

2021

Explicit Improvement Focus

Is to improve student writing using moderation as the vehicle for process.

To implement a consistent, school wide approach to behaviour.

DoE Strategic Plan 2020- 2024	State Schools Improvement Strategy 2021-2025	School	Strategies	Frameworks	Performance Measures (What we will measure and achieve in a term)	Professional Development to build capability and capacity of staff aligned to school drivers
ATION ALIGNEMENT SION	edagogy Capability artnerships Wellbeing	Curriculum	 QCE system implementation and fulfilment of all QCAA requirements Develop three levels of curriculum planning ensuring full implementation of Version 8 of the Australian Curriculum in all faculties Develop whole school moderation processes to be unpacked with all faculties Identify the writing demands within units for all learning areas 	2021-2025 SS Improvement Strategy SIU Recommendations Languages Band scales P-12 Curriculum, Assessment and Reporting Framework Positive Behaviour for Learning Capability Framework – Teaching TSI EAL/D learners Literacy Continuum Universal Design for Learning Curriculum into the Classroom Units of work Australian Curriculum School Improvement Model FNQ Strategic Plan	Embedding moderation process identified and communicated All staff complete APDP process ISC Curriculum SharePoint — quality assured three levels of curriculum planning uploaded	Knowledge of Australian Curriculum and application of planning documents Knowledge of QCE system and processes Moderation cycle Three levels of planning Development of marking guides Knowledge of agreed Pedagogical Framework Universal Design for Learning Response to Intervention
INTENTIONAL COLLABORATION PRECISION	Inclusion Pedagogy Performance Partnersh	Engagement	Develop staff capability through: Leadership team trained in ESCM Level 1 profiling Develop Staff training 4D Classroom profiling observation and feedback PBL classroom essential element training and support A clear process for the Annual Performance Development Plan Community engagement plan (I-Step transitional pathways program) Review and action attendance processes and update school policy Strengthen staff understanding of and commitment to implementing PBL with fidelity; accessing regional support staff for training and development, in addition to Quality Assessment of processes and procedures encompassing: Implementation of universal tier 1 PBL systems within classrooms Structured case management in tier 2 & 3 interventions and supports through the student support services team	2021-2025 SS Improvement Strategy SIU Recommendations Inclusive Practices Positive Behaviour for Learning Student Code of Conduct FNQ Strategic Plan NCCD Staff well- being Evidence Hub Australian Professional Standards for teachers Annual Performance and Development Framework Parent Community & Engagement Framework Essential Skills for Classroom Management	Summary of teacher observation Attendance policy reviewed and implemented across whole school Develop draft I-Step program and source community partnerships Summary of teacher observation schedule documented APDP whole school processes Behaviour data review and analysis EBS & SET data surveys School opinion survey Teacher observations PBL checklists	Topics at staff and faculty meetings (agendas / minutes) Student Code of Conduct orientation ESCM Level 1 training for all HODs. Guest speaker Mark Davidson PD on I-Step program regarding referral process and community partnerships 4D classroom profiling observation and feedback training PBL essential element training FBA training

This plan has been developed in consultation and is a statement of direction that meets school needs and systemic requirements for 2021.

Principal

P & C President

Assistant Regional Director



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tate S	ichool Im	nprovem	ent Stra	tegy 202	0-2024	Strategies		Timelines				
Inclusion	Pedagogy	Capability	Performance	Partnerships	Wellbeing		Strategies	People and resources	TI	T2	T3	T4
						J		Curriculum				
						Develop three levels of curriculum planning ensuring full implementation of Version 8 of the Australian Curriculum in all faculties.	DP Curriculum Curriculum HODs Teaching staff Australian Curriculum ISC developed curriculum documents	Common templates developed by DP Curriculum and HoDs Curriculum for three levels of planning, assessment task and Learning Overview Quality assure summative assessment task and line of sight through developed curriculum documents Ensure all achievement standards as outlined in the Australian Curriculum are taught in all faculties Use the latest version of the Australian Curriculum to inform faculty teaching and learning units Provide timetabling flexibility to work with teachers to develop intentional collaboration and provide opportunities for professional learning Build staff capability at all levels around curriculum planning	Quality assure summative assessment task and line of sight through developed curriculum documents Use the latest version of the Australian Curriculum to inform faculty teaching and learning units Provide timetabling flexi bility to work with teachers to develop intentional collaboration and provide opportunities for professional learning Build staff capability at all levels around assessment of literacy	Quality assure summative assessment task and line of sight through developed curriculum documents Use the latest version of the Australian Curriculum to inform faculty teaching and learning units	Provision of whole curriculum prompleted All year/band plans completed 7-10 subjects Unit plans completed for terms in all subjects	
						QCE system review and refinement	DP & HoD SS (Snr) Curriculum HODs Teaching staff		* En gage staff in QCAA profe	lessment all completed to QCAA standards essional development as available enior Education Plan Calendar timelines		
						Review whole school pedagogical approach	DP Pedagogy DP Inclusion Curriculum HODs	Review current whole-school pedagogical approach	Collaboratively reflect on current whole-school pedagogical approach with Leadership team and whole school consultation	Professional development of staff and embed pedagogical practices with Year 7 cohort as a trial in collaboration with Curriculum HODs and DP Inclusion	Roll out of pedagogical practices year levels based on Term 3 to Year 7.	
						Develop whole school moderation processes to be unpacked with all faculties	DPs Curriculum/Inclusion DP Pedagogy Curriculum HODs HODs Student Services	Develop a whole school moderation process - before, after, after , end With a focu s on the writing demands of the unit/ assessment Complete whole staff professional development around Moderation	Lead teaching teams through use of the right protocols to use in the phases of the moderation cycle . Focus development: Marking guides Know your students Writing strategies	Lead teaching teams through use of the right protocols to use in the phases of the moderation cycle. Focus development: Use work samples and exemplars to calibrate understanding of standards prior to marking	Lead teaching teams through the right protocols to use in the of the moderation cycle.	



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	Teaching staff Support staff Assessment and Moderation Hub PATAL	Quality assurance of assessment tasks aligned to 'Attributes of Quality Assessment' tool (QCAA). Model and unpacking of the cognitions of the Achievements Standard/Objective with teachers Modify and adjust assessment tasks and classroom teaching/learning activities to meet the level and learning needs of students	Effective feedback Teachers to quality assure summative assessment to provide coverage of the relevant achievement standards/objectives and content descriptions/subject matter within and across year levels and/or bands for each learning area and/or subject Teachers to inform HODs of updates to Year Plans using a template which clearly identifies aspects of the achievement standard being assessed in each unit	Reflect on unit delivery and student achievement before planning Ask effective questions on expectations and achievement levels Share successful instructional strategies Locate and share effective resources	
Identify the writing demands within units for all learning areas	DP Curriculum Curriculum HODs Teaching staff Pat Hipwell resources QCAA Cognitive Verb toolkit How to Teach Writing coaching modules PATAL	Develop a deep understanding of their Learning Area genres/text types Map the curriculum literacies (writing demands) embedded in summative assessment tasks across all year levels and subjects in their faculty Match the cognitions of the Achievement Standards/Objectives to the correct genre/text type Model the explicit teaching of vocabulary – tier 2 and 3 words Model to faculty teachers explicit teaching of PEEL paragraphs	HoDs will model to and support teachers in the use of the 'model-practice-reflect instructional cycle' in teaching the generic and language features of genres /text types Teachers will unpack with students the exemplar – the structural and language features of the selected genre/text type Teachers will explicitly teach appropriate writing strategies for planning and goal setting, drafting, evaluating, revising, and editing. Instruct students on how to choose and apply strategies appropriate for the audience and purpose. Explicitly teach students the writing demands of the assessment task using the 'model-practice-reflect' cycle in all phases of the writing process Use graphic organisers to support students unpack and understand the writing demands at each stage of the writing process	Leadership to develop and implement a Response to Intervention to support teacher identified students who need targeted (tier 2) and intensive (tier 3) support in writing • HoDs to support teachers in the delivery of differentiated writing activities • HoDs to model to teachers how to use the Literacy Continuum to monitor student progress and to provide feedback to students / support students in establishing writing goals • HoDs to present pre-post data to highlight the distance travelled across the faculty in terms of student writing achievement. • Teachers will plan for targeted teaching of writing with support from college' knowledgeable others' to plan targeted teaching of writing within the A.C. Build staff capability at all levels around: • (EAL/D, Inquiry Based Learning, Student Centred Learning) • Universal Design for Learning / Response to Intervention	



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		Engagement			
Leadership team trained in ESCM Level 1 profiling to support Pedagogical Framework	DP Pedagogy DP Senior Schooling ESCM trainers	Identify HODs requiring Level 1 ESCM profiling	Trainers upskill HODs with Level 1 ESCM profiling Opportunity for HODs to build competence through classroom -based experience, obtaining feedback from expert mentors Guest speaker Mark Davidson — building positive relationships and classroom profiling	HODs schedule one ESCM profile with feedback to all line-managed staff for Semester 2	All teaching staff complete at least or ESCM classroom profile and feedback session with HOD.
Annual Performance Review process	Principal, DP, HoDs	Leadership team to review APDP process to decide on an agreed format	Professional development at whole staff meeting to present ISC APDP process for 2021 Curriculum HODs to meet with staff to set APDP targets and identify professional development opportunities	Staff to action APDP goals and engage in professional development. Curriculum HODs continue to meet and review targets	Staff finalise actions to complete APD for 2021 and communicate with HOD 2021 APDP signed off by Curriculum HODs and stored electronically.
Student Code of Conduct implementation	Principal, DP, HoDs	Final consultation with P&C and endorsement Upload to school website (draft form acceptable)	Consultation with student council and endorsement Initial review with leadership and staff	Review management of school behavior	ors in line with code of conduct
Positive Behaviour for Learning plan	DP EIA 1 Behaviour HODS Student Services HODS Curriculum PBL Team Teaching Staff Support staff	Implement universal standards for behaviours including: Standards of practice for students Standards of practice for teachers Teaching behaviours through the' what, why & how of behaviour' format Positive acknowledgement of students at parades Development and installation of new signage (temporary) in all classrooms and common areas detailing universals Source quotes and suppliers for the development and creation of new signage Delivery of professional development to staff in de-escalation training Scheduling and delivery of PBL4ALL fortnightly staff meetings	Implementation of next steps universals with students. Installation of new signage for new universals Expansion of 4D professional development to identified staff and rollout of training Review and staff consultation of ISC behaviour matrix Initial implementation of the new behaviour and referral model including staff training and student education Development of PBL handbook with PBL team and leadership team Professional development deescalation training continued Mid and end of term review of new behaviour model progress	Implementation of Next, Next Steps universals with students Installation of new signage for new universals Continued expansion of 4D professional development Review of behaviour model progress Development of PBL handbook Formal development of student case management utilising support staff and programs PBL team meeting workshops Scheduling and delivery of PBL4ALL fortnightly staff meetings PBL EBS & SET surveys completed Implementation of student reward systems	Implementation of Next, Next Steps universals with students Installation of school wide signage from local artist in all school areas – revamp of all signage Action plan development for 2022 Staff survey Investigation into the personal and social continuum framework



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					PBL team meeting workshops	PBL team meeting workshops	Professional development in PBL modules	
					Header Review of behaviour data at leadership and PBL meetings	Scheduling and delivery of PBL4ALL fortnightly staff meetings		
					Initial investigations into development	Engagement with Regional Office PBL		
					of a new behaviour model and	and Complex Behaviour HODS for		
	20				classifications of major and minor	support and guidance	1	
					behaviours	Identification of Neut Neut Stone		
					Engagement with Regional Office PBL	Identification of Next, Next Steps universals and development of		
107					and Complex Behaviour HODS for	standards of practice for both teacher		
					support and guidance	and student with staff consultation		
					Staff consultation for the review of	Continued unpacking of student code		
163					Student Services communication	of conduct including review of policies		
					methods and specific information required.	and procedures for behaviour matters		
						Investigations and development of		
					Initial investigation into professional	student reward systems and methods	_	
					development in 4D classroom	for rewarding positive behaviour	_	
188	- 15 Ja 1			_	management.	Professional development in PBL		
					Identification of Next, Next Steps	modules including active supervision		
					universals and development of	and opportunities to respond		
					standards of practice for both teacher			
					and student			
					Twilight sessions behaviour focus with			
					staff consultation sessions			
		N. Section 1						
4								
			Attendance Policy	DP Attendance	Review and refine ISC Attendance	Monitor and action ISC Attendance	Monitor and action ISC Attendance	Conduct a review of the current
			Attendance Policy		Policy and Procedures through	Monitor and action ISC Attendance Policy	Monitor and action ISC Attendance Policy	Conduct a review of the current Attendance Policy
			Attendance Policy	DP Attendance Student Services Team			The state of the s	Contraction of the State of the
			Attendance Policy		Policy and Procedures through		The state of the s	Attendance Policy
			Attendance Policy		Policy and Procedures through Leadership team		The state of the s	Attendance Policy
			Attendance Policy		Policy and Procedures through Leadership team Communicate processes and		The state of the s	Attendance Policy
			Attendance Policy I-Step Transitional Pathways Program		Policy and Procedures through Leadership team Communicate processes and procedures to whole school community Design program linked to identified	Policy Implement 'World of Work' program	Policy Year 9 students engage in the Cairns	Attendance Policy Develop refined policy for 2022 Non-ATAR transitional pathway
				Student Services Team	Policy and Procedures through Leadership team Communicate processes and procedures to whole school community	Policy	Policy	Attendance Policy Develop refined policy for 2022
				DP Senior Schooling DP Junior School	Policy and Procedures through Leadership team Communicate processes and procedures to whole school community Design program linked to identified	Policy Implement 'World of Work' program	Policy Year 9 students engage in the Cairns	Attendance Policy Develop refined policy for 2022 Non-ATAR transitional pathway planning day
				Student Services Team DP Senior Schooling	Policy and Procedures through Leadership team Communicate processes and procedures to whole school community Design program linked to identified needs of students and community	Implement 'World of Work' program for Year 10 students	Policy Year 9 students engage in the Cairns Regional Careers Expo	Attendance Policy Develop refined policy for 2022 Non-ATAR transitional pathway planning day
				DP Senior Schooling DP Junior School TPO, YSC	Policy and Procedures through Leadership team Communicate processes and procedures to whole school community Design program linked to identified needs of students and community Liaise with community partnerships to	Implement 'World of Work' program for Year 10 students Years 7 and 9 students engage in CQ University Connect program	Policy Year 9 students engage in the Cairns Regional Careers Expo Years 10-12 participate in Careers Expo held at ISC	Attendance Policy Develop refined policy for 2022 Non-ATAR transitional pathway planning day
				DP Senior Schooling DP Junior School TPO, YSC Cassowary Coast Regional	Policy and Procedures through Leadership team Communicate processes and procedures to whole school community Design program linked to identified needs of students and community Liaise with community partnerships to identify opportunities linked with student needs	Implement 'World of Work' program for Year 10 students Years 7 and 9 students engage in CQ	Policy Year 9 students engage in the Cairns Regional Careers Expo Years 10-12 participate in Careers Expo	Attendance Policy Develop refined policy for 2022 Non-ATAR transitional pathway planning day
				DP Senior Schooling DP Junior School TPO, YSC Cassowary Coast Regional Council and community	Policy and Procedures through Leadership team Communicate processes and procedures to whole school community Design program linked to identified needs of students and community Liaise with community partnerships to identify opportunities linked with student needs Review school-based and external	Implement 'World of Work' program for Year 10 students Years 7 and 9 students engage in CQ University Connect program	Policy Year 9 students engage in the Cairns Regional Careers Expo Years 10-12 participate in Careers Expo held at ISC	Attendance Policy Develop refined policy for 2022 Non-ATAR transitional pathway planning day
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