2021 Annual Improvement Plan
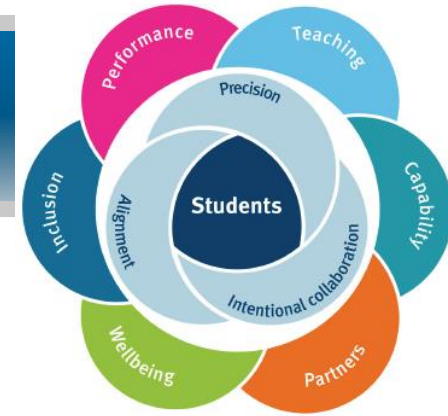
EXPLICIT IMPROVEMENT AGENDA

UNITED | DETERMINED | RESPECTFUL | SELFLESS | DYNAMIC

Wellington Point STATE HIGH SCHOOL — AIM HIGH

Performance | Teaching | Precision | Inclusion | Alignment | Students | Capability | Intentional collaboration | Wellbeing | Partners

ASOT

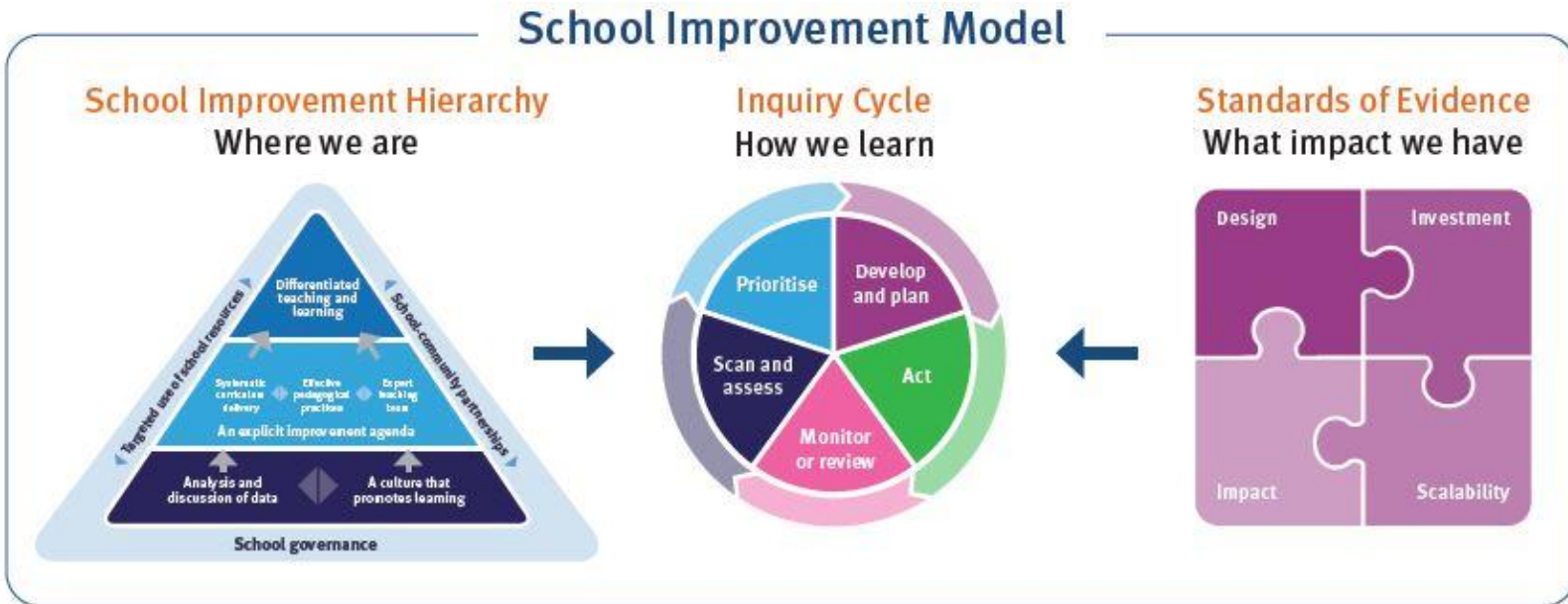**Pedagogy** – To build staff capability and confidence to consistently use ASOT as our pedagogical framework

+

Pedagogical Priorities using Collegial Staff Teams and Professional Learning: formal line management, coaching, mentoring and beginning teachers

+

Student and staff wellbeing using Restorative Practices and Positive Culture for Learning (PBL)

Curriculum and assessment is guaranteed and viable

+

Stop, Check, Reflect (Faces on the Data)

+

Deep Learning: NPDL - ASOT Design Area 4 and Learner First

School Improvement Model

School Improvement Hierarchy
Where we are

Differentiated teaching and learning

School community partnerships

Targeted use of school resources

Systematic curriculum delivery | Effective pedagogical practice | Expert teaching team

An explicit improvement agenda

Analysis and discussion of data | A culture that promotes learning

School governance

Inquiry Cycle
How we learn

Prioritise | Develop and plan | Act | Monitor or review | Scan and assess

Standards of Evidence
What impact we have

Design | Investment | Impact | Scalability

+   +

High expectations for learning and behaviour embracing inclusive practices

**Vision:** Every student succeeding in their chosen pathway   _**Mission:** To empower students to be lifelong learners and responsible global citizens_

ASOT

Pedagogical Priorities using Collegial Staff Teams and Professional Learning: formal line management, coaching, mentoring and beginning teachers

Student and staff wellbeing using Restorative Practices and Positive Culture for Learning (PBL)

Curriculum and assessment is guaranteed and viable

Stop, Check, Reflect (Faces on the Data)

Deep Learning: NPDL – ASOT DA4 and Learner First

High expectations for learning and behaviour embracing inclusive practices

Student Learning

Curriculum and learning programs will be designed so that students can be successful in their chosen pathway and become responsible global citizens (having 21st Century Skills). Literacy, Numeracy and Cognitive Verbs will be explicitly taught and deep learning strategies plus 5 Guiding Questions used to support engagement and empower learners to be self-aware and monitor their own progress. Learning will be visible (learning goals and proficiency scales) and classrooms will be orderly, structured and engaging. Curriculum will align with ACARA/New QCE syllabuses and planned/mapped to make it 'Guaranteed and Viable'. Inclusive practices will enhance differentiation supporting students with learning difficulties (ICPs/adjustments) and to provide opportunities for students to extend and challenge themselves particularly through the signature programs of LEAP, ENCORE and ESAP.

Teacher Practice

Teachers will use the Stop, Check, Reflect process to differentiate for all students. Teachers will utilise the non-negotiables and standards of DA2, DA7, DA8, DA9, DA10, DA1 and DA4 to model their pedagogical practice whilst utilising the CSTs, Line Management Observations and the Beginning Teacher Mentor Program to monitor their progress. Content Design Areas of DA3, 4, 5, 6 will be the ASOT focus areas. HODs will use a coaching model to drive improvement and goals set (using APRs) to measure progress. Pedagogy, assessment and curriculum will be explicitly understood and collaboratively planned.

Leadership Team

The Leadership Team (Executive, HODs, HOYs) will continue to consult and collaborate with the broader school community – including an external consulting coach – around the strategic direction and implementation of ASOT and whole school teaching and learning priorities through the Teaching and Learning PLT, the Collegial Staff Teams, and through formal line management structures. The purpose will be to ensure whole school consistent practices called "Communities of Practice." Policy documents will be used to support leadership direction and accountability

Artefacts

ASOT
- Artefacts for all Design Areas
- APR's relate to school agendas (assessment, curriculum & pedagogy)
- Line management observations and walkthroughs

Pedagogical Priorities
- Improved engagement with the CST process / Teaching & Learning fortnight
- Increased % of staff building skills as Knowledgeable Others

Professional Learning
- Instructional coaching engagement (Leadership Team)
- Confidence and expertise of new and beginning teachers
- APR's align to ASOT

Guaranteed and Viable Curriculum
- Cognitions taught explicitly in all year levels
- Completed and updated curriculum map
- Links to syllabus in documents – policy and planning
- OneSchool unit planning – all year levels
- Improvement of A-E data
- Confidence of teachers in delivering senior curriculum
- Line management observations (targeted)

Data-informed Practice
- Stop / Check / Reflect processes/artefacts
- Student awareness of their data and progress (5 Guiding Questions)
- Teachers use student data/goals in planning/teaching
- Teachers articulating strategies used to differentiate or shift data
- Improvement of A-E data
- ICP's for Diverse Learners
- Faculty PMI, Action plan Data Walls, 'Faces to The Data'

Deep Learning – ASOT DA4
- Increased number of staff trained in NPDL & staff engagement
- NPDL approach is used in core junior year levels
- HODs coached to run Learning Design Days
- Deep Learning strategies used for least served learners
- Improvement of A-E data
- Learner First Case Management (Core Subjects) and embed in units
- NPDL artefacts seen throughout the school
- NPDL metalanguage is evident in OneSchool unit planning

High Expectations Wellbeing Culture
- At risk year level reports
- Restorative practices exist within a WPSHS wellbeing framework / Student Code of Conduct
- Consistent application of behaviour & effort rubric throughout school
- Decreased SDA's and increased restorative conversation numbers
- Welfare programs support PBL
- Restorative conversations are recorded in OneSchool

Targets

QCIA/QCE
- 100% attainment

Retention of Indigenous Students
- Year 10 into Year 11 - 85%
- Year 11 into Year 12 – 80%

Academic Level of Achievement A – E data
- Academic Pass Rate – 90%
- A Level of Achievement – 15%
- ICP – 100% A-C achievement
- NMS data 2020 NAPLAN test (if applicable)
  Reading: Yr 7 - 95%   Yr 9 - 95%
  Writing: Yr 7 – 85%   Yr 9 – 85%
  Spelling: Yr 7 – 90%   Yr 9 – 90%
  GP: Yr 7 – 95%   Yr 9 - 95%
  Numeracy: Yr 7 – 95%   Yr 9 - 95%
- U2Bs data 2020 NAPLAN test
  Reading: Yr 7 - 25%   Yr 9 – 20%
  Writing: Yr 7 – 10%   Yr 9 – 10%
  Spelling: Yr 7 – 20%   Yr 9 – 15%
  GP: Yr 7 – 25%   Yr 9 - 15%
  Numeracy: Yr 7 – 25%   Yr 9 - 15%

Whole School Attendance
- Maintain whole school attendance - 95%

School Opinion Survey 2021 (data not released until term 4, 2021)
- I feel confident in my knowledge of evidence-based teaching and learning practices >95%
- I feel confident applying evidence-based teaching and learning practices >90%
- I feel confident engaging all of my students in learning at my school >90%
- I feel that staff morale is positive at my school >80%
- My school is well managed >80%

Professional Practice
- Teachers engaged in voluntary peer observations 100%
- Staff can articulate their pedagogical practices and set goals in an APR 100%
- Teachers engaged with practices that deepen learning eg. NPDL 100% Core Areas
- Teachers using data to inform and improve practice 100%

Whole School Behaviour   Headline Data
- School disciplinary absences   Green
- Cancellations / exclusions   Green
- Positive incidents recorded   Increase yearly

2021 Annual Improvement Plan

Principal Name: **Dr Robyn Burton-Ree**

Signature:

ARD Name: **Mr Brian Ragh**

Signature:

P&C President Name: **Mr Peter Darcey**

Signature: