

Equity and Excellence

A progressive, high performing education system realizing the potential of every student.

Educational achievement

A quality schooling experience focusing on strengthening our expert teaching team with a commitment to quality curriculum and pedagogy

- Coordinate curriculum planning sessions including Learning Design Days & collegial planning during 'Flexible Learning afternoons' & Teaching & Learning Fortnight (all Faculties 2 per year minimum – planned across the year) and build into Professional Learning Plan.
- Create Literacy resources that are modelled by key teachers and embedded in weekly teaching routines for year 7 and 8 English (Literacy Intervention (LIV)).
- Leverage skills of experienced teachers and train teachers about school-wide pedagogical processes eg 'Teachers teach Teachers', Mentoring, Cross Faculty observations, Classroom profiling.
- Use NASOT/Deep Learning/Clarity research in school-wide communications to create a common language & to strengthen classroom practices and build teacher capability.
- Systematically plan for (aligning with the QCAA roadmap) and support the rollout of V9 P-10 curriculum.
- Facilitate collegial observations and feedback opportunities for New and Beginning Teachers.
- Share best practice at staff meeting, social media, newsletters and Week Ahead.



85% A-C results across all KLAs in Junior Secondary

50% A-B results across all KLAs in Junior Secondary

98% of Year 12 students achieve a QCE, VET, SAT or IBD certification

100% of Year 12 students achieve a QCE, QCIA, VET, SAT

Wellbeing and engagement

A connected community focusing on belonging with a commitment to wellbeing for all

- Communication plan for the school to communicate teaching and learning activities to the school community through social media as well as information distribution to parents.
- Develop a Community of Practice framework including primary and feeder schools, regional high schools, parents and caregivers and the wider community including business and industry. Explore the possibility of developing cluster meetings for Principals/Deputy Principals (including Gumdale State School and Ormiston State School).
- Collect feedback and develop WPSHS Wellbeing Plan, communicate plan to the wider school community and implement throughout 2024.
- Continue to explore and deliver a program of parent focused sessions throughout the year.



90% Whole school attendance rate

Reduce School Disciplinary Absences (SDA) rate to 3 per 100 per term

80% School Survey Students: 'My teachers are interested in my wellbeing.'

80% School Survey Parents: 'This school fosters respectful Relationships among all students'

Culture and inclusion

An inclusive approach focusing on differentiation with a commitment to equity

- Develop and refine Inclusion Plan through Inclusion PLT and implement actions
- Develop action plan from Universal Design for Learning (UDL) and roll out framework and strategies
- Undertake First Nations training for all Staff
- Embed Macqlit Program for students requiring targeted intervention for reading
- Implement roles and responsibilities for all roles in the school: teaching and non-teaching. This includes individual roles (including generic roles) plus school specific information
- Finalise the full review and action review findings for signature programs in next year's AIP.



80% School Survey Staff: 'I have access to relevant professional development.'

100% School Survey Staff: 'I modify my teaching practice after reviewing student assessment data.'

80% School Survey Parents: 'My child learning needs are being met at this school.'

Endorsement: This plan was developed in consultation with the school community to meet the needs of our students.

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Principal

Nikki Mitchell
P&C President

Julie Warwick
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