



2022 Annual Implementation Plan

State and Regional Priorities

State Schools Strategy 2022-2026

- Performance
- Teaching
- Capability
- Partners
- Wellbeing
- Inclusion

NQR Improvement Strategies

- Support effective teaching and learning using the 5Q4 model - Learn in order to lead – lead in order to learn
- Giving Every Child a Great Start
- Support successful engagement and transition of our children and young people
- Support effective risk management, control and governance
- Embed a systematic North Queensland Region and the Centre for Learning and Wellbeing ways of working

School Improvement Explicit Improvement Agenda 2022

- **LOA Data – >80% C or better in all Learning Areas**
- **Attendance rate: >85%**
- **School Opinion Survey: 80% of school community believe behaviour is managed well**

Improvement priority 1: Pedagogy

Strategy: We will be improving students' outcomes by building teacher capacity using **Effective Teaching and Learning** and measuring the impact of our teaching using **'Visible Learning', Evidence into Action cycles** and **instructional coaching** across the school.

Actions – Expectations of Staff	Evidence	Timelines	Responsible Officer/s
Teachers use the ET&L framework by quality assuring planning, instruction, learning walls, assessment and feedback to build teacher capacity and improve student outcomes. Teachers use visible learning walls and the agreed school elements as the third teacher in all classrooms	School Unit Plans LOA Data Cycle 2: Evidence into Action	Review/Refine – Semester 1 Embed – Semester 2	Executive Leadership Team HODs & Teachers
Leaders, middle leaders, teachers and students embed the 5Q4 Strategy for clarity of 'Our' roles in teaching and learning	5Q4 Questioning	Implement – Term 1 Embed – Term 4	DPs, HODs

Improvement priority 2: Inclusion

Strategy: We will be improving students' outcomes by implementing school-wide inclusive practices to prevention and intervention (differentiation) consisting of a **'Tiered Case Management'** system and developing a **whole-school approach to literacy**.

Actions – Expectations of Staff	Evidence	Timelines	Responsible Officer/s
Whole school approach to literacy program (WSLP) - Teaching teams use literacy and numeracy data to personalise learning for students in years 7-10 to overcome learning barriers with literacy and numeracy. All teachers and teaching teams use OneSchool class dashboard data and support provisions to inform teaching practices and tiered case management of student needs All teachers focus on high yield pedagogical practices for differentiating learning and intervention, including the Literacy Continuum (LC) to identify the next steps for teaching/learning	NGRT & Education Perfect O.S. – LOA, Class Dashboards, ICPs, Support Provisions and differentiation Literacy Continuum	WSLP: Implement – Term 1 Embed – Term 4 Case Management Developed and implemented – Term 1 LC: PD – Term 2 Implement – Term 3 & 4	Literacy Coach & Teachers DPs, HODs, G.O. & teachers HODs & Teachers

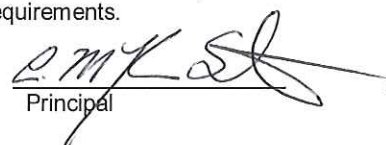
Improvement priority 3: Learning Culture

Strategy: We will be improving students' outcomes by building teacher capacity in using the **4D Model, Essential Skills for Classroom Management (ESCMs)** and **'trauma informed practices'** to develop consistent expectations for behaviour and Restorative Practices to build relationships and partnerships that support student engagement in schooling.


Actions	Evidence	Timelines	Responsible Officer/s
Teachers engage in 4D profiling each term. All staff explicitly use the School Behaviour Flow Chart and Restorative practices language to build, maintain and repair relationships. All staff explicitly use and teach whole school and negotiated classroom expectations for EVERY class. Embed practices that enhance student and staff wellbeing.	4D sweep data School Behaviour Flow Chart and processes Effort and Behaviour Report Data Berry Street QEW Survey S.O.S.	4D: Embed Semester 2 Behaviour Flow Chart: Implement - Term 1 Embed – Semester 2	Deputy Principal 4D Trained Coaches Berry Street Trained Leaders

Endorsement

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


Principal


P and C / School Council


Assistant Regional Director