



# Redbank Plains State High School

## 2021 Annual Implementation Plan

### Improvement Priority 1. Improvement in Student Attendance

#### Targets

An average student attendance rate of 90 percent from Years 7 to 12.

<b>Strategy:</b>	Implementation of a PBL attendance process with differentiated strategies for Tier 1, Tier 2 and Tier 3 students.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Development of a Tier 2 and 3 attendance strategy using the principles of PBL.		Term 2	Helen Cassimatis
<b>Strategy:</b>	Professional development of staff in strategies to build positive relationships with students.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Regular sessions in Teaching and Learning and faculty meetings on strategies to develop positive relationships with students.		Ongoing	Executive Principal, Deputy Principal, Guidance Officer, HOD
<b>Strategy:</b>	Implementation of an "Intensive Follow Up Process" for students with Tier 2 and 3 attendance issues.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
implementation of strategy documented in Student Attendance Action plan.		Ongoing	Helen Cassimatis, Geoff Sippel
<b>Strategy:</b>	Enhanced education of caregivers about the importance of attendance and how to engage with school strategies to improve it.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Regular communication of school expectations and strategies to improve student engagement with caregivers.		Ongoing	Lucy Salanoa, Paolaaita Salanoa, Geoff Sippel, Donald Tabuai
<b>Strategy:</b>	Enhancement of student peer relationships and increased school activities that promote engagement and attendance.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Implementation of peer support network and program of lunchtime activities.		Ongoing	Tim Clarke, Lucy Salanoa, Paolaaita Salanoa, Donald Tabuai







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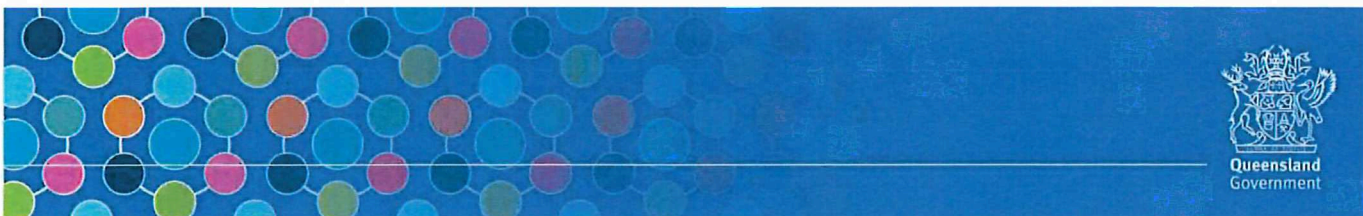
## 2021 Annual Implementation Plan

### Improvement Priority 2. Implementation of a Pedagogical Framework based on the New Art and Science of Teaching

#### Targets

Staff are adept at developing and implementing Learning Goals within the NASOT pedagogical framework. Formative assessment tasks and feedback from them are embedded in all curriculum work units. "Early adopters" have incorporated formative assessment as an integral part of their digital pedagogy.

<b>Strategy:</b>	Professional development of teaching staff in all NASOT Design Areas.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Whole staff and faculty meetings are used to maintain alignment to the NASOT pedagogical framework with a focus on learning goals, formative assessment and feedback strategies.		Ongoing	Deputy Principal, HOD
<b>Strategy:</b>	Development of targeted school-specific approaches to all Design Areas and the development of resources to support them.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Development of models of digital formative assessment items and feedback strategies for them. Staff to receive professional development in their composition and implementation.		Term 2	Margaret Kerswell, Theo Skordilis
<b>Strategy:</b>	Utilisation of elearn strategies as part of NASOT professional development and implementation.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Digital Pedagogical Coach to develop elearning strategies appropriate to Qlearn and to provide professional development in these to staff.		Term 2	Theo Skordilis
<b>Strategy:</b>	Coaching and mentoring by Heads of Department (possibly as part of the Annual Performance Development Plan (APDP) process).		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
HODs to increase staff capacity to improve student reading and writing and two other areas by coaching and mentoring them through the APDP process.		Ongoing	HOD







# Redbank Plains State High School

## 2021 Annual Implementation Plan

### Improvement Priority 3. Enhancement of the delivery of the Australian Curriculum from Years 7 to 10

#### Targets

The Year 7 to 10 curriculum of Redbank Plains State High School is working towards "best practice" standards and complies with the policies of the Department of Education.

All students are actively engaged in the learning process.

All students have acquired the knowledge and skills to attain at least a C standard in their subject areas.

An average A-C achievement rate of 67% from Years 7 to 10, applying the Australian Curriculum with fidelity.

<b>Strategy:</b>	Ongoing review of the effectiveness of current practices used in teaching the Australian Curriculum including content, learning sequences, support materials, assessment strategies, enhancement activities (excursions, etc), out of class learning and pedagogical practices.
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Actions	Timeline	Responsible Officer(s)
All curriculum work units and their supporting resources are to be evaluated on completion and modified as a result of that evaluation.	Ongoing	HOD
The revised curriculum unit template is to be phased in over 2021 with all work units utilising this format by the end of the year.	Ongoing	HOD
Faculties are to progressively modify resources and update resource banks so that all staff have access to teaching materials that reflect the current "best practice" in the school.	Ongoing	HOD

<b>Strategy:</b>	Implementation of enhanced practices in response to the ongoing review of the school's teaching of the Australian Curriculum to improve student engagement and outcomes.
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Actions	Timeline	Responsible Officer(s)
Through strategies such as faculty meetings and the APDP process, HODs will monitor and develop the capacity of teachers to deliver engaging lessons that improve student outcomes.	Ongoing	HOD







# Redbank Plains State High School

## 2021 Annual Implementation Plan

### Improvement Priority 4. Implementation of the Senior Curriculum and ATAR Tertiary Entrance Process

#### Targets

The school is compliant with all QCAA policies regarding the delivery of General and Applied subjects, assessment practices and tertiary selection via QTAC.

The school has a varied and accredited vocational education program that prepares students for TAFE and the workplace.

Improved "Year 13" outcomes in 2022 with 25% of Year 12 leavers in tertiary study and a reduction to 25% of Year 12 leavers not engaged in study or work.

A QCE/QCIA completion rate of 98% for Senior Secondary students on a vocational pathway.

<b>Strategy:</b>	Implementation of curriculum plans, work units, support materials and assessment in Senior General, Applied and Vocational Education and Training (VET) subjects.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continuous review of, and modification to, the pedagogy, resources and assessment utilised in teaching the Senior Curriculum.		Ongoing	HOD
Implementation of a digital learning curriculum in Year 11.		Ongoing	HOD
Continue the transition to IVet/TAFE as an external RTO for most vocational subjects.		Ongoing	Ida Seeto
<b>Strategy:</b>	Enhancement of staff pedagogical practices when teaching Senior General and Applied subjects. Development of school strategies to maximise student outcomes under the revised Senior curriculum, assessment and tertiary admissions processes.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Development of the digital pedagogical skills of Senior Secondary teachers.		Ongoing	Theo Skordilis
Increase the number of Senior Secondary teachers in the role of QCAA Confirmers, Endorsers and/or External Markers.		Ongoing	HOD
<b>Strategy:</b>	Ongoing evaluation, revision and enhancement of the vocational curriculum in Senior Secondary to ensure it prepares students for employment and success and responds to changing work opportunities and expectations of skills in the 21st century.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Increase the number of teachers with TAEs and vocational qualifications.		Ongoing	Ida Seeto







# Redbank Plains State High School

## 2021 Annual Implementation Plan

### Improvement Priority 5. Improvement in Student Reading and Writing

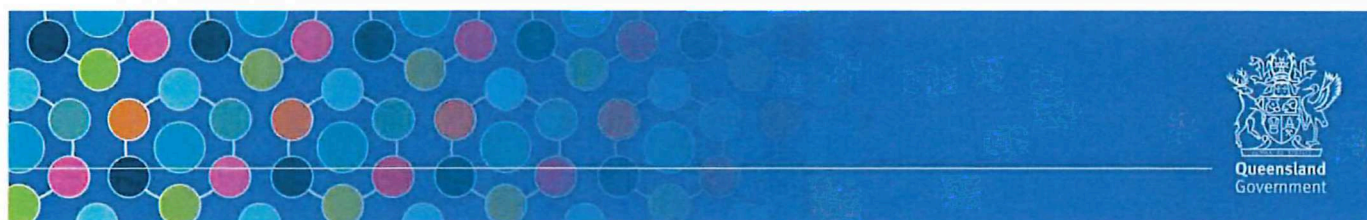
#### Targets

Students will increase the quantity and quality of their reading and writing at school and in completing home tasks and assignments.

Staff will develop increased skills in teaching reading and writing.

An average A-C achievement rate of 67% from Years 7 to 10, applying the Australian Curriculum with fidelity.

<b>Strategy:</b>	Maintenance of an English as an Additional Language or Dialect faculty.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Implementation of the EAL/D and LOTE faculty action plan and continued liaison with Regional EAL/D staff.		Ongoing	Melissa Meldon
<b>Strategy:</b>	Maintenance of a Learning Support faculty.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Implementation of the Learning Support faculty action plan and ongoing curriculum and pedagogical assistance by learning support teachers and teacher aides.		Ongoing	Bonnie Olyslagers
<b>Strategy:</b>	Implementation of the school's Reading and Writing Improvement Plan to develop students' reading and writing and enhance academic outcomes.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Reading and writing Improvement Plan disseminated to staff for implementation from January 2021.		Term 1	Tom Beck
<b>Strategy:</b>	All teaching staff will implement subject specific strategies to improve the quantity and quality of student reading and writing in all appropriate lessons.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
All staff to implement subject specific strategies to increase the quantity and quality of reading and writing occurring in their lessons.		Ongoing	HOD
All teaching staff to discuss the implementation of their reading and writing improvement strategies as one of the three priorities of their APDP.		Ongoing	HOD
All Year 7 to 9 English classrooms are to have a classroom library supported by the Resource Centre.		Term 1	Anne Balhatchet, Tammy Duggan, Jeannine Gehrmann
<b>Strategy:</b>	Each faculty to identify the literacy demands of individual subjects and include a Literacy Focus Table in each curriculum unit plan.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Year 7 to 10 curriculum unit plan template rewritten to include a Literacy Focus Table.		Term 1	Tom Beck
Year 7 to 10 curriculum unit plans (including the Literacy Focus Table) completed and stored digitally by the end of Term 4 2021.		Term 4	HOD







# Redbank Plains State High School

## 2021 Annual Implementation Plan

### Improvement Priority 5. Improvement in Student Reading and Writing

#### Targets

Students will increase the quantity and quality of their reading and writing at school and in completing home tasks and assignments.

Staff will develop increased skills in teaching reading and writing.

An average A-C achievement rate of 67% from Years 7 to 10, applying the Australian Curriculum with fidelity.

<b>Strategy:</b>	Professional Development of all staff in Instructional Reading (formerly Directed Reading Thinking Activity - DRTA) and Vocabulary, Connectives, Openers, Punctuation (VCOP). All English faculty members to receive professional development in Big Write.
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Actions	Timeline	Responsible Officer(s)
Professional development program in VCOP and Big Write to be developed by the end of Term 1, with staff PD commencing in Term 2.	Term 1	Tammy Duggan, Margaret Kerswell
Professional development for all staff in Instructional Reading to be delivered by Pat Hipwell on the twilight session in Term 2.	Term 2	Tammy Duggan, Margaret Kerswell

<b>Strategy:</b>	Students with reading and writing concerns will receive targeted support through Focused Intensive Teaching (FIT) and EAL/D programs. Individual Curriculum Plans implemented for students requiring major literacy support. Professional development of staff implementing these programs
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Actions	Timeline	Responsible Officer(s)
The EAL/D and Learning Support faculties will provide, and support, differentiated teaching for the English language learning of students requiring specialised support.	Ongoing	Melissa Meldon, Bonnie Olyslagers

<b>Strategy:</b>	Each year at least one cohort of teachers (12) will complete the Teaching English in Multilingual Classrooms (TEMC) course.
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Actions	Timeline	Responsible Officer(s)
Two cohorts of teachers (24) to complete the TEMC course in 2021.	Term 4	Melissa Meldon







# Redbank Plains State High School

## 2021 Annual Implementation Plan

### Improvement Priority 6. Improvement in Student Self-Efficacy

#### Targets

Identification of the characteristics of a student with high levels of self-efficacy.  
 All teaching and some non-teaching staff to receive professional development in at least one of the following areas: student self-efficacy, growth mindset and/or trauma informed practice.  
 A modified Access program is implemented in 2021.  
 improvement in student attendance to an average of 90% from Years 7 to 12.  
 Improvement in student behaviour with a decline in Student Disciplinary Absences to below 500.  
 An average A-C achievement rate of 67% from Years 7 to 10, applying the Australian Curriculum with fidelity.  
 Increased positive opinion of the school as measured by the School Opinion Survey.

<b>Strategy:</b>	All students to complete a self-efficacy testing instrument.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
All students to complete a self-efficacy testing instrument.		Term 1	Tim Clarke
<b>Strategy:</b>	Development of a Self-efficacy Toolkit for implementation through the curriculum and classroom practices.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Development of a Self-efficacy Toolkit by the self-efficacy teaching team.		Term 2	Tim Clarke
The self-efficacy assessment tool to be reapplied to all students at the end of 2021. Self-efficacy Toolkit to be evaluated and modified if required.		Term 4	Tim Clarke
<b>Strategy:</b>	A representative team creates, and teaching staff implement, a modified Access program from Years 7 to 12 to develop student self-efficacy and a growth mindset.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
STAR program to commence in Years 7 and 8. Self-efficacy to be embedded in Year 9-12 Access programs and supported by the Evelvate skills development program.		Term 1	Tim Clarke, Scott Pearse
<b>Strategy:</b>	All teaching and some non-teaching staff to receive professional development in at least one of the areas of student self-efficacy, a growth mindset and/or Trauma Informed Practice.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
The self-efficacy team to train staff in the language of self-efficacy. Development of a school-wide language of self-efficacy.		Term 2	Tim Clarke
<b>Strategy:</b>	All staff utilise PBL as a framework for the improvement of student self-efficacy.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
The PBL REAL values (Respect, Excel, Attend and Learn) are to remain central to the language of, and a key focus of, the self-efficacy program.		Ongoing	Helen Cassimatis, Tim Clarke







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### Improvement Priority 6. Improvement in Student Self-Efficacy

#### Targets

Identification of the characteristics of a student with high levels of self-efficacy.  
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 A modified Access program is implemented in 2021.  
 improvement in student attendance to an average of 90% from Years 7 to 12.  
 Improvement in student behaviour with a decline in Student Disciplinary Absences to below 500.  
 An average A-C achievement rate of 67% from Years 7 to 10, applying the Australian Curriculum with fidelity.  
 Increased positive opinion of the school as measured by the School Opinion Survey.

**Strategy:** Continued implementation of Tier 1 PBL behaviour management strategies and further development of Tier 2 and Tier 3 behaviour management strategies.

Actions	Timeline	Responsible Officer(s)
Tier 1 PBL behaviour management strategies to be maintained while a program to develop Tier 2 and 3 behaviour improvement is developed as part of a holistic Tier 2 and 3 PBL framework..	Ongoing	Helen Cassimatis

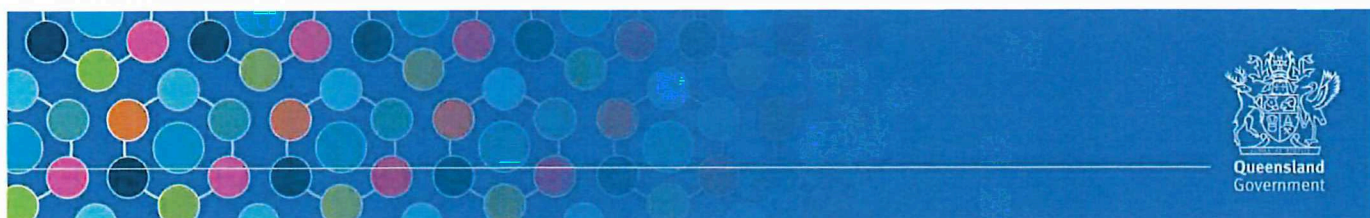
### Improvement Priority 7. Enhancement of Community Partnerships

#### Targets

Three Community Partnership groups formed to improve engagement with three target groups: parents/caregivers; community, business and educational organisations and feeder primary schools.  
 Improvement in parent and community perception of the school as indicated by sources such as the School Opinion Survey, social media content and anecdotal feedback.  
 A growth in student enrolment, with a focus on increasing Year 7 numbers.  
 Increased community engagement with the school.

**Strategy:** Formation of three Community Partnership committees to improve engagement with three specific groups: parents/caregivers, community, business and educational organisations and feeder primary schools.

Actions	Timeline	Responsible Officer(s)
Three Community Partnership Committees formed with a focus on three target groups: parents/caregivers; community, business and educational organisations and feeder primary schools.	Term 1	Andrew Gold, Amy Luxton, Scott Pearse, Lucy Salanoa, Paolaaita Salanoa, Geoff Sippel, Donald Tabuai, Marianne Watterson







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## 2021 Annual Implementation Plan

### Improvement Priority 7. Enhancement of Community Partnerships

#### Targets

Three Community Partnership groups formed to improve engagement with three target groups: parents/caregivers; community, business and educational organisations and feeder primary schools.

Improvement in parent and community perception of the school as indicated by sources such as the School Opinion Survey, social media content and anecdotal feedback.

A growth in student enrolment, with a focus on increasing Year 7 numbers.

Increased community engagement with the school.

<b>Strategy:</b>	Development of annual action plans for each committee to develop and maintain long-term, sustainable relationships with each target group.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Action plans for each committee to be finalised by the end of Term 1.		Term 1	Andrew Gold, Amy Luxton, Scott Pearse, Lucy Salanoa, Paolaaita Salanoa, Geoff Sippel, Donald Tabuai, Marianne Watterson
<b>Strategy:</b>	Employment of a school Communication and Community Relations Officer.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Funding for this position to continue in 2021.		Ongoing	Tom Beck, Sally Pardella
<b>Strategy:</b>	Guidance Officers and Special Education Program staff to liaise with external agencies to enable ongoing specialist support for students.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Guidance Officers and SEP staff to continue their roles as the main liaison with specialist external agencies providing support for students.		Ongoing	Helen Cassimatis, Roxanne Franke, Bec Meurant, Jashuben Vekariya
<b>Strategy:</b>	Intensive engagement with feeder primary schools, including the provision of extension programs and the full or part-time employment/secondment of a teaching staff member as a transition officer.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
School staff to be pro-active in establishing mutually beneficial relationships with feeder primary schools including the provision of extension and transition programs.		Ongoing	Jason Bugeja, Andrew Gold, Scott Pearse







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### Improvement Priority 7. Enhancement of Community Partnerships

#### Targets

Three Community Partnership groups formed to improve engagement with three target groups: parents/caregivers; community, business and educational organisations and feeder primary schools.  
Improvement in parent and community perception of the school as indicated by sources such as the School Opinion Survey, social media content and anecdotal feedback.  
A growth in student enrolment, with a focus on increasing Year 7 numbers.  
Increased community engagement with the school.

<b>Strategy:</b>	Increased engagement with other educational bodies and community organisations.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
School to maintain and increase its relationship with bodies like the University of Queensland, the University of Southern Queensland, the Multicultural Development Association and ABCN.		Ongoing	Roxanne Franke, Melissa Meldon, Marianne Watterson, Mary Anne Zaszlos
<b>Strategy:</b>	The provision of extra-curricula activities based on community strengths such as cultural talents (music and dance) and sport.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
The school will continue its engagement with school and community based cultural activities such as Artsfest, Harmony Day, Multifest and NAIDOC week.		Ongoing	Nicolee Clarkson, Lucy Salanoa, Paolaaita Salanoa, Donald Tabuai
<b>Strategy:</b>	Continued and enhanced participation in community partnership groups such as the "Community Take 5 Group" and Multicultural Development Association Local Area Consultation group.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continued sponsorship of school groups such as "Community Take 5" and ongoing participation in groups like the MDA Local Area Consultation group.		Ongoing	Tom Beck, Melissa Meldon, Lucy Salanoa, Paolaaita Salanoa, Geoff Sippel







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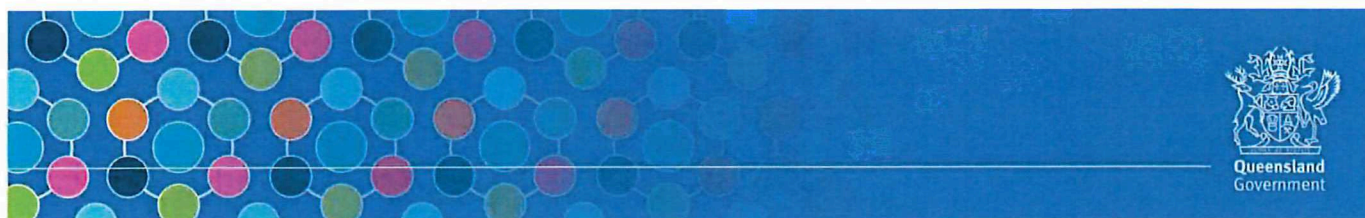
## 2021 Annual Implementation Plan

### Improvement Priority 8. Improved Staff Wellbeing and Collaboration

#### Targets

An increase in staff morale as indicated on the School Opinion Survey.  
 A decrease in staff absences.  
 Greater staff involvement in collegial and social activities.  
 Increased staff involvement in staff enrichment activities such as sports coaching, homework club and cultural groups.  
 Increased staff involvement in collaborative decision making and cross-faculty activities and professional development.

<b>Strategy:</b>	Formation of Staff Wellbeing Committee.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Committee formed from self-nominated but representative staff.		Term 1	Diana Furlan
<b>Strategy:</b>	Collaborate with the Organisational Wellbeing Consultant from Metropolitan Region to survey and identify priority areas for improvements to staff well-being.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Regional Organisational Wellbeing Consultant introduced to school and utilised as expert and "critical friend".		Ongoing	Diana Furlan
<b>Strategy:</b>	Development and implementation of strategies/activities to enhance staff wellbeing, collegiality and cohesiveness with two major foci each year.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
"People at Work" survey used to identify the two highest priority areas impacting on staff wellbeing. In 2021 the Staff Wellbeing Committee will focus on role overload and change consultation.		Term 1	Diana Furlan
<b>Strategy:</b>	Conduct an annual well-being survey of staff (the People at Work Survey) to measure improvement and identify focus areas for the following year.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
"People at Work Survey" to be conducted annually to measure improvements in staff wellbeing and to identify two focus areas for the following year.		Term 4	Diana Furlan
<b>Strategy:</b>	Establishment of Professional Learning Communities on a cross-faculty basis to enable expertise sharing and support on a peer to peer basis.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Professional Learning Communities established and calendar of meetings published.		Term 1	Diana Furlan
<b>Strategy:</b>	Scheduling of combined faculty meetings for specific purposes.		
<b>Actions</b>		<b>Timeline</b>	<b>Responsible Officer(s)</b>
Teaching and Learning calendar to have flexibility to accommodate cross-faculty meetings.		Term 1	Geoff Sippel







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#### Targets

An increase in staff morale as indicated on the School Opinion Survey.

A decrease in staff absences.

Greater staff involvement in collegial and social activities.

Increased staff involvement in staff enrichment activities such as sports coaching, homework club and cultural groups.

Increased staff involvement in collaborative decision making and cross-faculty activities and professional development.

**Strategy:** Development of a school social events calendar.

Actions	Timeline	Responsible Officer(s)
Schedule of social and collaborative events developed (fitness training, crafting, etc). Wellbeing, Social and Collaborative Calendars developed and published.	Ongoing	Diana Furlan

#### 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

