

# School Improvement Plan 2021



*Celebrating 100 Years*

Over the course of 2021, we continue to focus on visible learning. We will build depth in three priorities: Visible Progress, Visible Expertise and Visible Culture by focussing on practices for students, teachers and leaders:

These student, teacher and leader practices are outlined in the School's Improvement Plan

There are a number of Strategies that we will implement to drive improvement in the following focus areas:

Focus Areas	Major Strategies
Strategic Plan	<ul style="list-style-type: none"> <li>Consult on, write and seek Council endorsement of a new Strategic Plan.</li> </ul>
Teacher Development	<ul style="list-style-type: none"> <li>Capture the school's signature practices in an engaging, interactive, sustainable on-line platform.</li> <li>Engage all teachers in one of the 18 internal PL options.</li> <li>Engage teachers in PL about Active Learners and further learning about retrieval practice and other neuroscience strategies.</li> <li>Provide quality induction, including pedagogy learning for new staff.</li> <li>Continue to blend collaborative work of Professional Learning Communities (PLCs) and faculties. Focus work of PLCs on cognitions.</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>Establish a pre-med program and develop a template for engineering immersion and dance pathway programs.</li> <li>Continue to embed iPads as a learning tool, especially to support faculty and global goal setting and embedded feedback processes.</li> <li>Ensure that ARC is delivering intended outcomes in the re-shaped and aligned program from Years 7 to 12.</li> <li>Document the curriculum plan.</li> <li>Finalism school-wide markbook process and move to a database platform.</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>Continue to build and align all processes towards a strengths-based model of wellbeing.</li> <li>Enact a strategy that leads to every student being able to identify an adult and a peer as someone they can talk to.</li> <li>Enact the sustained three-year peer support program.</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>Continue the Leadership Learning Group program.</li> <li>Re-write the Awards and Recognition Policy.</li> </ul>
Enrolments	<ul style="list-style-type: none"> <li>Actively promote Selected Entry pathways and enhance the local relationships to support genuine local students.</li> <li>Plan to take pressure off school size by considering the impact of the new school and selected intake numbers.</li> </ul>
Funding	<ul style="list-style-type: none"> <li>Build the Foundation Board activities to connect alumni and build fundraising capacity.</li> <li>Seek Departmental commitment to support very large schools.</li> </ul>
Closing the Gap	<ul style="list-style-type: none"> <li>Monitor the progress of Indigenous students and intervene as necessary.</li> </ul>
Extra-curricular	<ul style="list-style-type: none"> <li>All students participate in at least on EC activity.</li> <li>Develop curriculum programs for key activities.</li> <li>Begin development of tracking software for extra-curricular activities.</li> </ul>
Workforce	<ul style="list-style-type: none"> <li>Enact a the reamider of the plan to secure permanency in classified positions up to our allocative model funding.</li> </ul>
Community	<ul style="list-style-type: none"> <li>Enact the P&amp;C Strategy.</li> <li>Implement new back to school strategy in 2021 and expand the "Parents as Partners" Program</li> <li>Connect the State High community through 2021 Centenary Celebrations.</li> <li>Engage students in information and activities in the Centenary as a means of strengthening culture.</li> </ul>
Facilities	<ul style="list-style-type: none"> <li>Continue the Fursden Road strategy – Seek networks of support and funding for initial stages – netball, lights, cricket nets and main oval. Continue with Designation Approval process.</li> <li>Implement the Innovation Studio strategy.</li> <li>Build support for the master plans, including Edmondstone Street.</li> </ul>

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Our whole school aspirational targets are:

School Performance Indicators		
All Year Levels	<ul style="list-style-type: none"> <li>45% As, 82% A or B, &lt;1.5% D or E.</li> <li>Overall, students show measurable improvement in achievement.</li> <li>All students use processes to lead their own learning, including learning goals, profiles, reflection and feedback processing.</li> <li>Students engage in a wide range of reading.</li> <li>Attendance rates are above 95%.</li> <li>A or B behaviour is 92% or better and A or B effort is 85% or better.</li> </ul>	Report Cards/QTAC GPA data Mentor feedback/CWWAE Reading survey IDAttend Report Data
Senior	<ul style="list-style-type: none"> <li>All students graduate with a meaningful pathway and a QCE or QCIA.</li> <li>100% of Tertiary applicants receive an offer.</li> <li>60% ATAR 90 or better, 14% ATAR 99 or better, 60 students ATAR 99, 3 students 99.95.</li> <li>All students participate in at least one extra-curricular activity. Retention rates in all activities are strong.</li> </ul>	Detination Data QTAC/Uni Data QTAC data OneSchool
Junior	<ul style="list-style-type: none"> <li>All Year 7/9 students improve on their Year 5/7 NAPLAN results by one band or more.</li> <li>70% of Year 7s achieve Band 8 or 9 in NAPLAN Numeracy, 65% in Reading, Spelling and Grammar and 45% in Writing.</li> <li>60% of Year 9s achieve Band 9 or 10 in NAPLAN Numeracy, 55% in Reading, Spelling and Grammar and 35% in Writing.</li> <li>All eligible students reach National Minimum Standard in Reading and Numeracy or have a plan to do so.</li> <li>Percentage mean difference from Nation is above 14 for Year 7 and 12 for Year 9.</li> <li>All students participate in at least one extra-curricular activity.</li> </ul>	NAPLAN Data  OneSchool
All Teachers	<ul style="list-style-type: none"> <li>All teachers are using Active Learner strategies in class and are purposefully engaging students in thinking processes</li> <li>All teachers engage in reflective conversations in their Developing Professional Plans (DPPs) and Professional Learning (PL) program to sharpen classroom practice.</li> <li>All teachers engage in Faculty and PLC collaboration in a way that has impact on their students' learning.</li> <li>All teachers have a deep understanding of their QCAA syllabuses and assessment practices.</li> <li>All teachers understand and apply spaced and retrieval practices.</li> </ul>	Traffic Lights Survey of Line Managers  PLC leader feedback Traffic Lights Traffic Lights

## Endorsement

This Plan was developed in consultation with the School Community and meets system requirements and school needs.



**Wade Haynes**  
Executive Principal

26 February 2021



**David Gillespie**  
School Council Chair