



Redcliffe State High School Annual Implementation Plan 2022

Priority : Wellbeing of Staff and Students			
Actions	Evidence of Success	Timelines	Key Leaders
RESPECT classes valued, reviewed and refined to ensure alignment to SEWB Framework and curriculum expectations	School opinion survey data Student Well-being and Engagement survey data Walk throughs Behaviour and attendance for RESPECT classes	Ongoing	RESPECT class teachers DPs HOYs HODs
Staff Well-being to be addressed and supported through adjustments to organisational practices and culture.	School Opinion survey Reduction in teacher absences Student behaviour and attendance data	Ongoing	Principal DPs Teaching staff HODs
Promotion and support of respectful relationships within the school and wider community	School opinion survey Student behaviour Reduction in absences Clear process for conflict management Increased positive community engagement	Ongoing	Social Worker Whole school community

Priority 2: Inclusivity			
Actions	Evidence of Success	Timelines	Key Leaders
Launch and embed school-wide inclusion vision and practices	All staff can articulate inclusion vision and how this looks in practice.	Semester 1	Principal HOSES Teaching staff DPs Inclusion committee
Develop and implement a process to create and review ICPs	Evidenced in the 3 levels of planning NCCD data OneSchool	Semester 1	HOSES Case managers
Building Capacity of all teaching staff in the ICP process	OneSchool 3-levels of planning Assessment School Opinion Survey	Commence Semester 1, then ongoing	HOSES Teaching staff HODs Inclusion coach Inclusion committee
Quality assured NCCD and Bandscaling EAL/D processes to inform new funding model.	Accepted NCCD Data OneSchool Comparable continued funding	Commence Semester 1, then ongoing	HOSES Inclusion Coach HOD T and L

Priority 3: Continued quality teaching and learning			
Actions	Evidence of Success	Timelines	Key Leaders/Stakeholders
Whole-school approach to Differentiation, including Professional Development	Reflected in the 3 levels of planning in each faculty. Staff recording adjustments in a centrally designated space. Evidence based approach to ICP decision-making.	Semester 1	DPs HOD Middle Schooling HOSES Inclusion Coach Case Managers Teaching staff Inclusion committee

Whole school use of targeted disaggregated data to inform teaching practices.	Attendance Data improvement Long term reduction in behaviour incidents Improvement in A-C data Improvement in School Opinion Data Updated data plan	Ongoing	DP HODs Teaching Staff Data Coach
Use of PLT time for conversations around pedagogy and curriculum.	Improvement in A – C data School Opinion Survey data Routine shared practice/TASTi tours	Ongoing	HODs HOD Teaching and Learning PLT Leaders Coaching Team
Refine observation and feedback practices.	Coaching, Profiling, Collegial Engagement	Ongoing	SLT
Adhere to whole school and faculty quality assurance processes and policies.	Moderation and cross marking minutes 3-levels of curriculum planning PLT walk throughs	Ongoing	HODs Teaching staff DPs
Whole school Literacy and Numeracy more explicitly addressed and embedded in curriculum.	Improvement in A-C data Relative Gain 3-levels of curriculum planning	Term 1	HODs HOD Junior (Numeracy) HOD Middle (Literacy)
Priority 4: A Culture that Promotes Learning			
Actions	Evidence of Success	Timelines	Key Leaders
A tiered Case Management process implemented for all students.	RESPECT Classes rolled out Attendance Data improvement Long term reduction in behaviour incidents Improvement in A-C data Improvement in School Opinion Data	Ongoing. Reviewed each term.	DPs HODs HOD Engagement HOYs HOSES

Explicit teaching of the School Values and the Positive Behaviour Matrix	Clear Positive Behaviour Matrix document created and shared with staff Staff, students and the community can articulate school values and expected behaviours School opinion survey	Ongoing. Reviewed each term.	HOD Engagement SLT HOD Teaching and Learning Profiling Coach
Implementation of Restorative Practices across the school	PD for staff Long term reduction in behaviour incidents Improvement in A-C data Improvement in School Opinion Data	PD for teaching staff in term 1	DPs HOD Engagement SLT

School wide Targets

Attendance

Whole School	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2021 – 85%						
2022 – 88%						

Senior School Data

QCE
100%

NAPLAN

Numeracy	Targets	Literacy	Targets
NMS Year 7 and 9	100% above NMS.	NMS Year 7 and 9	100% above NMS for all areas.
U2Bs Year 7	35%	U2Bs Year 7	R 25% W 30% S 35% G&P 30% N 25%
U2Bs Year 9	27%	U2Bs Year 9	R 25% W 25% S 25% G&P 25% N 25%
Relative Gain Year 7 and 9	Year 7: 75 points Year 9 50+ points	Relative Gain Year 7 and 9	50+ points

Endorsement

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

Shona McKinlay Principal	Carlos Ortega School Council Chairperson	Chris Lassig Assistant Regional Director
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