

TRINITY BAY STATE HIGH SCHOOL
'BIENNIAL' SCHOOL IMPROVEMENT PLAN: 2018-2019
SCHOOL STRATEGIC PLANNING CYCLE: 2016 – 2019



Name of Principal: Mr Martin Woodcock | **Address:** 26-62 Hoare Street, Manunda, Cairns -4870 | **Status:** Independent Public School | **School band:** 11 Yr. 7-12 | **Last (QSR):** 2015

SCHOOL VISION: To **ENGAGE** and **ENABLE** students to achieve meaningful personal and future life pathways.

MISSION: To provide high quality teaching that **ENGAGES** students in active learning to become global citizens of the 21st century.

SCHOOL VALUES: Learning, Respect, Relationships, Responsibility and Pride in all we do.

Priorities over the 4 year planning cycle
 (based on the National School Improvement Tool)

Priorities for 2018-19: the sharp and narrow focus of the school's improvement work will be targeted to the following key elements. **1. Quality teaching and 2. Student engagement**

- **Explicit Improvement Agenda**
 - A focus on student performance, with clear targets and strategies that are rigorously implemented and actioned.
- **Analysis and Discussion of Data**
 - Use data to identify priorities, take action and monitor progress.
 - Routinely use student achievement as evidence of successful teaching.
- **A Culture that Promotes Learning**
 - Generate a school-wide commitment to purposeful successful learning.
- **Targeted Use of Resources**
 - Develop school-wide processes to identify and address specific student learning needs.
- **An Expert Teaching team**
 - Build a school-wide self-reflective culture focused to invest in improving teaching.
 - Provide professional learning, coaching and mentoring arrangements.
 - School leaders and peers observe and discuss teachers' work regularly.
- **Systematic Curriculum Delivery**
 - Align the curriculum delivery plan with the Australian Curriculum, QCARF and QCAA.
 - Implement QCAA external senior assessment initiatives by 2019 (Yr.11)
 - Deliver curriculum content and assessment using of innovative technology-based pedagogies
- **Differentiated Classroom Learning**
 - Make differentiation a feature of every teacher's classroom practice.
 - Show in planning how multiple opportunities to learn are provided.
 - Teachers regularly use student achievement data to assess strengths and weaknesses and to identify starting points for learning.
 - Investigate appropriate Learning Management Systems for the school during 2018.
- **Effective Teaching Practices**
 - Implement consistent whole school research based pedagogical practices.
 - Give clarity to what students are expected to know and be able to do.
 - Provide timely feedback to guide student action and to allow for self-regulation.
- **Transition planning** - Year 6 - 7 to high school: location, wellbeing, curriculum.
- **Current plans and school procedures** - Internal review of plans and systems
- **Create productive partnerships** - with students, staff, parents, and community.

1. Quality Teaching

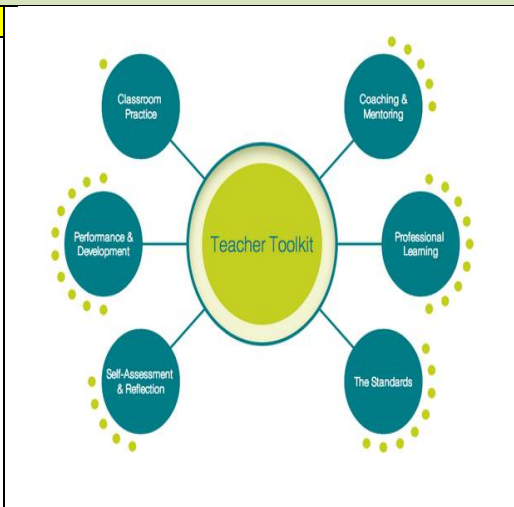
is based on (3) elements:

Develop professional knowledge
 Use a deep understanding of the Australian Curriculum (ACV8), to adopt and adapt the (C2C) materials and school curated resources.

Develop professional practice

- Implement a research-validated school-wide pedagogical framework (ET and DOTL)
- Improve students' literacy and numeracy achievement in all learning areas
- Use peer observation, feedback, differentiated coaching to improve teaching practices.

Develop professional engagement
 Support career and capability development using performance development practices & processes aligned to the APSTs,



2. Student Engagement

The concept of **student engagement** is based on the premise that learning improves when students are inquisitive, interested and inspired.

- A student's attention, curiosity, interest, optimism and passion displayed when they are learning or being taught, extends to the level of motivation they have to learn and progress in their education.
- Students who are **self-regulated learners** have the ability to monitor and control their own behaviour, emotions and thoughts, utilising these within the demands of learning situations and environments.
- In 2018 teachers and students will focus on the tools and skills necessary to develop self-regulated learners to increase successful engagement and outcomes.

Self Regulated Learners

- Are Motivated to Learn
- Take control and ownership of their Learning
- Plan their strategies
- Reflect on the process of learning itself
- Employ multiple strategies to learning
- Monitor and Regulate their learning
- Evaluate their learning against set standards
- Attribute their successes and failures to factors in their control

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School Performance Measures		Planning 2016 -2019				
Quantitative data measures		FNQ targets	2016	2017	2018	2019 (QSR)
Academic	A - C results	85%	77%	75%	85%	85%
Senior results	OP 1-15	80%	74.4%	75%	77%	80%
	OP 1-15	20%	12.2%	15%	15%	15%
	QCE/QCIA	97%	100%	100%	100%	100%
	Cert 2,3,4	65%	87.2%	85%	85%	85%
NAPLAN	Yr. 9 Reading (@NMS)	90%@^NMS	86%@^NMS	90%@^NMS	91%@^NMS	92%@^NMS
	Yr. 9 U2B Reading	20% > 2/3 test areas	15.7%	7.5 (^QSS)	20% (N)	22% (^ N)
	Yr. 9 Writing (@NMS)	20% > 2/3 test areas	76.6%@^NMS	74.5%@^NMS	83%@^NMS	83%@^NMS
	Yr. 9 U2B Writing	20% > 2/3 test areas	7.6%	7.4%	10%	12%
	Yr. 9 Numeracy (@NMS)	90%@^NMS	95.6%@^NMS	97%@^NMS	98%@^NMS	100%@^NMS
Attendance	School target	89.5%	91.2%	92%	94%	95%

School Performance Measures		Planning 2016 -2019			
Non-Quantitative Measures		School Processes	2017	2018	2019 (QSR)
School data collection plan		Review/Refine	◊	◊	◊
Teacher meetings to discuss data		Once a term	◊	◊	◊
A-E, NAPLAN, IEP testing, review, compare		Ongoing	◊	◊	◊
School leader and peer feedback		Review/Refine	Coaching/MBT/POP/LWALKS	Review/Refine	Review/Refine
Teachers /Peers visit classrooms		Routine	Coaching/MBT/POP/LWALKS	Review/Refine	Review/Refine
APR- Personal Development Plans		Twice a year	◊	◊	◊
Targeted professional learning		Review/Refine	◊	◊	◊
School Curriculum Delivery Plan		Initiate/review	Yr.7,10,11 and 12	Implement/Review	Implement/Review
Units of Work display innovation, collaboration and differentiation via the targeted use of technology-driven pedagogy		Initiate/review	◊	◊	◊
Differentiation @ class/student level		Routine	◊	◊	◊
School-wide use of (13) SOPs - including:		Initiate review	SOP team review	School wide practice	School wide practice
* Course Planners & investigate LMS		Routine	◊	◊	◊
* Systematic student feedback -all teachers		Routine	◊	◊	◊
* Student Feed Forward and goal setting		Routine	◊	◊	◊
Yr. 6-7 transition planning - curriculum		Initiate/review	◊	◊	◊
Curriculum Plans reviewed in sequence		Annually	◊	◊	◊
Parent community engagement		Routine and Ongoing	◊	◊	◊
* QCAA external assessment changes		Ongoing	Enact	Enact	Enact

◊ - school wide practices: routinely done by all teachers, in all faculties.

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Whole school Priorities	School Goals	Personnel	Performance Targets
EXPLICIT IMPROVEMENT AGENDA			
<ul style="list-style-type: none"> A focus on student performance, with clear targets, strategies and implementation plans that are rigorously actioned. 	<p>Promote to consolidate in 2018</p> <ul style="list-style-type: none"> School plans are aligned to the improvement agenda and are regularly reviewed/discussed and rigorously implemented & actioned. Teachers know strategies to implement targets and take responsibility for modifications/adjustments in their practice to achieve school targets. Clearly communicate the improvement agenda to generate optimistic commitment by all staff. All staff can clearly articulate how their work aligns to improvement agenda. 	<ul style="list-style-type: none"> Principal School Leaders All Teachers School Council 	<p>STUDENT ATTAINMENT:</p> <ul style="list-style-type: none"> A-C student results: 85% (class targets negotiated) <p>SENIOR RESULTS:</p> <ul style="list-style-type: none"> OP 1-15 results: 80%, (HI)(by 2019) , OP 1-5: 15% (HI) 100% with leaving qualification - QCE/QCAI Certificate 2,3,4 qualifications @ 85% (HI) <p>WRITING:</p> <ul style="list-style-type: none"> Year 9 NAPLAN Writing - 83% ^NMS (2017 QSS - 69.3%) Year 9 NAPLAN U2B in Writing - @10% (2017 QSS - 10.9%) <p>NUMERACY :</p> <ul style="list-style-type: none"> Year 9 NAPLAN 98.2% ^ NMS in 2017 <p>READING :</p> <ul style="list-style-type: none"> NAPLAN U2B – 15.2 % (QSS), 90% ^NMS (2017 QSS - 87.2%) <p>ATTENDANCE: attendance rate - @ 95% by 2019</p>

Whole School Priorities	School Goals	Personnel	Performance Targets
REVIEW OF SCHOOL PLANS			
<ul style="list-style-type: none"> Review and develop systemic plans. 	<p>Review, prioritise and enact in 2018</p> <ul style="list-style-type: none"> Whole school deployment of BYOx. Embed whole school Language and Literacy plan Implement whole school Numeracy plan Continue MSSWD (More Support for Students with Disabilities) data capture and adjustments Embed QCAA SATE planning with all staff. Review Biennial 2018-19 improvement Plan 	<ul style="list-style-type: none"> IT HOD Literacy team Numeracy team Deputy Principal & SWAT EMT/SMT School Council 	<ul style="list-style-type: none"> Plans reviewed in sequence through stages of initiation and implementation – HODs/Executive team BYOx implemented whole school- monitor % student take up Review and refine existing data and operational systems to maximise efficiencies and effective operations Specified curriculum planning meetings are dedicated to QCAA changes- WSM and Faculty School Council, EMT/SMT review Biennial improvement plan – each semester

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ANALYSIS AND DISCUSSION OF DATA			
<ul style="list-style-type: none"> Use data throughout the school to identify priorities, take action and monitor progress. Routinely use student achievement as evidence of successful teaching. 	<p>Review to consolidate in 2018</p> <ul style="list-style-type: none"> Document a school plan and timetable for the annual collection of student outcomes data. Identify for all staff the responsibility for the implementation of the data plan. Identify for all staff responsibility for Literacy and Numeracy initiatives - @classroom and faculty levels Time is set aside at faculty meetings to identify priorities, take action and monitor progress (i.e. after interim and semester reporting, completion of 5 week unit). Data sets are used throughout the school to identify gaps in learning and to monitor improvement (Identify whole school and faculty sets). Teachers routinely use objective data on student achievement as evidence of successful teaching and create solutions to student learning. 	<ul style="list-style-type: none"> Principal Deputy Principals HODs All Teachers 	<ul style="list-style-type: none"> School Data Collection plan enacted with accountability. Data presented and analysed according to collection plan. Time is set aside at meeting to discuss data (faculty, whole staff, EMT, SMT and Learning Lounges). Teachers and HODs routinely use class dash board to identify gaps in learning for students. Class portfolios and data lens completed - all teachers. Reporting in 2017, (2) interim reports with results and (2) times a year with comments. LOA data tracker used Term 3. <p>Teachers/faculties embed: (core elements of Literacy/Numeracy)</p> <ul style="list-style-type: none"> identified in Literacy/Numeracy plans, content and assessment vocabulary, word walls, Reading – 'A' exemplars, task sheets and exam questions, Reading and comprehending texts, Answering written exams, Researching techniques.
Whole school Priorities			
CULTURE THAT PROMOTES LEARNING			
<ul style="list-style-type: none"> Generate a school-wide commitment to purposeful successful learning. 	<p>Embedded and Routine in 2018</p> <ul style="list-style-type: none"> Build staff moral/ developing a collegial culture demonstrated by openness to constructive feedback/input by colleagues. Positive, optimistic high expectations that every student can learn. Respectful and caring relationships maintained across the school reflected in the interactions between people. Build a school-wide commitment to the behaviour plan and agreed language, procedures and practices. All students are engaged in challenging, meaningful, successful learning and are self-regulated learners Build a school wide commitment to school vision and philosophy. Student rewards, recognition and acknowledgement formalised. Invest in targeted leadership development for aspiring student leaders. 	<ul style="list-style-type: none"> Principal Deputy Principals HODs All Teachers All support staff SWAT 	<ul style="list-style-type: none"> Systems for positive individualised communication with parents are routinely used – postcards, phone calls, emails etc. All teachers will make documented, timely regular contact with parents/carers – academic success, D/E LOA progress. Good habits awards are routinely used. The school is promoted through traditional media, social media, community displays, the website and word of mouth. School crest/logo and vision, values and goals reviewed and understood by teachers and students. Endeavour Awards system engages broader student cohorts: focus on Academic, Sport, Cultural and Community Service areas. Leadership opportunities - created/enacted for aspirants.

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TARGETED USE OF RESOURCES			
<ul style="list-style-type: none"> Develop responsive school-wide processes for identifying and addressing specific student learning needs. 	<p>Review, prioritise and enact in 2018</p> <ul style="list-style-type: none"> Identify U2B/gifted students, provide targeted enrichment activities. One school a location of individual student learning needs, profiles and support plans, <ul style="list-style-type: none"> <i>Refugee & EAL/D Students, Indigenous students</i> <i>Special needs students/SWDs, Learning difficulties</i> A NAPLAN Action Plan - exists and enacted by all teachers. Systematic literacy and numeracy testing of students: Waddington, IEP, NAPLAN, A-E testing and data made easily available to teachers. Workforce Plan - respond to teachers and subject changes Effective, creative and agile use of available resources to enhance teaching and learning. An International Student Plan: expand and market school. Deploy <i>I4S</i> and <i>IPS</i> funds: target programs & innovative practices. 	<ul style="list-style-type: none"> Principal Deputy Principal HODs Subject Co-ordinators Teaching Teams All Teachers 	<ul style="list-style-type: none"> SOE programs market and expand - V/Arts, Science, P/Arts, TAA. U2B faculty strategies target and address student needs and performance targets- Solid Pathways, IMPACT etc. One School profiles for all identified targeted students School based test results uploaded to One School (term1) Staff trained in the productive use of whole school data and school performance data sets @ (faculty levels) A documented NAPLAN Action Plan enacted by all faculties. Review Foundation learning programs implemented in Year 7&8. Intensive intervention support programs for literacy and numeracy development are enacted. A Workforce Plan documents – (initiate 2018) identifies succession, leadership and emerging skills and knowledge needs. A documented ISP Plan – (2018) enact & identify potential markets for expansion and growth - China/PNG/Europe. I4S/IPS funds resource school based programs- Physical, financial, human, technological resources are embedded into a diverse range of programs/activities maximising student outcomes.
Whole school Priorities			
EXPERT TEACHING TEAM			
<ul style="list-style-type: none"> Build a school-wide self-reflective culture focused on improving teaching. Provide professional learning, coaching and mentoring arrangements. School leaders and peers observe and discuss teachers' work/pedagogy with them 	<p>Review, prioritise and enact in 2018</p> <p>Teachers:</p> <ul style="list-style-type: none"> Collaborate to plan and review the effectiveness of lessons. Involve school leaders and peers- observe and discuss their work. Have professional portfolios of practice and professional learning. Protocols for differentiated mentoring and coaching processes (with teacher agreement) are in place. APR- Personal Development Plans are used as a basis for professional discussion and align to ATSIL/APST framework (bi-annual) Have opportunities to take leadership roles outside the classroom Use ATSIL Classroom Continuum - strategies and initiatives Access a published/documented professional learning plan aligned to the school's improvement agenda and identified teacher needs. 	<ul style="list-style-type: none"> All teachers SMT & Teachers Deputy Principals EMT/SMT & Coach 	<ul style="list-style-type: none"> School leader and peer feedback is regular ongoing and routine. All staff /HODs engage in formal (1) x WPF per year. School leaders complete Learning Walks term 2 and term 3 - minimum of (8) lessons. Targeted & systematic professional learning: <ul style="list-style-type: none"> Each term via learning lounges and targeted PD to support improved teaching at whole school and individual level. Prioritise and schedule time at faculty meetings for teachers to collaboratively plan and review. APDPs align to APR processes for all teachers. Continue to deploy Coaches and Mentor teachers – to support and work with HODs, teachers & beginning teachers. A differentiated model supports teacher's improvement and personal capacity development. Explore and support succession training and aspiring leaders.

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SYSTEMATIC CURRICULUM DELIVERY			
<ul style="list-style-type: none"> Align the curriculum delivery plan with the Australian Curriculum, QCARF and QCAA 	<p>Review to consolidate in 2018</p> <ul style="list-style-type: none"> Review the documented whole school curriculum, assessment and reporting plan as per P-12 Curriculum Framework. Further embed QCAA stages of SATE – internal & external assessment types to senior schooling and pedagogy. Embed STEAM initiatives into Junior Secondary curriculum. Innovation – i.e. Digital Technologies and eLearning are reflected in teachers curriculum planning and classroom practices. Teachers use READCLOUD/Learn-on via BYOx (Yr. 7-10). There is alignment of the overall curriculum delivery plan, term / unit plans and assessment. There is vertical alignment across year levels. There is consistent unit plan development centrally located complete with: <ul style="list-style-type: none"> Unit overview/sequence (Course Planner SOP) Content and resources (linked to differentiate learning). Mapped learning outcomes/content descriptors and assessment standards. Embedded literacy elements, including 'A' Level Exemplars (SOP). Embedded high order thinking elements (linked to differentiate learning). Products/assessments including task sheets (SOP) & criteria sheets (SOP) (linked to differentiate learning). 	<ul style="list-style-type: none"> Principal Deputy Principal HODs Subject Co-ordinators Teaching Teams All Teachers 	<ul style="list-style-type: none"> Teachers deliver the Australian Curriculum, Version 8. Teachers respond to curriculum time allocations – select and deliver critical content via rich learning in depth. Content descriptors and Assessment standards are used in all curriculum planning. General capabilities of the Australian Curriculum are embedded in curriculum planning and delivery. 21st Century Skills are reflected in planning and teaching. A reviewed curriculum plan is published in a central location and accessed regularly by all. Curriculum units centrally stored and located by faculties. Teaching teams backward map from SATE syllabi to Jnr Secondary. Marzano's Taxonomy is reflected in Jnr Secondary. Teaching teams review and maintain the school curriculum delivery plan. Teaching teams review the curriculum plan: it is current & vertically aligns across year levels. Moderation is mandated element of planning, teaching and assessment. Higher levels of STEAM engagement by students and teachers Teachers – English, Maths, Science and SOSE use eLearning with READCLOUD/Learn-on via BYOx (Yr. 7-10)

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DIFFERENTIATED CLASSROOM LEARNING			
<ul style="list-style-type: none"> • Make differentiation a feature of every teacher's practice. • Show in planning how multiple opportunities for students to learn are provided. • Teachers regularly use student achievement data to determine their strengths and weaknesses and to identify starting points for learning. 	<p>Review, prioritise and enact in 2018</p> <ul style="list-style-type: none"> • Further implement the Differentiation Placemat Standard of Practice (SOP). • The Differentiation Placemat (SOP) and other differentiation techniques (25 days of Differentiation) used to explicitly tailor teaching for student need and readiness. • Show in unit planning and in class planning how the different needs of students are addressed. • Respond to individual differences (including cultural difference) by offering multiple means of representation, engagement and expression. • Use 'Assessment x 3' to determine strengths and weaknesses and starting points for current and next steps of student learning. • Teachers assist students to set individual learning goals. (Feed forward SOP) • Feedback and Feed forward assist with progress over time and specific suggestions on how to improve. • Embed Marzano's Taxonomy into curriculum planning specifically: Self-System, Cognitive System, Knowledge and metacognition 	<ul style="list-style-type: none"> • SMT & Teachers • EMT & Teachers 	<ul style="list-style-type: none"> • Units of work in Year 7 (specifically) as well as 8,9,10 show differentiated content, processes and products. • Units of work are stored centrally for ease of access by teachers all faculties. • Teachers are catering for difference in classrooms through regular use of 'Assessment as, for and of Learning'. • Students/teachers are setting individual goals at set junctures as per the Feed Forward SOP. • Multiple means of representation, engagement and expression are observable in classrooms. • Differentiation is: <ul style="list-style-type: none"> ✚ evident in student workbooks (Jnr secondary). ✚ evident at the classroom planning ✚ implemented in Jnr and Snr year levels catering for all students (whole school). • Teachers enable students to understand and effectively use Marzano's thinking skills to improve their own learning.

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EFFECTIVE TEACHING PRACTICES			
<ul style="list-style-type: none"> Implement whole school research based pedagogical practices (Explicit teaching and DOTL framework) Give clarity to what students are expected to know and be able to do. Provide timely regular feedback to guide student action and to increase self-regulation and independent learning. 	<p>Review, prioritise and enact in 2018</p> <ul style="list-style-type: none"> Principal/Deputy Principals dedicate time to work with HODs/teachers to improve teaching practice, including observing, modelling, evaluating and providing feedback on classroom teaching. HODs commit time to observing, modelling, evaluating and providing feedback on teaching, learning and classroom practices with teachers in their faculties. Focus on improved teaching methods in writing (whole school/subjects) Continued focus on writing formats - class/book work, assessment drafts, digital techniques/tools, NAPLAN online etc. Explicit teaching of skills and content, to provide consistency of practice. Use feedback from 2017 Teaching of Writing Project (LSIA) –English, Maths, Science and SOSE Implement the DOTL in the T&L Cycle via the SOPs Provide clarity about what students are expected to learn and be able to do. Provide specific feedback that guides student action. Students to reflect on and articulate their learning. 	<ul style="list-style-type: none"> Principal Deputy Principals HODS Teachers CDT HOD T/L 	<p>Deploy selected CDT resources to support the delivery of:</p> <ul style="list-style-type: none"> Explicit Teaching Coaches Mentors for the Beginning Teacher program Literacy coach and key teachers in faculties. Profiling and ESCM sweeps <p>School wide practices:</p> <ul style="list-style-type: none"> WPF coaching/observations - align to ATSIL Framework. Explicit teaching elements - tracking tool data collation - (analyse and discuss, share the core elements with SMT/teachers WSM Phases of teacher capacity development align to ATSIL. Language and Literacy strategies are evident in lesson observation Subject Literacies/Numeracies embraced and embedded by all teachers. Writing on demand & hand written/drafting of assignments & assessment is evident for all students. Teachers reinforce the student engagement 'tool kit' with all student to developed self-regulated learners <p>HOD (T/L) initiates strategies to support:</p> <ul style="list-style-type: none"> Improved teaching, differentiated capacity model and APR alignment. Student engagement, effective learning and self-regulation
Whole School Priorities	School Goals	Personnel	Performance Targets
YEAR 6-7 TRANSITION TO HIGH SCHOOL			
<ul style="list-style-type: none"> Effect plans for retention, attainment and transition of students. 	<p>Embedded and routine in 2018</p> <ul style="list-style-type: none"> Review the Action Plan around the six principles of Junior Secondary. Conceptualise the transition through junior secondary <ul style="list-style-type: none"> Entry Yr.7 and pathways Yr. 8 and Yr.9 Exit Yr.9 and transition Yr.10 Engage with parents and community about Year 6 into Year 7 into High School. Engage with Yr.6 primary school students to ensure successful transition (feeder and high school venues) Explore and initiate Junior secondary leadership as a feature of transition 	<ul style="list-style-type: none"> EMT Junior Secondary DP/HOD Teachers 	<ul style="list-style-type: none"> Review Year 7 curriculum - time allocations, content etc. - introduce Digital Technologies and Digital Design Technologies into Yr.7 curriculum: i.e. Mathematics, Manual Arts and HEC. Review Year 8 curriculum - time allocations, content etc.- introduce Digital Technologies and Digital Design Technologies into Yr.8 curriculum in 2018. Explore student leadership that is established, meaningful and supported - for Yr.7, 8 and 9s. Hold student forums and learning walks for students/teachers. Hold information sessions / workshops for parents – SATE. Pathways planning as a feature of Yr.9 for all students. Review of 'T-Bay Way' for Jnr secondary to ensure this supports students' transition to school and promote school culture.

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Whole school priorities	School Goals	Personnel	Performance Targets
PARENT AND COMMUNITY PARTNERSHIPS			
<ul style="list-style-type: none"> Create productive partnerships between students, staff, parents, and community. 	<p>Review, prioritise and enact in 2018</p> <ul style="list-style-type: none"> Continue to explore and develop positive partnerships with parents and community Conduct learning walks and community forums Further develop Social media opportunities for communication & engagement Respond to key identified elements of the SOS 2017 Communicate QCAA SATE plans/ information – community Conduct regular community engagement forums 	<ul style="list-style-type: none"> School Leaders All teachers All teams School Council DP Well-being and Engagement SWAT 	<ul style="list-style-type: none"> Parents are engaged /contacted in a timely and regular manner using diverse individual and group methods. Parents are engaged in school workshops relating to adolescent development and health and well-being, technology and eLearning Parents/community experience student learning at TBSHS The school is promoted through traditional media, social media, the website and word of mouth. Explore/ implement advertising/marketing strategies and approaches for school promotion & profile. The school actively seeks input from parents. Community Engagement forums involve SWAT members, students and key community stakeholders.

State Schools Strategy 2017 - 2021

Every student succeeding - State Schools Strategy 2016-2020 is Queensland's plan to lift the performance of each state school student, teacher and principal. It is aligned with Advancing Education: An action plan for education in Queensland and the Strategic Plan 2017-21.

The strategy provides an overview of our improvement agenda and identifies the key elements we are using to enhance improvement across our system to enable every student to succeed.

We must recognise that lifting educational performance requires additional effort and new and effective strategies. The strategy requires principals to make the decisions on matters that have the most impact on student learning. This emphasis will empower principals and drive their efforts to improve performance and make our state schooling goals a reality for students. The key goals are to:

- improve student academic achievement
- improve Queensland Certificate of Education attainment
- close the gap in attendance, retention and attainment for Aboriginal and Torres Strait Islander students.

Working together to bring the strategy to life, developing our students and teachers and reviewing our performance, we will ensure our schools are among the best in the world.

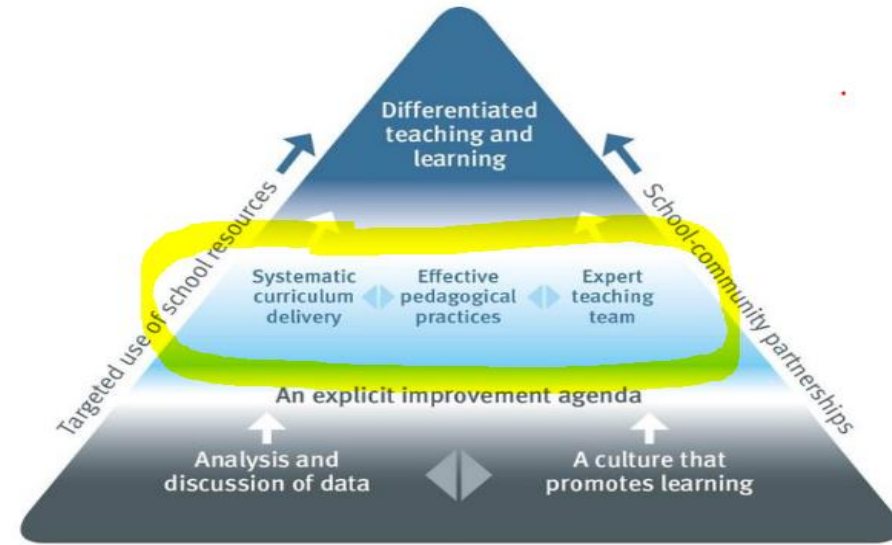
There is a very clear alignment between the State schooling Strategy, the School Improvement Hierarchy and the school's AIP.

*The challenge for the leadership team and teachers is to clearly see that the most effective way to get systematic lift and improvement in teaching and learning is to harness the synergy of the (3) core business domains of the SIH. **The 2018 AIP will be focused on the interconnectedness of systematic curriculum delivery, effective pedagogical practices and the expert teaching team.***

These domains are the key to quality teaching and maximising student engagement and learning.



School Improvement Hierarchy



The School Improvement Hierarchy provides a clear model to guide what needs to happen next in a school's improvement journey. It incorporates the 9 domains of the National School Improvement Tool.

The hierarchy is a tool for conversation in school communities that provides a common language. It acts as a lens to determine the current position in the improvement journey.

Key elements of school improvement have prerequisites, depending on the context, commitment and capacity of the school community.

The School Improvement Hierarchy model image depicts a baseline of analysis and discussion of data, paired with a culture that promotes learning. These contribute to an explicit improvement agenda.

Building on the agenda are systematic curriculum delivery, effective pedagogical practices, and an expert teaching team. Differentiated teaching and learning is at the model's apex.

Integral to the model's delivery are targeted use of school resources and development of school-community partnerships. These are represented as arrows travelling from the baseline of the model to its apex.