



# Charters Towers State High School 2016 Annual Implementation Plan

## Priority 1. Successful Learners

<b>Strategy: Develop and implement a Gifted and Talented program to identify and extend G&amp;T students</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Analyse student data - NAPLAN, PAT and LOA to identify G&T students then develop differentiated curriculum that extends student knowledge and capability eg research projects	Deputy Principal, HOD
Enter G&T students in curriculum challenges eg University competitions	HOD
<b>Strategy: Develop and implement strategies to increase attendance and improve behaviour</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Check roll marking daily for contact with parents after 3 days unexplained absence reiterating school expectation of 95% attendance equals 10 sick days per year.	Deputy Principal, HOD, Year Coordinator
Acknowledge attendance achievement at assemblies and with end of Term and Year rewards	Deputy Principal, HOD, HOSES, Year Coordinator
Report to students and parents at assemblies on attendance and behaviour monitoring for each cohort in a year level	Deputy Principal, HOD, Year Coordinator
<b>Strategy: Develop an authentic literacy/numeracy improvement program for delivery in Enhancement Classes</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Train teachers to embed literacy practices in their curriculum delivery	Deputy Principal, HOD
<b>Strategy: Create a set of strategies for extending and developing skills for the more able students</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Network with cluster schools to establish a program that replicates best practice	HOD
<b>Strategy: Improve OP 1 – 5 and QCE or QCIA attainment for all students who have been in 2 years of senior school at CTSHS through individual case management</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Develop individual Case Management Plans for OP eligible students based on curriculum deficits relevant to the QCS Test baskets	Deputy Principal, Guidance Officer, HOD
Review student LOA data regularly with teachers to ensure students are performing at the expected level	Principal, Deputy Principal, HOD
Review TraQCEr regularly to ensure students are on track to attain a QCE/QCIA	Principal, Deputy Principal, HOD
<b>Strategy: Promote the significance and importance of NAPLAN</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Inform parents and discuss regularly with students of the value addedness of NAPLAN testing and the educational importance of their performance	Principal, Deputy Principal, Guidance Officer, HOD, HOSES, Year Coordinator

## Priority 2. Great People

<b>Strategy: Create a feedback culture based on classroom walkthroughs, observations and feedback/coaching</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Deliver the Quality Teaching and Learning best practice model at fortnightly PD sessions	Principal, Deputy Principal, HOD, HOSES
Negotiate an observation agenda and schedule with staff for the purpose of improving teacher capacity through feedback and coaching	Principal, Deputy Principal, HOD
Devise a schedule for instructional walks (and talks) that consists of a leadership member and staff member	Principal, Deputy Principal, Guidance Officer, HOD, HOSES
<b>Strategy: Develop and support teachers to progress against the AITSL continuum</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Assist staff to develop their Annual Performance Plans and review every term	Principal, Deputy Principal, HOD, HOSES
<b>Strategy: Train experienced teachers as mentors through recognised professional development programs</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Recommend and approve experienced teachers to undertake Mentor Training	Principal, Deputy Principal, HOD, HOSES
<b>Strategy: Engage all staff in skill development for supporting students with low levels of literacy and numeracy in Junior/Secondary</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Provide PD opportunities that align with staff Performance Plans	Deputy Principal, HOD
Provide Literacy/Numeracy skill development in fortnightly Faculty meetings	HOD
<b>Strategy: Review and discuss Performance Development Plans with all staff</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Schedule meetings at the end of each term to review student performance, discuss personal goal attainment and PD attendance	Principal, Deputy Principal, HOD, HOSES

## Priority 3. Empowerment

<b>Strategy: Build leadership capacity for succession planning using recognised leadership programs</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Develop and enhance the qualities of an instructional leader in the leadership team	Principal, Deputy Principal, Guidance Officer, HOD, HOSES
Foster aspirants access to leadership programs eg Take the Lead	Principal, Deputy Principal, HOD

### Priority 3. Empowerment

Strategy: Engage all staff in skills development to differentiate the curriculum for students with low literacy/numeracy abilities	
Actions	Responsible Officer(s)
Utilise the skills of Mentors, STLAN and Teaching and Learning HOD to assist teachers in curriculum differentiation	Amanpreet Bhullar, Tara Goldenberg, Louise Halfpenny, Kelcey Kirkpatrick, Mara Samojenko, Aaron Willis
Strategy: Improve student employability on exit from Year 10-12 by commencing SET-Planning in year 7	
Actions	Responsible Officer(s)
Guidance Officer continue awareness of the world of work associated with curriculum performance and employability through SET Planning from Year 7 as a rolling progression	Deputy Principal, Guidance Officer, HOD, HOSES, Year Coordinator
Strategy: Develop and implement a teacher mentoring program using trained mentors	
Actions	Responsible Officer(s)
Schedule weekly sessions for trained mentors to develop teachers in accordance with EQ requirements and individual PDP goals	Amanpreet Bhullar, Tara Goldenberg, Sharon Hackman, Louise Halfpenny, Shirley Holcombe, Kelcey Kirkpatrick, Mara Samojenko, Aaron Willis

### Priority 4. Engaged Partners

Strategy: Strengthen links with cluster primary schools to sustain 90% transition to high school	
Actions	Responsible Officer(s)
Negotiate with cluster Principals for staff to work shadow each other in our schools to align best practice in policies and procedures as a cluster, recognise the diversity between sectors	Principal, Deputy Principal, HOD, HOSES
Strategy: Foster stronger community partnerships with local businesses and organisations	
Actions	Responsible Officer(s)
Utilise community expertise as expert guests within the classrooms	Guidance Officer, HOD, HOSES, Year Coordinator
Invite and include the community in school programs and celebrations - ANZAC, Community Fair, Assemblies, Investiture, Classroom Support, Open House	Principal, Deputy Principal, Guidance Officer, HOD, HOSES, Year Coordinator
Embrace the indigenous Forum with local elders to assist with closing the gap through education value addedness	Sharon Hackman, Toni McLean

## Priority 5. High Standards

<b>Strategy: Use a range of strategies to broaden ownership of the school's explicit improvement agenda</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Publish, discuss and review with staff and parents the school's Strategic Plan and AIP	Principal, Deputy Principal, Guidance Officer, HOD, HOSES, Year Coordinator
Promote the school's improvement agenda including Quality Teaching and Learning	Principal, Deputy Principal, Guidance Officer, HOD, HOSES, Year Coordinator
<b>Strategy: Articulate standards and expectations to all students, parents and staff in diary, handbook, classrooms, playground and website and regularly consult all parties to review/evaluate to create a uniform standard of practice</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Reiterate at every opportunity by leaders and teachers be it classroom or playground the school expectations of safe, respectful, learner	Principal, Deputy Principal, Guidance Officer, HOD, HOSES, Year Coordinator
<b>Strategy: Raise professional standard of practice through an embedded feedback culture</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Continue providing feedback from negotiated observations and Instructional Walks and Talks	Principal, Deputy Principal, Guidance Officer, HOD, HOSES
<b>Strategy: Introduce Design Questions 1 and 6 in the Art &amp; Science of Teaching (ASOT) as the school's pedagogical framework to develop consistent standards of teacher practice implemented by every teacher, every day in every class.</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Deliver PD over 20 weeks at T&L meetings to incorporate ASOT into the Quality Teaching and Learning Framework	Principal, Deputy Principal, Guidance Officer, HOD, HOSES

## Priority 6. Reading

<b>Strategy: Engage a reading coach using GRG money</b>	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Unpack the reading demands of the Australian curriculum to create assessment literate learners and teachers	Deputy Principal, HOD

## Priority 7. Numeracy

Strategy: Improve Numeracy competence through targeted skills development in the Essential Classes	
Actions	Responsible Officer(s)
Unpack the numeracy demands of the Australian curriculum	Deputy Principal, HOD
Incorporate digital technologies into the curriculum as part of the STEM initiative	Deputy Principal, HOD, HOSES

## Priority 8. Writing

Strategy: Embed the teaching of writing conventions for each genre across all subjects	
Actions	Responsible Officer(s)
Unpack the writing demands of the Australian curriculum	Deputy Principal, HOD

## Priority 9. Science

Strategy: Ensure students are able to access a science subject past year 10	
Actions	Responsible Officer(s)
Unpack the science demands of the Australian curriculum	Deputy Principal, HOD
Incorporate digital technologies such as robotics into science as part of the STEM initiative referencing the coding counts discussion paper	Deputy Principal, HOD, HOSES

## Priority 10. Retention

Strategy: Promote Every Day Counts and the importance of attaining a QCE or QCIA for employability	
Actions	Responsible Officer(s)
Use SET-P process and student led conferencing to discuss retention and future pathways with students and parents from year 7	Deputy Principal, Guidance Officer, HOD, Year Coordinator
Strategy: Ensure SET-P aligns with curriculum and career pathways through subject offerings by commencing SET-Planning in year 7	
Actions	Responsible Officer(s)

## Priority 11. Attainment

Strategy: Use TraQCEr as a tool to ensure students are on track to attain a QCE	
Actions	Responsible Officer(s)
consult regularly with students and parents on LOA data and VET completion rates then case manage if necessary for 100% attainment	Deputy Principal, Guidance Officer, HOD, HOSES
Strategy: Develop Individual Management Plans for at risk students not on track to attain a QCE/QCIA or Vet qualification	
Actions	Responsible Officer(s)
consult regularly with students and parents on LOA data and VET completion rates then case manage if necessary for 100% attainment	Deputy Principal, Guidance Officer, HOD, HOSES

**Priority 12. Transition**

<b>Strategy:</b> Develop and implement a transition from school to work or further study for all students aligned to their SET-P	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Engage students with opportunities that expose them to career opportunities and information eg work experience, work placement, careers expos	Deputy Principal, Guidance Officer, HOD, HOSES

**Priority 13. Closing the Gap between attendance and outcomes of indigenous and non-indigenous students**

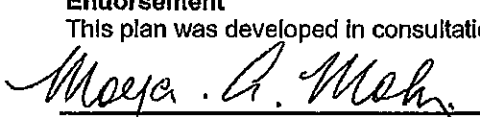
<b>Strategy:</b> Utilise the CEC and Indigenous Coordinator to target at risk students for attendance and attainment to close the gap	
<b>Actions</b>	<b>Responsible Officer(s)</b>
Optimise CEC home visits to engage with parents of at risk students	Sharon Hackman, Toni McLean


**Priority 14. Attendance**

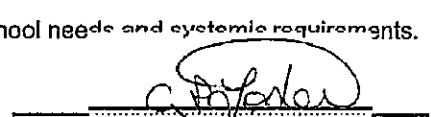
<b>Strategy:</b> Implement a policy that identifies attendance target for participation in any extra curricula activities	
<b>Actions</b>	<b>Responsible Officer(s)</b>
consolidate the rewards program for 95% attendance	Deputy Principal, HOD, HOSES, Year Coordinator

**Endorsement**

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

  
Principal

  
P and C / School Council

  
Assistant Regional Director