



Dakabin State High School State High School Annual Implementation Plan 2020



Targets:

School Targets

	2016	2017	2018	2019	2020
Attendance	87.3%	87.4%*	85.2%	82.3%	90%
% < 85%	25.2%	24.0%	35.9%	*Sem1	20%
QCE attainment	99.2%	98.2%	95.8%	98%	>95%
Naplan NMS	83.7%	80.4%	79.2%	77.9%	100%
Naplan U2B	10%	10.3%	11.45%	9.2%	15%
% Cert II (non OP/ATAR)	78.6%	93.82%	83%	52%	State target 65% all students
%Cert III (non OP/ATAR)	33%	39.5%	34.5%	49%	State target 20% all students

Explicit Improvement Priorities

- Writing.
- Continue to develop a learning culture/plan from Year 7-12 to ensure the alignment of curriculum and assessment with the Australian curriculum for P-10 and QLD's new Senior Assessment System.
- Consistently implement the Curriculum, Assessment and Reporting Plan (CARP) from 7-12.

Priority : Systematic Curriculum Delivery			
Actions	Targets	Timelines	Responsible Officer/s
<p>Continue preparation for Digital Technologies reporting in 2020</p> <p>Audit faculties in relation to their use of digital technologies and their ability to report using ACARA frameworks.</p> <p>Develop a technology plan across the school to address the curriculum needs of faculties.</p>	<p>Establish a Digital Technologies Committee to audit facilities and develop a plan across the school</p>	<p>Term 4 2020</p>	<p>e-Learning HOD and Leadership team.</p>
<p>Develop, implement and quality assure the three levels of whole-school curriculum, assessment and reporting, including a curriculum plan, year/band plans and unit plans.</p>	<p>CARP continues to be a living document. Senior subjects/policies are included in the CARP</p>	<p>Term 4 2020</p>	<p>Leadership Team</p>
<p>Classroom planning is quality assured and aligns to the whole school curriculum plan and the AC cross-curriculum priorities and general capabilities.</p>	<p>All faculties to ensure moderation occurs in each subject/each year level. Investigate establishing partnership with another school to trial moderation-particularly in subjects where there is only 1 teacher.</p>	<p>Ongoing</p>	<p>Faculty HOD's DP</p>
Priority: Culture of Learning- Our People			
Actions	Targets	Timelines	Responsible Officer/s
<p>Continue to implement programs and processes across the school that have a strong focus on Student Well-being, resilience and social skills to support school behaviour expectations to build belief of students of themselves and</p>		<p>Ongoing</p>	<p>Student Welfare team and Year Level Coordinators</p>



<p>their ability to improve and achieve high standards. These include but are not limited to:-</p> <p>Reboot, PBL, ViVo, Gold club, Positive OneSchool Comments</p>			
<p>Expand the capability of the Student Support team by employing a :-</p> <ul style="list-style-type: none"> • designated Teacher Aide to continue to implement the school attendance strategy and assist in the tracking of student attendance to ensure student success is not affected by absences; • a Student Engagement teacher who will work with students who have transitioned to our school after being excluded from other schools and those students who are at risk of leaving school early. • a designated teacher aide to Improve student engagement in vocational training and learning. • a designated Mental Health teacher aide to Improve engagement of students who are at risk of disengaging due to their Mental Health Issues. This teacher aide will also support students in out of home care and those who are school refusal. • a psychologist 3 days per week to case manage our severely at risk students with trauma and mental health issues. 	<p>All students at risk have been identified and referred to appropriate support agency within and outside of the school</p>	<p>Ongoing during Semester 1 and 2</p>	<p>Student Welfare team and Year Level Coordinators</p>
<p>Systematically monitor Year 7-12 students' academic results at the end of each reporting period and embed intervention programs through at-risk meetings.</p> <p>Expand the current Monitoring of Academic Performance (MAP) Process to include all students.</p> <p>Provide feedback to students regarding how they can improve so that they can continue to develop meaningful personal learning goals that are aligned to the</p>	<p>Each faculty to analyse data on a regular basis as per reporting periods. Academically at-risk-students monitored by relevant staff</p>	<p>End of each assessment cycle</p>	<p>Leadership Team (Faculty Line Management) Senior School HoD; Junior Secondary HoD; Learning Improvement HoD Teaching Staff</p>



curriculum, and reflective of achievable high expectations.			
<p>Collaboratively refine and strategically implement the school's expectations, processes and procedures for student behaviour with an emphasis on gaining understanding and commitment from staff and consistency of implementation.</p> <p>Consistently and collaboratively refine and strategically implement the PBL processes and other strategies related to behaviour management of students.</p>	Schools Responsible Behaviour Plan for Students is updated and implemented.	End of Sem 1	PBL Committee

Priority: Improved Pedagogical Practices

Actions	Targets	Timelines	Responsible Officer/s
Embed a deep understanding of all facets of the pedagogical framework and its consistent application across all learning areas and all year levels.	All staff participate in professional development related to the New Art and Science of Learning, each term.	Ongoing	Pedagogy Committee Curriculum HOD's
Continue to enhance the data literacy skills of all teachers to enable deeper understanding of how data can inform pedagogical practice and to promote conversations re student achievements and improve student learning outcomes. Use of Track Ed for all students.	All staff using Class dashboard on One school All staff can demonstrate the consistent use and updating of class placemats to show differentiated techniques for every student in every class	Term 4	Senior Schooling and Junior School HOD
Implement PD activities to build staff understanding of and expertise in the implementation of differentiation strategies for all students. This includes developing a common understanding of the purpose and implementation of ICPs across the school, and the recording of them on OneSchool.	<p>At least 1 PD activity to be incorporated into staff meetings each term.</p> <p>All students with Personalised Learning plans have evidence</p>	Ongoing	Inclusion Committee



	recorded on Oneschool		
<p>Formalise a data analysis and tracking process for students in Years 7-12 to ensure that every student is improving academically.</p> <p>Continue to review and implement a formalised process of goal setting that will lead to improved academic success for students.</p> <p>Provide feedback to students regarding how they can improve so that they can continue to develop meaningful personal learning goals that are aligned to the curriculum, and reflective of achievable high expectations.</p> <p>Systematically prioritise, review and quality assure processes, roles and responsibilities related to monitoring student attendance.</p>	Students set and revise goals to improve learning outcomes in all subjects	Goals set by students for each subject by the end of week 2 every term.	All teaching staff Yr 7 and 10 DP Attendance Officer
Staff consistently use and update class placemats to show differentiated techniques for every student in every class. Where applicable, the use of OneSchool for the development and recording of Personalised learning plans for students should occur to support verification and NCCD processes.	All staff have class placemats for all of their classes outlining differentiation requirements	Placemats reviewed at the end of Weeks 2, 5 and 10 every term.	Faculty HOD's and all teachers
Continue to implement a mentoring and coaching program for new and beginning teachers to provide guidance regarding quality teaching.	100% of new teachers feel supported in their transition to teaching and/or our school.		Leadership Team
Strategy: Community Partnerships			
Actions	Targets	Timelines	Responsible Officer/s
Develop a shared plan with the P&C to identify activities and processes that will engage the parent community, encourage membership and active participation in the school community.	Increase in parent participation in the school community.	Completed by Term 1	P&C and Executive Leadership team



Endorsement

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



Principal



P and C



Assistant Regional Director