positions

## Improvement priority- Focussing on Strong Academic Outcomes

Strategy			
Actions- Develop a culture of strong work ethics, so all students reach potential	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Embed teacher practice on student goal setting, and feedback loops maximising their outcomes.</li> </ul>		After major assessment	All classroom teachers
<ul style="list-style-type: none"> <li>Continue to use the "tracking data" model and guiding questions for staff to unpack A-E data. Case management of students at risk of not gaining a 'C or better (Prep to year 12). Set/monitor class targets</li> </ul>	90% C or better	Ongoing	Teachers
<ul style="list-style-type: none"> <li>PB4L committees to drive effective strategies to support school environment. Ensure appropriate representation from all stakeholders.</li> </ul>	Reduction in minor and major behaviours	ongoing	Heads of Campus
<ul style="list-style-type: none"> <li>Reduce the loss of teaching and learning time through interruptions</li> </ul>	10% reduction	Ongoing	College leaders
<ul style="list-style-type: none"> <li>Continue to review and embed effective strategies to improve student attendance rates</li> </ul>	93%	Ongoing	PB4L committees
<ul style="list-style-type: none"> <li>Continue implementing successful learning support programs, all students identified and targeted</li> </ul>	P- 9 classes	Ongoing	Learning Support teams
Strategy			
Actions- Increase % of students achieving a QCE, OP 1-5 and OP1-15	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Build on culture with students and teachers that every student can be successful</li> </ul>		Ongoing	Leadership Team
<ul style="list-style-type: none"> <li>Commence QCE intervention strategies with year 11 students after term 1 and use the leadership camp to clarify individual and group expectations for yr 12's</li> </ul>	100% QCE or QCIA	Yr 11- term 1 onwards Yr 12 - ongoing	Head of Campus SS HOD Class teachers
<ul style="list-style-type: none"> <li>Continuous tracking actioned at the Teacher/HOD and Admin level. Senior Schooling HOD to lead process</li> </ul>		Ongoing	Student Pathways HOD
<ul style="list-style-type: none"> <li>Embed alternative programs for attaining extra QCE points above the normal</li> </ul>		Early term 1	
<ul style="list-style-type: none"> <li>Continue to refine subject choice processes and reduce number of changes</li> </ul>		Term 1	DP's and HOD's
<ul style="list-style-type: none"> <li>Continual review of disengaged students making judgements on cancellation of enrolment</li> </ul>		Ongoing	Principal
<ul style="list-style-type: none"> <li>Review strategies for improving OP outcomes 1-15 and 1-5</li> </ul>	20% OP 1-5 80% OP 1-15	Term 1	HOC to lead
<ul style="list-style-type: none"> <li>Review QCS preparation program and build on team to implement</li> </ul>		Term 1	Head of Campus HOD Humanities and QCS team
<ul style="list-style-type: none"> <li>Continue to expand community partnerships to support vocational subjects and employment prospects for vocational students</li> </ul>		Ongoing	

Strategy			
Actions- Refining and expanding literacy strategies across the College	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Continue building teacher capacity in reading and writing, data analysis and differentiation through identified coaching</li> </ul>	Teachers reaching proficient to lead level	Ongoing	College Coaches
<ul style="list-style-type: none"> <li>Continue Learning Support strategies in the foundations classes- Years 4 to 9</li> </ul>	95% above NMS in NAPLAN	Ongoing	LS team
<ul style="list-style-type: none"> <li>Support reading intervention at the 2<sup>nd</sup> and 3<sup>rd</sup> tier in the Prep to year 3 area through I4S funding</li> </ul>		Ongoing	Teachers
<ul style="list-style-type: none"> <li>Embed the scope and sequence of comprehension skills in P-6</li> </ul>		Ongoing	College Coaches
<ul style="list-style-type: none"> <li>Review the spelling program across the College</li> </ul>	Red to Green in NAPLAN	Term 1	HOD's
<ul style="list-style-type: none"> <li>Year 4 to 6 teachers focus on reading demands of the AC across the KLA's.</li> </ul>		Ongoing	HOD T&L
<ul style="list-style-type: none"> <li>PD of secondary English staff on seven steps</li> </ul>		Term 1	HOD English
<ul style="list-style-type: none"> <li>Continue development of consolidation activities-align with assessment</li> </ul>		Ongoing	
<ul style="list-style-type: none"> <li>Utilise iPads in diagnostic testing and implement a targeted approach to filling the gaps</li> </ul>		Ongoing	
<ul style="list-style-type: none"> <li>Embed a consistent approach for literacy across the secondary campus KLA's.</li> </ul>			Literacy coach and HOD's
<ul style="list-style-type: none"> <li>Increase collaboration between primary and secondary staff</li> </ul>	Meet each term		
<ul style="list-style-type: none"> <li>Continue the development and implementation of the new writing plan across years 3 to 9. Ensure a cross curricular approach. Make opportunities for teachers to collaborate with partner schools in the project</li> </ul>	Produce reach project report	Term 1	Literacy team Action research project team
<ul style="list-style-type: none"> <li>Maintain focus on A-E English data and the NAPLAN strategy</li> </ul>	Refer to I4S targets	Term and 2	Teaching team
Strategy			
Actions- Refining and expanding numeracy strategies across the College	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Develop a consistent approach to teaching of mathematics concepts by embedding the P-9 mathematics program</li> </ul>		End of term 4	Numeracy lead teacher
<ul style="list-style-type: none"> <li>Continue Learning Support strategies in the foundations classes- Years 4 to 9</li> </ul>	95% above NMS	ongoing	
<ul style="list-style-type: none"> <li>Continue to develop the use of the FNQ MAT's</li> </ul>	100 % p-9 engagement	Ongoing	
<ul style="list-style-type: none"> <li>Expand talking data session to support differentiation and management of at risk students.</li> </ul>	100% engagement	Ongoing	
<ul style="list-style-type: none"> <li>Continue to create consolidation activities and add to bank.</li> </ul>		Ongoing	
<ul style="list-style-type: none"> <li>Roll out RSC basic facts, extended facts and computations program.</li> </ul>		End of semester 1	
<ul style="list-style-type: none"> <li>Develop the maths support document</li> </ul>		End of term 1	
<ul style="list-style-type: none"> <li>Maintain focus on A-E maths data and the NAPLAN strategy</li> </ul>	Refer to I4S targets	Ongoing	HOD's

## Endorsement

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

Principal

School Council