

## 2013 Annual Implementation Plan North Rockhampton State High School

Key priorities are drawn from the four year strategic plan and informed by DET pursuit of excellence document, EQ regional priorities, school data and current research.

### Key priorities for 2013

- **Explicit instruction**
- **Reading comprehension**

### Theme: **Feedback**

#### Other priorities

- **Academic writing**
- **Higher order thinking**
- **Well being**
- **Good manners (including anti-bullying)**
- **Showing distanced travelled**

**System/regional directions:** NAPLAN preparation, junior high model, explicit instruction, teaching writing, closing the gap, attendance, strategies for top half of class, implement the Australian curriculum, aligning teaching and learning audit, collaboration and teamwork, performance reviews, well-being plan, S2J

#### Important to sustain and build on:

- Taking the culture of feedback to the classroom and school in five week cycles
- All staff using feedback protocols to 'grow' their leadership potential
- Explicitly teaching reading comprehension, and good manners.
- Book marks to make common whole school practices explicit, visible and overt
- Providing feedback on effective explicit teaching reflecting the shared learning philosophy
- Measuring distanced travelled and tracking students' progress
- Promote best practice to increase market share
- Building strategies to move C students into Bs and As.
- Operating the hospitality trade centre as commercial business.
- Achieve at least all highs in the teaching and learning audit this year.
- Teaching strategies for top half of class
- Explicit improvement agenda must be clear, and visible in every classroom.
- Collaboration and teamwork for peer classroom feedback
- Prepare for year 7 transition and unique junior secondary sector
- Training leaders in instructional leadership
- Explicitly teach and model MULIT LITERACIES of spelling, vocab, grammar, numeracy, academic writing, e-learning and inter-personnel communication.
- Embedd differentiation techniques
- Well-being programs and leadership initiatives for students
- Building an e learning culture

- Building community partnerships with the local university and sports club

**Financial Statement attached including:**

- The Annual Financial Report 2013
- The Budget Overview Report for 2013
- School improvement targets for 2013

**Certification**

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

.....Principal.....School Council Chair..... P and C President.....Assistant Regional Director

## School Curriculum

School priorities	Actions	Measures/targets	Roles/resources/links
<p>Key priorities from the School Plan</p> <p>Explicit teaching</p> <p>Reading comprehension</p> <p>Feedback</p> <p>Higher order thinking</p> <p>Well being</p> <p>Academic writing</p> <p>Good manners</p> <p>Department and regional priorities</p> <p>Plan, train and implement the Australian curriculum for History.</p> <p>Closing the gap</p> <p>NAPLAN intensive preparation</p> <p>Numeracy</p> <p>Data analysis</p>	<p><b>Implement Australian curriculum</b></p> <p><b>Establish Junior High model</b></p> <p><b>Embed explicit teaching in planning</b></p> <p><b>Embed explicit teaching reading comprehension</b></p> <p><b>Identify the well-being program and planning</b></p> <p><b>Whole school literacy plan</b></p> <p><b>Whole school numeracy plan</b></p> <p><b>Develop intensive NAPLAN preparation</b></p> <p><b>Improvement agenda</b></p> <p>All teachers using the Robin Masters feedback model to provide feedback to students to enhance their learning.</p> <p>All teachers and support staff are trained in whole school common practices on the student free day and supported with a HAWKS desk manual to reinforce accepted practice.</p> <p>Work in partnership with Frenchville school to build falling enrolments.</p> <p>Write whole school numeracy and literacy plans</p> <p>Establish an action research group with a focus on aligning behaviours with vision</p> <p><b>Data analysis</b></p> <p>All teachers to meet with HODs to provide feedback about the story their data is telling them. All HODs to meet in their CAM teams with the DP to discuss the data analysis of departments and the strategies for improving data. (each five weeks)</p> <p>Priorities intensive NAPLAN preparation based on data analysis</p> <p>L &amp; N teacher to document reading data to measure distanced travelled.</p> <p>Colour code 8-12 tracking sheet to identify students to meet needs</p> <p>Pre and post testing for numeracy 8-10</p> <p>Pre – and post testing for reading 8-10</p> <p>All teachers to access NAPLAN and behaviour data for each child to identify how to personalise the learning</p> <p><b>Culture of learning</b></p> <p>All teachers trained in SYMPHONY OF LEARNING strategies for junior secondary to build relevant curriculum which will engage teenagers.</p> <p>Teachers using the Deb Masters feedback protocol in the classroom.</p> <p>Write a junior high well being plan</p> <p><b>Targeted use of resources</b></p> <p>Allocate specific budgets for priorities including explicit teaching, literacy/reading &amp; writing, closing the gap, feedback, student welfare, and teacher training.</p> <p>Align roles for every teacher to lead the curriculum elements including:</p>	<p><i>Evidence of teachers using model in the classroom- by observation.</i></p> <p><i>Teachers can discuss how their use of feedback is improving student outcomes and their own performance.</i></p> <p><i>Can view a common approach to how we operate no matter what classroom we are in.</i></p> <p><i>High or above on the teaching and learning audit for curriculum.</i></p> <p><i>Year 9 gifted class 100% pass rate and majority of As and Bs.</i></p> <p><i>Teachers using lap tops in the classroom as pedagogical tools to engage students not just word processors.</i></p> <p><i>Consistent diagnostic testing and pre and post testing for English, Maths and Science.</i></p> <p><i>All assessment items have attached common cover sheet</i></p> <p><i>All HODs have system of consensus moderation built into their routines 8-10.</i></p> <p><i>Visit by curriculum advisor for Australian curriculum each team to monitor work and alignment with EQ requirements.</i></p> <p><i>Teachers and teaching aides participating in PDT and collecting bookmarks.</i></p>	<p><b>Budget/resource allocation</b></p> <p><b>Links to four year strategic plan</b></p> <p><b>Role allocation</b></p> <p><b>/targets/outcomes</b></p> <p><b>References or links to key school documents</b></p> <p><u>Budget/resources</u></p> <p>Literacy budget allocated plus funds allocated and embedded to each subject area. Feedback and explicit teaching budget allocated.</p> <p>Australian curriculum budget allocated to purchase new resources required to adjust to changes in curriculum.</p> <p>Bookmark centre resource set up for making and distributing bookmarks after training. .</p> <p>E learning focus in Science, Maths and English supported with budgeting for electronic smart boards and electronic tools.</p> <p><u>Links to strategic plan</u></p> <p>The audit criterion frames the strategic plan actions on the AIP.</p> <p><u>Role allocation &amp; targets</u></p> <p>Eng, Science, Maths, history HOD to lead the implementation of Aus curriculum.</p> <p>DP3 to lead year 8/9 extension class</p> <p>IT HOD to lead lap top roll out</p> <p>DP 2 to manage closing gap targets</p> <p>DP1 to line manage implementation of Aus curriculum</p> <p>DP2 line manager whole school literacy and NAPLAN</p> <p><u>References to key documents</u></p> <p>Road map</p>

	<p>Gem mentors, literacy mentors, reading coaches, explicit teaching mentors, e learning mentors, sporting coaches, junior high team, behaviour team. Allocate budget for resourcing the Australian curriculum. Train teaching aides in tutoring students in reading and assessment</p> <p><b>Expert teaching team</b> Train in warm ups and settling in exercise and practice explicit teaching steps Teachers to show line of site from curriculum intent to student bookwork</p> <p><b>Systematic curriculum development</b> Use common curriculum planner and assessment cover sheets to incorporate the use of feedback in the classroom. All teachers in all subjects making time to explicitly teach academic writing, reading comprehension and good manners and to show this in their curriculum planning. Pre and post test in English, Maths and Science All subjects implementing consensus moderation from year 8-10 to monitor standards and quality of student outcomes. Continue to update whole school curriculum documentation, assessment and reporting to meet requirements of the Australian curriculum. Invite educational advice in early in term 1 to ensure we are on track for Australian curriculum for History. Introduce reading cards to classrooms HAWKS desk manual with common pedagogical framework training for staff Develop, document and train in the schools approach to explicit teaching of reading Develop and document writing exemplar's in each year level Identify a common text for consistent genre's for writing across subjects Review whole school curriculum plan to include priorities Prepare year 8 and 9 for NAPLAN test wise in English and as other subjects as relevant using plan.</p> <p><b>Differentiated learning</b> Year 8 &amp; 9 gifted curriculum to incorporate a higher order thinking program and university program with intellectual rigour and innovation across English, Maths and Science. Gifted program in year 8 with enhanced e learning and literacy using ipads. Teachers to develop strategies for GEMS, top half of class, middle, students at risk and indigenous students to enhance outcomes using the surfboard tool. Students from 8-12 tracked on excel spread sheet and colour coded to identify needs groups and appropriate programs . Work with school police officer to improve attendance of indigenous students Build a buddy system for indigenous students with one to one mentoring Establish a university mentor program with local uni to transition year 12 students to local university</p> <p><b>Effective teaching</b> All teachers to use a common assessment cover sheet to show literacy and higher order thinking skills covered. To provide feedback in the classroom and inform teaching programs use diagnostic testing for reading and numeracy. Meet with HODs in CAM groups to discuss strategies for improving pass rates and top bands.</p>	<p><i>See teachers use their bookmarks in the classroom.</i></p> <p><i>NAPLAN results improving</i></p> <p><i>Reading levels rising</i></p> <p><i>Pass rates rising</i></p> <p><i>Number of As and Bs increasing</i></p> <p><i>Number of students exiting with no qualifications decreasing.</i></p> <p><i>Closing the gap data improving and the gap decreasing</i></p> <p><i>Assessment cover sheet on all assessment tasks</i></p> <p><i>Tracking sheet 8-12 outlines effort, achievement and behaviour for English, maths and Science, proactive programs determined by needs of students and colour coded to indicate data around student, NAPLAN data.</i></p> <p><i>QCE increased to 85%</i> <i>85% pass rate for all teachers</i> <i>NAPLAN targets aspire to Aus mean</i></p>	<p>Pursuit of excellence EQ strategic plan District priorities School curriculum plan <i>Provide each teacher with a handbook with all common school practices documents including:</i></p> <ul style="list-style-type: none"> <li>• <i>How to teach reading comp</i></li> <li>• <i>How to teach academic writing</i></li> <li>• <i>How to teach good manners</i></li> <li>• <i>Common learning philosophy</i></li> <li>• <i>Tools for higher order thinking</i></li> <li>• <i>Feedback protocols</i></li> <li>• <i>E learning strategies</i></li> <li>• <i>Common curriculum planner</i></li> </ul> <p><i>Staff handbook to store all policy and key documents in central file all staff can access including:</i></p> <p><i>School policy statements</i></p> <ul style="list-style-type: none"> <li>• <i>Code of behaviour policy</i></li> <li>• <i>Induction program</i></li> <li>• <i>Uniform policy</i></li> <li>• <i>Anti bullying policy</i></li> <li>• <i>Absentee policy</i></li> </ul> <p><i>Key documents</i></p> <ul style="list-style-type: none"> <li>• <i>One year AIP</i></li> <li>• <i>Four year strategic plan</i></li> <li>• <i>Vision statement</i></li> <li>• <i>Literacy strategic plan</i></li> <li>• <i>Numeracy strategic plan</i></li> <li>• <i>Whole school data plan</i></li> <li>• <i>ROAD MAP</i></li> </ul> <p><i>Checklists</i></p> <ul style="list-style-type: none"> <li>• <i>Suspension process</i></li> <li>• <i>Exclusion interview</i></li> <li>• <i>School discos</i></li> <li>• <i>Senior formal</i></li> </ul> <p><i>Roles</i></p> <ul style="list-style-type: none"> <li>• <i>Leadership roles</i></li> <li>• <i>Year coordinator roles</i></li> <li>• <i>Mentor team roles</i></li> <li>• <i>Teaching aide roles</i></li> </ul>
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## Teaching Practice

School priorities	Actions	Measures/targets	Roles/resources/links
<p>Key priorities from the School Plan Explicit teaching model</p> <p>Explicit teaching of reading comprehension</p> <p>Explicit teaching of academic writing</p> <p>Explicit teaching of good manners</p> <p>Higher order thinking</p> <p><b>System priorities:</b> Australian curriculum History implementation</p>	<p><b>Model explicit teaching in every classroom</b> <b>Teach reading comprehension across the curriculum</b> <b>Provide feedback in five week cycles</b> <b>Use Masters feedback protocol in the classroom</b></p> <p><b>Improvement agenda</b> Teachers to understand that a five star teachers is one that uses the teaching model which is underpinned by a common learning philosophy. Evidence of consistency of practice and explicit improvement agenda in the classroom. Monitor and observe to assess level of engagement of teachers.</p> <p><b>Data analysis</b> All teachers access data on all students using NAPLAN summary sheet. Establish action research team with a focus on feedback Teachers recording, monitoring teaching interventions and feedback provided to students to measure distanced travelled. Teachers sharing strategies to move Cs into As and Bs.</p> <p><b>Culture of learning</b> Teachers sharing practice by peer observation on effective teaching in regard to the school and learning priorities. Providing feedback on effective teaching reflecting the shared learning philosophy Using feedback to enhance learning based on the Deb Masters model All students set three goals. One performance A-E and show on ladder, one learning goal (from NAPLAN data) and one behaviour goal to improve behaviour. Review teaching of reading of students with disabilities</p> <p><b>Targeted use of resources</b> Allocate budget for professional development and training and reflect the priorities of the school.</p>	<p><i>Teachers collecting, recording and analysing their own data and measuring distanced travelled to show improvement each semester.</i></p> <p><i>All teachers and students set three goals and seek feedback on the achievement of those goals.</i></p> <p><i>All data moving towards 85% pass rates and increase number of As and Bs. C students lifting their performance to As and Bs.</i></p> <p><i>See evidence of teachers reflecting our learning philosophy in the classroom and documented by peer observation.</i></p> <p><i>Clear expectation of what a five star teacher is at NRHS</i></p> <p><i>Teaching aides aligning their role with priorities so teaching reading, writing, assisting with assessment literacy and scaffolding the learning.</i></p> <p><i>Teachers earning bookmarks to show a visible resource for effective teaching.</i></p>	<p><b>Budget/resource allocation</b> <b>Links to four year strategic plan</b> <b>Role allocation and targets/outcomes</b> <b>References or links to key school documents</b></p> <p><u>Budget/resources</u> Feedback effective teaching budget of \$10 000 allocated to support teachers in best practice, visiting other sites and training.</p> <p>PDT budget focused on key priorities of school. PDT program drawn from requirements met by first round of performance reviews.</p> <p>Budget and resource a bookmark making centre to promote whole school practices.</p> <p>Budget reading, writing and good manners into faculty budgets to these priority areas can be resourced.</p> <p><u>Links to strategic plan</u> The audit criterion frames the strategic plan actions on the AIP.</p> <p><u>Role allocation &amp; targets</u> Each teachers performance goal and target is to achieve at least 85% pass rates. HODs to develop and document strategies for increasing their pass rates, moving Cs into As an Bs, completing CERT certificates.</p> <p>All teachers know what effective teaching looks like and trains for a bookmark as a visual reminder.</p> <p>Every teacher and line manager has a whole school role, outcome and target.</p>

	<p>Train support staff in teaching of reading and feedback</p> <p><b>Expert teaching team</b></p> <p>Teachers trained in explicit teaching instruction based on John Fleming model.</p> <p>Peer observation of effective teaching practice to provide feedback on priorities and learning philosophy</p> <p>Train all teaching aides in explicit teaching and teaching reading comprehension</p> <p>Teach teachers how to teach vocab.</p> <p>Practice and sharing of explicit teaching at staff meetings and faculty meetings.</p> <p>5min tutorials at staff meeting every staff meeting on explicit teaching or literacy or symphony of learning or feedback.</p> <p><b>Systematic curriculum development</b></p> <p>English, Science and Maths teachers attend training in Australian curriculum to build capacity and confidence.</p> <p>All teachers to implement the whole school literacy(reading) and numeracy plan.</p> <p><b>Differentiated learning</b></p> <p>One to one tutoring for student with low reading ability using the three R reading program.</p> <p>Teaching aides role clarified and aligned to priorities of reading, and tutoring students to assist with scaffolding of assessment tasks.</p> <p>Indigenous tutors and elders encouraged in the classroom to assist in tapping into the potential of indigenous students and working with families to improve attendance.</p> <p>Continue homework centre and tutors for students learning.</p> <p>Defining what differentiation looks like at NRHS.</p> <p><b>Effective teaching</b></p> <p>Teachers to be trained and supported with a bookmark to outline common teaching practice of academic writing, reading comprehension and good manners.</p> <p>Peer observation of effective teaching practice to provide feedback on priorities and learning philosophy.</p> <p>Visits by peers once per term and HODs to the classroom once a week to support and mentor using feedback protocols.</p> <p>Teachers using the Robin Masters feedback protocol to provide feedback to students to move Cs into As and Bs.</p> <p>Teachers and HODs meeting with each other to discuss</p>		<p><u>References to key documents</u></p> <p><i>Effective teaching document from the Teaching and Learning audit</i></p> <p><i>E learning vide on USB to all teachers</i></p> <p><i>How to teach reading comprehension professional paper and video on USB for all teachers.</i></p> <p><i>Web site references on USB for higher order thinking and contemporary pedagogies.</i></p> <p><i>Feedback protocols on USB for effective teaching.</i></p> <p><i>Student to teacher feedback protocol</i></p> <p><i>Peer teacher to teacher feedback protocol</i></p> <p><i>Performance reviews for self reflection</i></p> <p><i>School profile data sheet</i></p> <p><i>Historical school data master sheet</i></p> <p><i>HAWKS desk manual</i></p>
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	<p>strategies on how to move Cs into As and Bs.</p> <p>Teachers seeking feedback from students about their effective teaching and knowing how to use the feedback to improve.</p> <p>Teachers clear about what effective teaching looks like and being able to demonstrate this in the classroom.</p> <p>Teachers track all students on the A-E ladder and provide feedback on their next step.</p> <p>All teachers and students setting three goals and seeking feedback to maximise the opportunity to reach those goals. (Performance, learning and behaviour goal)</p> <p>Teachers establish strategies for top half of class and GEMS.</p> <p>Teachers trained in differentiating for GEMS.</p> <p>Teaching to the plan of a 12 week intensive NAPLAN program for year 9. Embedding literacy for NAPLAN test wise work for year 8.</p> <p>Each teacher has established two strategies to engage indigenous students.</p> <p>Indigenous tutor and trainee employed to support indigenous students in assessment and reading.</p>		
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## Principal Leadership and School Capability

School priorities	Actions	Measures/targets	Roles/resources/links
<p>INCLUDING (as appropriate):</p> <p><b>Key priorities from the School Plan</b> Data analysis to drive improvement to achievement</p> <p>Building a feedback culture around a five week cycle</p> <p><b>System priorities</b> Prepare for teaching and learning audit</p> <p>Strategic plans for all departments and key projects aligned with priorities</p> <p>Targets, roles, benchmarks and standards for all staff</p>	<p><b>Feedback as the theme and focus</b> <b>Instructional leadership and coaching skills</b> <b>Targets, roles and benchmarks for all staff</b> <b>Three goals for all staff and students</b> <b>All staff select leadership role in priority program</b></p> <p><b>Improvement agenda</b> Principal and leaders to drive a clear explicit improvement agenda by allocating specific roles aligned with vision and targets for all staff. Staff select a team which represents the school priorities</p> <ul style="list-style-type: none"> <li>• Explicit teaching team</li> <li>• Literacy/reading mentors</li> <li>• Numeracy mentors</li> <li>• Sporting coaches</li> <li>• Behaviour team</li> <li>• Seed team (aspiring leaders team- feedback as focus)</li> <li>• Shadow HODs/ Year Coordinators</li> <li>• Junior High leadership team</li> <li>• Academic tutors – homework centre</li> <li>• Lunch hour activities</li> </ul> <p>Align roles and line managers with goals and targets for whole school literacy, closing the gap actions, English, Science and Maths, numeracy and all other areas of priority. Line managers to write concise strategic plans in above areas to reflect their actions, outcomes and targets to align with this key annual implementation plan. Focus is on explicit teaching, reading and feedback. Include teaching reading, explicit teaching and feedback in induction program for new teachers. Show a clear explicit improvement agenda and priorities in the classroom by use of posters on display Principal to drive the feedback culture framed by the teaching and learning audit criteria to shape continuous improvement. Plan and strive for all HIGHS in the teaching and learning audit</p>	<p><i>All staff know their role in the vision. Each staff member works on own goals and target. Students and staff are trained and practicing giving and receiving feedback for learning.</i></p> <p><i>Seed team develops as a professional learning community who teach others. All faculty strategic plans aligned with school strategic plan.</i></p> <p><i>Audit results are at least all HIGHS</i></p> <p><i>Year coordinators using data to track students and develop programs to meet needs.</i></p> <p><i>A critical mass of staff to take on significant leadership roles and all staff taking on one whole school leadership role</i></p> <p><i>School targets are outlined in the target plan</i></p>	<p><b>Budget/resource allocation</b> <b>Links to four year strategic plan</b> <b>Role allocation and targets/outcomes</b> <b>References or links to key school documents</b></p> <p><u>Budget/resources</u> <i>Budget for aspiring leadership program. Resource a shadowing program for teachers Resource a seed team for leadership opportunities for teachers.</i></p> <p><u>Links to strategic plan</u> <i>The audit criterion frames the strategic plan actions on the AIP.</i></p> <p><u>Role allocation &amp; targets</u> <i>Principal/leaders role: To drive feedback culture for action research. All leaders expectation of instructional relational leadership style in practice All leaders to drive a clear agenda of improvement HODs to write strategic plans and all line managers to reflect priorities Seed team model new strategies to lead staff as part of the action research work.</i></p> <p><u>References to key documents</u> <i>Leadership Matters document Performance reviews Self improvement feedback documents Pursuit of excellence Principals Performance Plan QELI leadership programs HAWKS desk manual</i></p>



	<p><b>Data analysis</b>  Whole school data plan to be strongly promoted and monitored.  Year Coordinators to collect data on students in their cohort to track achievement, attendance, effort and behaviour and allocated a code.  Use codes to plan for relevant programs to meet needs of students.  Senior program to work on helping year 11/12 with QCE and CERTs</p> <p><b>Culture of learning</b>  Work with pilot schools to develop approach to junior high school programs and Australian curriculum and engaging learning.  Develop a well being program.</p> <p><b>Targeted use of resources</b>  Allocate a budget for aspiring leaders program.  Allocate a budget or P &amp; C funding for all priorities of the school vision.</p> <p><b>Expert teaching team</b>  All staff practice and use feedback protocols to give and receive feedback to grow their potential for leadership.  All staff to participate in professional development and training opportunities in regard to self reflection and self awareness  All staff trained in the five pillars to building a feedback culture.  Seed team to take an early participation in developing their performance review through feedback.  Seed team to take on an early participation in peer observation and feedback to share expertise and enhance effective teaching practices.  Seed team to share expertise and practice to show a line of site from curriculum intent to student booklet.  Establish aspiring leadership program for staff.  All staff to participate in stage 2 Performance plans.  All staff to lead one extra-curricular role including reading mentors, literacy coach, numeracy coach, sporting coach, learning difficulty tutor, gifted mentor et al.  Staff invited to apply for the leadership positions of shadow HODs and shadow DPs.</p> <p><b>Systematic curriculum development</b>  Allocate a role to lead the development of the one school curriculum plan to align with school vision.  Modify and assess current whole school curriculum plan to meet Australian curriculum requirements for curriculum, assessment, pedagogy and reporting.</p> <p><b>Differentiated learning</b></p>		
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	<p>Work with pilot schools to develop approach to junior high school programs and Australian curriculum and engaging learning Principal to work with staff to clarify differentiation techniques effective and accessible for high school.</p> <p><b>Effective teaching</b></p> <p>All leadership team (admin and HODS) to do weekly classroom visits and model effective teaching and coach teachers.</p> <p>All staff using feedback protocols to grow their potential</p> <p>HODs to have feedback coaching conversations with teachers to reach targets</p> <p>DPs to have feedback coaching conversations with CAM teams to reach targets.</p> <p>Principal to have feedback coaching conversations with leadership team to reach targets.</p>		
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## School and Community Partnerships

School priorities	Actions	Measures/targets	Roles/resources/links
<p>Key priorities from the School</p> <p><b>Establishing a junior high model 7-9</b></p> <p><b>Transition from primary to high</b></p> <p><b>Building on the local university partnership</b></p> <p><b>Establishing a partnership with MRAEL for the Trade Centre</b></p> <p><b>Build on the partnership with Frenchville Sports Club for community HUB</b></p> <p>System priorities</p> <p>Build on the existing indigenous community relationships with the school</p> <p>Relationship building from teacher to student</p>	<p><b>Building on the university partnership to assist with explicit teaching and reading</b></p> <p><b>Building on the university partnership to assist with indigenous education</b></p> <p><b>Establishing new trade centre as a commercial business</b></p> <p><b>Improvement agenda</b></p> <p>Work with Frenchville primary school to build decreasing enrolment share including visiting students to primary and inviting primary students to high school to share in learning activities.</p> <p><b>Data analysis</b></p> <p>Collect data and analyse n regard to Frenchville private school drift away from North Rockhampton High. Establish strategies that could promote the school to Frenchville students.</p> <p><b>Culture of learning</b></p> <p>Establish trade centre partnerships so that the centre can be operated as a commercial venture with MREAL or other partners.</p> <p>Sustain and build on MOU with Frenchville sports club to share and improve sporting facilities.</p> <p>Build relationship with local university to tailor senior school and sustain academic studies, higher order thinking programs eg SUN program.</p> <p><b>Targeted use of resources</b></p> <p>Establish community HUB for Frenchville Sports club partnership to enhance sporting facilities at the school.</p> <p><b>Expert teaching team</b></p> <p>Utilise district experts to train staff in Australian curriculum and audit alignment</p> <p>Collaborative team work using peer mentors to lead fellow staff members through priorities eg buddy system.</p> <p><b>Systematic curriculum development</b></p> <p>Build and implement new hospitality trade centre CERT 2.</p>	<p><i>P &amp; C to work from a strategic plan developed in partnership with the school and reflecting the priorities of the school.</i></p> <p><i>School developing as a community HUB</i></p> <p><i>Unique junior secondary department evolving in partnership with primary school feeder schools.</i></p> <p><i>Enrolments sustained and increasing. Frenchville primary school numbers increasing</i></p> <p><i>Trade centre established and run as a business with key community partners.</i></p> <p><i>Community experts in the classroom to bring intellectual rigour and relevant to classroom learning.</i></p> <p><i>CERT 2 or full time work for Leap High graduates.</i></p> <p><i>Volunteer community members tutoring the 3 R reading program for students with low reading levels.</i></p> <p><i>All year 12 indigenous students exit with QCE or OP or CERT 2.</i></p>	<p><b>Budget/resource allocation</b></p> <p><b>Links to four year strategic plan</b></p> <p><b>Role allocation and targets/outcomes</b></p> <p><b>References or links to key school documents</b></p> <p><u>Budget/resources</u></p> <p>Sponsored sporting facilities by Frenchville Trade centre by Federal government</p> <p>Indigenous gap budget</p> <p><u>Links to strategic plan</u></p> <p>The audit criterion frames the strategic plan actions on the AIP.</p> <p><u>Role allocation &amp; targets</u></p> <p>P &amp; C president to meet with Principal to support strategic plans</p> <p>Seek input from P &amp; C, indigenous parents, school captain parents as appropriate.</p> <p>Seek input from school council and student council in a two way feedback cycle.</p> <p><u>References to key documents</u></p> <p>P &amp; C strategic plan</p> <p>MOU leap high</p> <p>MOU Frenchville Sports club</p> <p>MOU Trade centre</p> <p>Next step data</p>

<p>Connectedness from parents to school</p>	<p>Work with the local university to build the year 8/9 gifted class and extend intellectual rigour to all academic students.</p> <p><b>Differentiated learning</b></p> <p>CEC to write strategies to encourage elders to work with the school to improve learning opportunities for students and close the gap. Leap high sustained as a alternative education for students at risk and utilising community partnerships.</p> <p>All year 12 indigenous students have mentor from the community. Scholarship indigenous students are mentored towards university.</p> <p><b>Effective teaching</b></p> <p>Encourage experts to work alongside teachers to enrich the curriculum in build intellectual rigour.</p> <p>Train community reading mentors to work with teachers implementing the 3R reading program.</p> <p>Establish a unique junior secondary department 7-9 ready for year 7 transition by working with primary school partners.</p>		
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