Craigslea
State High School

Annual Implementation Plan

2021

Snapshot

The following attributes are from the school's 2020 external school review

School History

> Craigslea State High School first opened its doors to students in 1975

> The school emblem was designed by one of the original staff members of the school

> The stylised building in the logo reflects the outline of the school library and symbolises a place of belonging where knowledge is acquired and where students feel safe to develop into global citizens of the future

Governance

> Australasian Schools Accreditation Agency (ASAA) accredited school
> A strong and effective Parents and Citizens' Association (P&C), School Council and Student Representative Council (SRC)
> A continuous improvement agenda enacted through regular formal review of performance
> Strategically focused on the future to effectively use resources

Teaching

> Highly effective teaching is recognised as the key to improving student learning throughout the school
> Effective teaching is responsive to a changing world
> Quality professional learning is continuous within a strong collegial culture

Learning Outcomes

> A consistent trend of improvement in student learning outcomes that exceed those of comparable like schools
> Teachers have a deep understanding of curriculum and plan programs collaboratively
> Student learning data is continuously monitored
> Individual student learning goals consistently support all students to improve their learning

Culture

> The school has an exceptional culture that is calm, orderly, caring and characterised by productive classrooms
> School culture is driven by a strong sense of community, which is evident in the care and support that students and staff demonstrate for each other
> Annual extracurricular events have become established traditions that enhance school culture
> The school actively promotes respect for cultural diversity

Community

> 1150 students from 50 different cultural backgrounds
> Craigslea has a community focus with reciprocal support for academic, sporting, cultural, wellbeing and post-schooling opportunities
> There are high levels of parent and community support for enacting the school vision
> The school has established a unique Craigslea State High School identity in the wider community

Craigslea State High School

Guiding Principles

Our Vision is for all Craigslea students to be active citizens in a global society

Our school is driven by the belief that active citizens in a global society are nurtured in a respectful and dynamic learning culture

Our Values

...Educating Global Citizens

Critical Thinking

Communication

EXPLORE local, global and cultural issues

ENGAGE in positive interactions across cultures

GLOBAL CITIZENSHIP

VALUE the perspective of others

TAKE ACTION for collective well-being and sustainability

Creative Thinking

Personal & Social Skills

Collaboration & Teamwork

ICT Skills

Learning
Our teaching promotes intellectual curiosity and encourages personal best

Respect
Our school community values the rights, safety and perspectives of others

Community
Our community partnerships enrich learning and the school experience

Our Motto:
...Striving for Excellence

Our Graduates will be:

Confident and curious learners ‹

Honest and ethical ‹

Active contributors to society ‹

Respectful of the rights of diverse communities ‹

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2021 IMPROVEMENT PRIORITIES

1.	**Writing**	Writing is practised regularly and is evident in all student workbooks – sentence styles and paragraph structures
2.	**Student Learning Goals**	A learning goal and improvement strategy is recorded for each subject/ term
3.	**Intentional Collaboration**	All teachers collaborate through: • Pre-teaching meetings • Peer Learning groups • Observation and feedback • Moderation

2021 KEY TARGETS		
Focus		Manager
A – E Report grades	> 85% student A - C Semester Achievement grades in all subjects >95% student A - C Semester Effort and Behaviour grades	HoDs
Year 12 exit	1. 100% QCE attainment 2. 100% QTAC offers 3. Year 12 exit subject results above state averages	SLT
Student engagement	Increase the number of year 11 & 12 students engaged in "work placement"	SS HoD
Student pathways	Post school destinations (in education/ training/ work) is above Brisbane North average	SS HoD DP (Linda)
Curriculum Alignment	The school's formal, scheduled processes are used to ensure alignment of curriculum, assessment and pedagogy.	HoDs
Professional Learning	All staff are engaged in collaborative professional learning and receive quality feedback about their teaching practice.	Principal
Student attendance	> 90% of students have an annual attendance rate > 85%	YLCs
Indigenous Students	Indigenous students' attendance and year 12 exit pathways are similar to school cohort.	GOs

Priority 1. Learning Outcomes – *Data analysis and improvement agenda*			
Success Indicator *Statement of visible progress*	**School Strategy**	**2021 AIP Actions**	**Responsible Staff**
Teachers and faculties use student achievement data to inform teaching practice	Develop a consistent and rigorous process to analyse student achievement at classroom and faculty level.	• Pre-teaching meetings use place mat, dashboard and Track Ed data to identify formative assessment (data to inform teaching) and extension learning (aligned to the curriculum) in unit plans • Faculties review A – E (including 'N') and available diagnostic data at the end of each reporting period to 'gap' analyse achievement within and across classes • Line-managers meet individual teachers to analyse student data • PD for use of TrackEd including input of data • Track Ed data sheets are provided to all teachers at the end of each reporting period – 3 x year	Brett HoDs HoDs DPs, HoD JS, HoD SS
SWD comparative academic data are used for adjustment planning.	Develop and implement a process to regularly track academic achievement of students with disability in comparison to year level cohorts.	• HoSES generates data spreadsheet at the beginning of each semester outlining achievement levels of SWD in the 4 core learning areas for each year level cohort • Data shared with HoDs to use at faculty level to identify target groups for teacher adjustment planning • SWD support teams (SEP+LANI) analyse data at semester junctures to identify trends in learning areas	HoSES HoSES HoDs HoSES LANI

Explicit writing instruction is evident in all subjects	• Writing is practiced regularly and is evident in all student workbooks
	• Improvement in student writing is measured and used to inform whole school strategies
		• 2021 Implementation Plan developed including:
		  a) Refresh teacher PD
		  b) Opportunities for writing practice identified in pre-teaching meetings
		  c) All teachers explicitly teach sentence styles and paragraph structure in the context of each subject
		  d) Regular formative writing practice is evident in student books
		• Sample year level data collected from WTE diagnostic tool
			Linda
			HoD English
			
			HoD English, Linda

Post school destinations (in education/ training/ work) are above Brisbane North average	Monitor the effectiveness of pathways that support the full range of students to successfully transition to employment or further education or training. * **School Council priority**	• Implement post-school destination data collection • Review non-tertiary pathways options	HoD SS

Increase student participation in work experience and off-site qualifications	Continue to develop opportunities for all students to undertake work experience
	
	* **School Council priority**
		• Implement on-line process (*Grand Shake)* to engage students in work experience and traineeships
		• Develop refined work roles for non-teaching staff to:
		  a) Develop community/ business partnerships
		  b) Engage businesses
		  c) Engage all students
			HoD SS

QCE attainment	The Senior Secondary Plan identifies actions to monitor student progress and ensure successful transition to post-secondary pathways	• Implement SET planning and monitoring processes • Identify students at risk of not receiving a QCE reporting juncture • Students identified as at risk of not achieving personal goals (e.g. QCE) are provided with appropriate pathway options including assistance from a school 'coach' • Implement Senior Secondary Success (SSS) program – years 11 & 12	HoD SS Guidance Officers HoD SS, Pathways Coach, Academic Coach HoD SS
All students set learning goals for each subject, each term All students receive feedback related to their learning goals	• Students record learning goals in Student Planners • All students receive feedback and understand how they can improve	• Teachers schedule time for all students to identify learning goals each term • Teachers monitor learning goals progress and provide formal feedback during each term • Teachers discuss learning goals with students and provide feedback via school report comments	Teachers (HoDs)
All students below year level in PAT diagnostic tests are provided with literacy and/ or numeracy intervention language support	The School Literacy and Numeracy Plan provides three levels of support: 1) Differentiated teaching – all classrooms 2) Focused teaching – identified student groups 3) Intensive teaching	• Diagnostic data are gathered and recorded for all junior secondary students to provide 'focused' and 'intensive' intervention programs, including NAPLAN preparation and school 'booster' programs • Data walls are used to track student literacy/ numeracy progress and inform intervention strategies	Linda LANI
Students at risk are provided support and intervention	Monitoring and intervention strategies are implemented for students at-risk including indigenous students and student in care	• An integrated Student Support Services team provides support and intervention for students at risk; GO, SBYHN and Chaplain • Indigenous students, students-in-care and students with mental health plans are case-managed • Teacher aide allocations are used for indigenous and in-care students	GOs GOs GOs
EAL/D students are provided with English	EAL/D staff (teaching and non-teaching) support identified students	• Identify all students needing support • Design support programs • Provide advice to teachers	Amanda Handy
The school's wellbeing framework provides multi-level support and intervention for all students	Holistic student data is monitored regularly to identify support/ intervention	• DPs/ YLC monitor behaviour, academic, attendance data fortnightly • DPs and GOs meet weekly for student support triangulation • A Student Wellbeing working party reviews the school's framework annually and updates to comply with Department policy changes • Year 8 Healthy Minds program implemented • Student wellbeing data is collected (including SOS data) to review wellbeing processes	DPs YLC GOs Kim, Lisa, Laura Yr. 8 Coord. DPs

Explicit annual school targets are set and communicated to the school community	• The school leadership team establishes explicit annual school targets and communicates these to the school community • The School Council reviews school performance data and provides strategic advice to the principal	• All school leaders actively engage staff in understanding school targets and strategies to achieve them • HoDs support teachers, through individual and faculty processes, to implement 'place mat' strategies • All school performance data are provided to the School Council	HoDs HoDs Principal

Priority 2. Leadership and Governance

Success Indicator *Statement of visible progress*	School Strategy	2021 AIP Actions	Responsible Staff
All school leaders confidently provide teams and individuals with guidance and feedback to improve teaching practice	Deepen the understanding of Instructional Leadership of all school leaders to build capability as lead learners to model and drive pedagogical practice	• All school leaders collaborate with the HoD Pedagogy to develop personal development plans and targeted faculty-based leadership programs • Professional learning for SLT members to lead curriculum, assessment and pedagogy • SLT members develop 'coaching' skills and annual evaluations (self and peer) of their effectiveness as instructional leaders.	HoD Pedagogy Principal
School leader line management processes are documented and consistent across the school	Collaboratively develop, document and implement line management practices for all school leaders with an inbuilt QA process.	• An annual line management schedule is implemented which is consistent for all HoDs e.g. timing of key data analysis • Each line manager establishes regular meetings e.g. fortnightly	Principal DPs HoDs GOs
The school data plan guides and directs analysis and action planning	Collaboratively develop and implement processes to regularly analyse performance towards attainment of whole-school targets at a year and faculty level with an inbuilt QA process.	• HoDs use the school data plan to implement data analysis processes at year and class level	HoDs
School policies and procedures are reviewed	Engage key stake holder groups and formalise review cycle of major school policies	• School Council work plan identifies policy review cycle • Principal and DPs use a review cycle for all school policies	Principal DPs
The School Council provides strategic leadership and advice to drive school improvement	The School Council reviews and provides advice on strategic priorities	• School Council includes 'invited' membership from outside the school • Council reviews key school data and strategic planning • Council identifies its strategic priorities annually	Principal
A Leadership Development strategy is developed aligned to the Education Department *Leadership Strategy 2020 - 2022*	Implement a structured program for staff that identifies and develops aspiring leaders	• Line managers discuss leadership roles with all staff in Annual Performance Development Planning • Prospective HAT teachers are identified • ASAA coaching made available (triads) • Provide for extension of PLG research skills through QELI Practitioner Research Program	All managers Principal

All school leaders develop, monitor and review Annual Performance Review Plans with allocated staff	All staff develop an Annual Performance Development Plan *Reference: Professional Learning Framework*	• All teaching staff use the MYHR online tool to develop an Annual Performance Development Plan (APDP) • Non-teaching staff develop an APDP in a collaborative setting facilitated by the BSM • Create clear role descriptions for non-classified leadership roles • Feedback to non-teaching staff	All classified officers BSM BSM BSM
Faculty Action Plans are explicit and enacted by faculty staff	• Faculty Action Plans identify targets and priorities aligned to the annual school improvement agenda and targets	• Faculty Action Plans developed and regularly reviewed in the faculty	HoDs HoDs
Review processes are used to provide feedback on school performance	• External review tools are used for micro-review processes, including selected faculties	• Utilise elements of external review tools for faculty feedback	Principal

Priority 3. Curriculum - *in and beyond the classroom*

Success Indicator *Statement of visible progress*	School Strategy	2021 AIP Actions	Responsible Staff
Formal, scheduled processes are used to ensure alignment of curriculum, assessment and pedagogy	A whole-school Curriculum, Assessment and Pedagogy Alignment (CAPA) processes are implemented, including moderation	• All teaching units are aligned to the school's Pedagogical Framework, 'validated' and stored on Share Point • All summative tasks are 'endorsed' before the commencement of the unit • Pre-teaching meetings conducted for all courses • Post-teaching moderation meetings (evidence that supports what was identified in the pre-teacher meeting) • Moderation meeting proforma developed	Faculty HoDs Faculty HoDs Faculty HoDs Faculty HoDs Brett
Partnerships continue to be developed with RTOs	Explore opportunities to expand the school's VET options to broaden students' senior and post-school pathways.	• Explore and develop meaningful partnerships with external RTOs • Promote VET courses to non-ATAR students	HoD SS
Blended learning is embedded in unit plans	Enhance digital pedagogies aligned with the school Pedagogical Framework	• Review and update unit plans • Build teacher capacity	HoD eLearning
Unit plans explicitly identified teaching strategies aligned to General Capabilities and 21st Century skills	Further develop horizontal and vertical articulation of General Capabilities and 21st Century Skills aligned to PISA Global Competencies	• Teachers target specified General Capabilities/ 21st Century Skills in each unit • Review and update unit plans • Map general capabilities and 21st Century Skills horizontally and vertically.	HoDs HoD Pedagogy
All students engaged in a balanced curriculum	Review curriculum/ course structure years 7 – 12	• Analyse student course pathways data • Review curriculum plan 7 - 12	Principal, HoDs
A range of co-curricular programs are provided for students	• Maintain an extra-curricular program to provide a range of options to engage all students	• Co-curricular Learning Enhancement Program is developed annually • Expand student enrolment in online BSDE Impact Programs	Linda Anita Drew Rosanne

	• 'High achieving' students are provided with opportunities to extend their learning	• Maintain extra- curricular programs including debating, public speaking, competitions, After-school clubs and tutorials • Promote selective entry programs of Extension Science Program, Signature Music and Craigslea Volleyball Academy • Participate in a range of academic competitions including local team challenges in Maths, Science, English and History	
Explicit teaching of cognitive processes of research tasks evident	Professional development and faculty support to target cognitive processing	• In class support regarding 5 targets for efficient research	Patsy

Priority 4. Quality Teaching – *Pedagogy, differentiation and professional collaboration*

Success Indicator *Statement of visible progress*	School Strategy	2021 AIP Actions	Responsible Staff
Teachers receive formal feedback on classroom practice.	Collaboratively develop feedback processes that are regular and aligned to the school's pedagogical framework and priorities. *Reference: Professional Learning Framework*	• Implement formal feedback process	HoD Pedagogy, Linda, Kim, Patsy
Craigslea's pedagogy framework is evident in unit planning and classroom practice	Develop collaboratively, a strategy to enhance teacher knowledge of, and capability in, applying the school's pedagogical framework *Reference: Professional Learning Framework*	• Subject-based unit planning workshops are scheduled and facilitated • SLT members undertake one class observation of each teacher once/ term using a single 'survey' form focused on one school priority	HoD Pedagogy HoDs Principal
Peer Learning Groups provide formal, research-based professional learning opportunities.	Develop a sharp and narrow focus for the Professional Learning Group (PLG) projects to align with the school priorities whilst maintaining teacher agency *Reference: Professional Learning Framework*	• Establish peer learning groups from a range of options aligned to the pedagogy framework and school priorities	Patsy
New and beginning teachers are provided with a comprehensive induction program	An induction program operates throughout the year for all new and beginning teachers with a differentiated approach for experienced teachers *Reference: Professional Learning Framework*	• Beginning and early career teachers participate in a formal Craigslea teaching and learning induction program – 'Sprint Program'	Kim, Patsy, Brett
Distinct Junior Secondary pedagogy and support is evident	The Junior Secondary Plan identifies distinct pedagogical practices and student support structures	• Student 'BAAS' data and 'TrackED' are used to monitor progress and provide intervention • Observation & feedback provided to (core) teachers to monitor consistent implementation of agreed classroom practices including;	HoD JS, Brett HoD JS

	Develop opportunities for Junior Student Leaders to align and work with the Senior Student Leaders in terms of voice and action	1. Learning objectives, success criteria and cooperative learning 2. Summarising and note taking strategies 3. Student learning goals • Mentor and provide leadership skill development for Student Leaders	HoD JS

Extend student and staff e-Learning capabilities	An eLearning Plan identifies annual priorities and resources to enable high quality e-Learning practices	• Increase BYOX uptake
		• The eLearning plan identifies priorities, professional learning and resources necessary for staff and students to use e-Learning effectively including:
		   a) BYOX
		   b) QLearn
		• All faculties phase in the use of QLearn for subject course work and resources
		• Hire/ loan devices to students identified as having no access to a device (approximately 5%)
		• Review classroom projection/ large screen needs and plan upgrades.
			HoD eLearnig
			
			HoD eLearning

All teachers plan differentiation strategies based on data sources including dash board and adjustment plans	• Build professional learning to support the provision of support to the full range of students including those in target groups • Collaboratively develop a systematic approach to the sharing and capability development of effective classroom differentiation strategies with all teachers	• Class Education Profile - Placemat processes and 'dash board' data used by all teachers to plan teaching differentiation strategies • Pre-teaching meetings to identify differentiation strategies • SWD support team meet at the beginning of each term to identify management of particular students and develop Student Adjustment Plans for individual students. • SEP program managers participate in pre-teaching meetings	HoDs/ teachers HoDs HoSES SEP program managers,
A co-teaching model is developed to extend the range of differentiation strategies in targeted classes.	Develop teacher understanding of and capacity to implement co-teaching models to improve student learning outcomes	• Identification of opportunities for students on ICPs and QCIA pathways, or other target groupings, to be timetabled for co-teaching with SEP/LANI and classroom teachers. • Prioritise release for planning time with co-teacher partnerships. • Identify and explore the best co-teaching model for the partnership and student needs	HoSES DPs
Students with disability receive differentiated, supplementary, substantial or extensive support as appropriate to their needs.	Classroom teachers and disability support teachers work collaboratively to ensure appropriate learning adjustments are implemented for students with a disability in all classrooms	• Student adjustment plans are developed by LANI and SEP teachers for students captured by the NCCD to communicate appropriate adjustments and differentiation strategies • SEP teachers work as disability support teachers to 'program manage' students with a verified disability and others identified in collaboration with LANI	HoSES, LANI coords

		• SEP teachers and teacher aides provide 'intensive' and 'focussed' learning programs and support based on student learning data and disability barriers • LANI teachers and teacher aides provide 'intensive' and 'focused' literacy and numeracy intervention programs and support based on student achievement data	

Priority 5. A positive culture – *community, partnerships and identity*

Success Indicator *Statement of visible progress*	School Strategy	2021 AIP Actions	Responsible Staff

Craigslea's *Guiding Principles (including Global Citizenship)* inform school practice, including curriculum	Further develop 4-year implementation plan to:
	
	 1. Align Global competencies and syllabus skills and capabilities
	 2. Include global competencies in all unit plans
	 3. Report global competencies
	 4. Deliver co-curricular lessons and events for students
		The *Global Citizenship* working party develops a four-year implementation plan including strategies to:
		 • Develop a shared understanding of *… active citizenship in a global society*
		 • Align curriculum, assessment and pedagogy through:
		   1. Align *Global Competencies*/ General Capabilities/ 21st C Skills across the curriculum
		   2. Including explicit teaching strategies in all units
		   3. Reporting *Global Competencies*
		 • Embed school-wide CAB lessons
		 • Schedule events
			Jen Pedder, Amanda Handy, Glenn Davies

International Student Program maintains capacity	Maintain a high quality International Student Program and Study Tours	• The International Student Program maintains Level Two EQI accreditation and high levels of client satisfaction • International Study Tours are regularly hosted • EAL/D support	Glenn, Gail, Principal, Amanda

CAB program reviewed annually to meet the wellbeing and cultural needs of each cohort.	Review the CAB curriculum to determine the effectiveness and relevance in meeting the needs of each cohort.	• Review CAB program for each cohort in consultation with the following stakeholders;
		   ➢ Year Level Coordinators
		   ➢ Junior/Senior HOD
		   ➢ Guidance Officers
		   ➢ SBYHN
		   ➢ Global Citizenship Coordinators
		   ➢ Glenn Davies (active citizenship)
			Kim Wood

Three main feeder schools engaged in collaboration including curriculum	Explore opportunities for intentional collaboration with local primary schools.	• Research and design curriculum engagement strategies • Student transition programs and joint-venture curricular and co-curricular activities are planned	HoD JS

The school's culture, achievements and expectations are published widely, especially in electronic media	Annually review the school's *Communication and Community Engagement* strategy	• Continue to develop a range of communication strategies to 'engage' parents in consultation with the Council and P&C • Continue to promote the school across Brisbane North using a range of mediums • Continue to develop a range of school publications which detail and represent the school's values and programs, including a school prospectus	Community Engagement Officer
Alumni are engaged with the school	Explore opportunities to engage Alumni as partners in promoting the school's vision * **School Council priority**	• School Council to establish Alumni engagement strategies	Principal
Student leadership and 'voice' is evident	The Student Leadership Program provides a range of leadership opportunities	• Teacher 'mentors' are allocated to student leadership roles	HoD SS, HoD JS
The school's *Student Code of Conduct* complies with department guidelines and reflects local contexts	The school's *Student Code of Conduct* aligned is published on the website to Department Procedure	• Establish a *Positive Behaviour Team* to review behaviour data and plan professional learning opportunities	Kim
Selective entry programs include external partnerships	• Selective entry programs maintain rigor in selection processes and course standards	• Formal external partnerships are developed with universities, NGOs, industry and community organisations	HoD Science, The Arts HPE

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Priority 6. Management and Resources			
Success Indicator	**School Strategy**	**2021 AIP Actions**	**Responsible Staff**
The School maintenance committee identifies maintenance priorities each term.	Collaboratively develop and implement a comprehensive scheduled maintenance plan for the entire school facility.	• Form a school Maintenance committee. • Facilities strategic planning priorities are reported to the School Council • Analyse projected growth and submit facilities development submissions • Facilities improvement and maintenance are planned and aligned to the annual budget, reviewed each term and works procured	BSM Principal
Mid and end of year AIP review process includes resource allocation	Collaboratively develop systematic and timely processes to monitor and review the effectiveness of resource allocations in supporting the EIA	• Resource allocations are reported against key AIP initiatives twice/ year.	BSM Principal
Service delivery updates are communicated to all staff	Review and implement whole school communication systems to share information and knowledge to enhance service delivery	• BSM publishes a facilities and HR update for all staff quarterly via the staff bulletin	BSM
The school Strategic Infrastructure Plan identifies development and maintenance priorities	The school Strategic Infrastructure Plan is reviewed annually	• Facilities strategic planning priorities are reported to the School Council • Analyse projected growth and future facilities capacity and submit facilities development submissions • Facilities improvement and maintenance are planned and aligned to the annual budget, reviewed each term and works procured	Principal Principal BSM
The school Improvement Plan implements scoped works with reference to the school Master Plan	Commission works annually to improve outdoor areas as identified in the school Master Plan	• Collaborate with the P&C to identify projects • A repair and maintenance audit is conducted for all buildings and external areas at the end of each term i.e. 4 times/ year	Principal BSM
The school's Workforce Health and Wellbeing Plan identifies processes and strategies for a safe work environment	The WPH&S Team meets regularly and develops strategies to ensure a safe work environment	• Staff are recruited to the WH&S team to ensure all areas of the school are serviced • Programs are implemented to improve staff wellbeing	BSM BSM
All school policies are available on the school's website	School policies are reviewed, in consultation with the School Council, and updated annually	• School policies are reviewed annually to align to amendments in Departmental policy and procedures, endorsed by the School Council and available on the school website	Principal
All Curriculum Activity Risk Assessments are recorded/ managed (by subject) in One School.	All Curriculum Activities Risk Assessments are recorded and managed (by subject) in One School.	• All CARA are reviewed or created with a manual register maintained for each subject indicating teacher acknowledgement/ sign-off prior to teaching associated unit	HoDs

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

Principal   **School Council Chair**   **Date: 24 February 2021**