



# GCC SCHOOL ANNUAL IMPROVEMENT PLAN 2020

<b>SCHOOL / COLLEGE:</b>	Good Counsel College
<b>YEAR:</b>	2020

<b>SCHOOL CONTEXT</b>
<p>Good Counsel College is a Catholic co-educational school situated in the heart of the township of Innisfail approximately 90 kilometres from Cairns. Students have a diverse range of needs and come from diverse backgrounds from a wide catchment area and most students travel by bus. Students are generally respectful, compliant and are positive about school although attendance across year levels is below Cairns average. ICSEA 994. SES 87. Senior pathways include tertiary and non-tertiary with high levels of VET course completion and university applications. The percentage of students on an ATAR pathway is less than 50%.</p>

<b>SCHOOL STRATEGIC PRIORITIES</b>	<b>LOCAL, STATE AND NATIONAL AGENDAS</b>	<b>ROUND THE CORNER CONSIDERATIONS</b>	<b>IMPLICATIONS FOR SCHOOL PLANNING</b>
GCC where everyone learns and feels safe. Every child, every staff member, all the time and we are all responsible.	Government funding for non-government schools QCAA External Assessments and new senior schooling system Shaddock Report (students with additional needs) NCCD evidence STEM/STEAM Middle schooling pedagogy for Year 7/8 CES system focus on improving writing Innisfail job market in decline	Attracting expert teachers Declining population of Innisfail	Teacher shortages in some areas Differentiation/ NCCD recording of adjustments Capacity to resource subjects QCAA External Assessments Accommodation for teaching and prac staff Attracting/retaining enrolments Budgeting for PD



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IMPROVEMENT PRIORITY	CES STRATEGIC PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES
<p>Improve writing outcomes for all students.</p>	<p>Optimal learning and wellbeing for <b>all</b> students</p>	<p>A culture that promotes learning</p> <p>An explicit improvement agenda</p> <p>Analysis and discussion of data</p> <p>Effective pedagogical practices</p> <p>Differentiated teaching and learning</p>	<p>By the end of 2020, 100% of students have made a writing gain as measured against the Writing Gain Tool</p>	<ul style="list-style-type: none"> <li>• Communicate the goal regularly in a variety of formats to all stake holders</li> <li>• Leadership team to invest in Lyn Sharratt Clarity training and clarify a pedagogical framework and a language for learning improvement</li> <li>• Further develop induction processes and resources for new (and relief staff)</li> <li>• Engage Patricia Hipwell to unpack the Writing Tool in a whole day workshop</li> <li>• Engage CES staff to teach staff how to collaboratively mark writing samples (Twilight)</li> <li>• Focus on professional learning for staff that enables the improvement in writing including how to use the writing gain tool.</li> <li>• Weekly staff meetings to include collaborative planning time, best practice sessions and opportunities for joint analysis of student work and teaching strategies for improving student writing</li> <li>• Assessment feedback provided to students to support goal setting for improvement</li> <li>• Assessment feedback used to reflect on teaching strategies.</li> <li>• Introduction of peer to peer student feedback using checklists</li> <li>• Seek out opportunities for highly Abled Students (gifted and talented) eg Maker Space, advanced writing skills</li> <li>• Weekly curriculum meetings to include allocated time for teachers to enter adjustments for students into Engage</li> </ul>



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				<ul style="list-style-type: none"><li>• Allocate collaborative planning time –planned release time.</li><li>• Embed cognitive verbs and opportunities to develop the 21<sup>st</sup> century skills 7-12 in all unit plans</li><li>• Explicitly teach strategies to improve spelling grammar and punctuation in all subjects. Engage a provider to upskill staff on how to explicitly teach spelling, grammar and punctuation.</li><li>• Introduce Data walls to measure writing gain</li><li>• Use BI data and NCCD to inform teaching and learning and differentiation in the classroom</li><li>• Continue use of Teacher Profiling.</li><li>• Engage CES profilers to conduct Profiles of all teaching staff for self - reflection to improve practice.</li><li>• Train identified staff as profilers</li><li>• Provide leadership capacity building program for Middle Leaders – Phil Billington</li><li>• Increase homeroom (and classroom) teacher communication with families</li><li>• Provide resources for Homeroom teachers to get to know students</li><li>• Introduce review and response process to Diverse learners' team meetings</li><li>• Develop a Reconciliation Action Plan</li><li>• Embed Marist characteristics into all aspects of College life including classrooms, assemblies, sport etc. to build a strong sense of belonging and family spirit</li><li>• Incorporate mindfulness at the start of lessons 3 and 5. Provide resources to support staff.</li><li>• Promote prayer life of the college</li><li>• Explore further opportunities for students and staff to engage in spiritual formation and faith-based activities. E.g Ignite, termly twilight retreats.</li></ul>
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