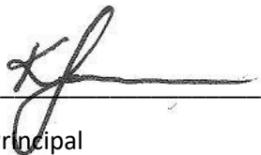


Explicit Improvement Agenda	Actions	Responsible Officer	Targets	Timeline (attainment)				
				1	2	3	4	
Empowered Learners A dedicated focus on continuous improvement of practice where curiosity fuels learning	Great Readers, Exceptional Writers! - Develop and implement professional learning teams, as a whole school (WS) strategy, to assist teachers and teacher aides to: <i>identify where students are at (in regard to reading comprehension within every subject context; attendance and behaviour); identify learner groups within classes; set goals; plan for, and assess, learner progress through the year to determine next actions.</i> - Formulate a working party to build a WS approach to writing in 2020 that enhances teacher understanding of learner progression through crafting texts (informative, persuasive and imaginative).	DP - P,L&C 7/8 & DP-Inc. Practice DP - P,L&C 7/8 & 11/12	- Measurable improvement in reading comprehension for all students. - Improved correlation between standardised testing and level of achievement (LOA) data. - Improved A/B achievement across all learning areas Yr. 7 to 12. - Increased NAPLAN participation rate. - Yr. 7 to 12 A to E LOA in English reflective of Australian Curriculum achievement standard. - Strategic WS Writing plan for 2020 developed.			✓	✓	
	Questioning to Cultivate Cognition - WS focus on Design Question 4 and 9 to enact rigorous curriculum and assessment practices, supported by in class learning experiences that both build students' repertoire of cognitive strategy; and gives students the opportunity to perform independent of regular scaffolding. - Develop, through consultation, a WS philosophy of learning that supports deepened learning through increased use of questioning. - Engage key stakeholders to create a 4 year WSHS STEAM plan.	DP - P,L&C 11/12 DP - P,L&C 11/12 DP - P,L&C 9/10	- Yr. 7-12 quality assured assessment sampling and school based endorsement process developed and enacted - Improved Yr. 7 to 12 A to E standard achieved in English. - Decreased N rating Yr. 7 to 12. - Improved 'identified learner group' achievement of a C or higher in English, Maths and Science. - Improved correlation between polyscore mean and QCS mean. - Improved QCS mean. - STEAM team established and STEAM plan finalised.		✓	✓	✓	✓
	Empowered Learners - Develop a WS approach to student goal setting relating to whole school priorities in subject areas, curriculum, and positive behaviours for learning in order to enhance links to the WSHS <i>Connecting with Careers</i> process (CWC). - Review and implement a refined ICP process. - Embed and document inclusive teaching practices across the school, including a streamlined ASOT teaching toolkit. - Review and implement <i>Behaviour and Effort Achievement Standards</i> in line with QCAA 21 st century Skills, PBL, and the Australian Curriculum, to build a common language and expectation across the entire WSHS community. - Further enhance 72C (7 to Certainty) through tracking and monitoring to enact a systemic <i>Response To Intervention</i> (RTI) process. - Develop and implement a WS plan to upskill teachers in online learning design including the construction of a school based online learning platform across all subjects to support increased student participation in BYOD in 2019. - Enact consultation to develop, and implement, a 7 to 12 reporting framework to support both the new QCE system and all learners. - Revise WSHS Collegial engagement policy. - Ascertain, and communicate periodically, a quantitative link between use of ASOT strategy/ies and student learning outcomes. - Continued use of high yield strategies including: Learning goals and success criteria, before/during/after, text dependent questioning (TDQ) and Point-Evidence-Explanation-Link (PEEL).	DP - P,L&C 7/8 & DP - S,P,E&C DP - Inclusive Practice DP - P,L&C 7/8 & DP-Inc. Practice DP-P,L&C 11/12 & DP-S,P,E&C DP - S,P,E&C DP - P,L&C 9/10 DP - P,L&C 7/8 & 11/12 DP - Inclusive Practice DP - P,L&C 7/8 & DP -Inc. Practice DP - P,L&C 7/8	- Every student can articulate their goals in regard to reading comprehension and positive behaviours for learning within the context of every learning area. - Response to Intervention process documented. - Improvement observed in <i>S2040 My teachers provide me with useful feedback about my school work > 86%</i> (student). - Graphic representation of WSHS Pedagogical Framework developed. - Improvement observed in <i>S2012 Student behaviour is well managed at this school > 75.0%</i> (parent) and <i>S2051 I understand how I am assessed at this school >92.5%</i> (student). - Correlation between achievement, effort and behaviour is continually assessed to determine actions. - Increased student use of collaborative tools to facilitate learning. - 100% of subjects have a virtual classroom learning environment constructed. - Baseline data for safe assign collected. - Increased student participation in BYOD from 2019 to 2020. - Documented Curriculum, Assessment and Reporting plan. - Collegial engagement policy reviewed and documented. - Whole School (WS) data team established. - Objective whole school data on student achievement is routinely used as evidence of successful teaching. - Improvement observed in <i>S3239* I feel confident engaging all of my students in learning at my school >93.0%</i>	✓	✓	✓	✓	
Empowered Teams A culture that promotes a team approach to learning	Analysis and Discussion of Data - Develop, and implement, a professional learning cycle (PLC) process that comprises professional learning teams (PLTs) setting goals linked to school priorities; collecting, analysing and using of a range of student achievement and wellbeing data to respond to data trends at a classroom, cohort and whole school level (<i>Response to Intervention; Individual and Learner Group tracking; WS data team; Professional Learn Teams.</i>) - Deepen WS understanding of student progression through numeracy by developing a Science and Mathematics faculty based trial to determine a whole school approach to Numeracy in 2020.	DP - P,L&C 7/8 & DP - S,P,E&C DP - P,L&C 7/8 & 11/12	- Pre and post-assessment demonstrates correlation between improved reading comprehension and level of achievement. - 95% attendance. - Increased number of <i>positive daily incidents</i> from 0.82. Decreased average number of <i>daily behaviour incidents</i> from 13.64. - Strategic whole school Numeracy 2020 plan developed. - Staff confidence in capacity to review, interrogate and analyse student has data improved.			✓	✓	
	A whole School Culture that Promotes Learning - Develop and maintain a WS curriculum, assessment and reporting plan including a refined cyclic program of curriculum review to ensure a guaranteed and viable curriculum from Yr. 7 to Yr. 12. - Refine, facilitate and resource, a quality assured, cyclic program of moderation within and across schools (<i>before/after/after structure</i>). - Develop a trial external assessment process, Yr7 to Yr12, linked to the WSHS school-based endorsement process. - Develop Inclusive Practices team responsible for: <i>supporting the development of practices and programs aligned to learner groups; developing a 3 year plan to support inclusion; professional learning and coaching; RTI for learner groups.</i>	DP - P,L&C 11/12 DP - P,L&C 11/12 DP - P,L&C 11/12 DP - Inclusive Practice	- Quality assured, cyclic process developed to ensure Guaranteed and Viable curriculum, 7-12. - Documented Curriculum, Assessment and Reporting plan. - WS process of moderation and endorsement implemented. - Ongoing assessment of correlation between achievement across learning areas to inform next actions (tiered). - Improved correlation between school based assessment and standardised testing. - Vision, mission and values for Inclusive practices team developed through consultation. - Whole school approach to Response to Intervention (RTI) documented. - Improvement observed in <i>S3201* Students with a disability are well supported at my school >92.7%</i>	✓	✓	✓	✓	
Empowered Community Promoting whole school community open dialogue and respectful learning relationships	Analysis and Discussion of Data - Establish a WS data team that: refines and implements WSHS Instructional rounds; monitors and reports to the community; provides WS strategic direction informing professional learning based on ongoing data analysis. - Develop and implement a systematic and rigorous process for to monitor and determine the impact of human and financial resources on student outcomes in priority areas. - Implement WSHS 7-12 Assessment policy. - Review, through consultation, the whole school Data Plan. - Build a visible data culture that enhances student, teacher and community understanding and celebrates individuals attaining their goals and 'growth'. Further development of 'Faces On The Data' culture and process, 5 to 12 (Sharratt). - Review WS timetable 7 to 12. Review 7 to 12 curriculum offerings through consultation to develop strategic student pathways that: caters to individual needs; supports pathway attainment; and increases post schooling pathway attainment; complements 21 st century skill acquisition, and enhances CWC student learning process.	DP - P,L&C 11/12 & DP - S,P,E&C DP - Inclusive Practices Business Manager DP - P,L&C 11/12 DP - P,L&C 11/12 DP - P,L&C, DP - S,P,E&C & Business Manager DP - P,L&C 9/10 & DP - S,P,E&C	- Data team established and protocols for action communicated. - QA process to track and monitor the progress of improvement strategies for core priorities has been embedded. - Data used systematically throughout the school to identify gaps in student learning; to monitor improvement over time; to monitor growth across the years of school; to inform next actions. - School data plan and timetable for the annual collection of data on student achievement and wellbeing documented. - Routine WS Summary of student outcome data displayed and communicated- a visible data culture. - Improved data literacy of school leaders and teachers. - Improved correlation between school based assessment and standardised testing. - 3 year plan to increase and align additional or specialist support to identified learner groups and individuals documented. - 2020 learner pathways and subject offerings finalised and communicated.	✓	✓	✓	✓	
	A whole School Culture that Promotes Learning - Collaboratively revisit and redefine WS philosophy. - Design and implement a professional learning calendar, in line with WS priorities, to supplement teacher, teacher aide and support staff learning. - Review and embed <i>Learning and Wellbeing Plan</i> and <i>Parent and Community Engagement Framework</i> to include alignment to career education; goal setting, and explicit teaching of PBL. - WS wellbeing team to develop 2019 approach and facilitate enhanced wellbeing of all staff. - Continued focus on enhancing Trade Skills Centre to provide additional vocational opportunities for students; cluster school and community partnerships to enhance all students' outcomes. - Continue to refine the Annual Performance Review (Teaching staff) and Developing Performance processes (Support staff) to demonstrate strong correlation to the school strategic priorities for all staff. - Develop and implement a proactive community education campaign (attendance). - Develop and implement strategic approach to teacher attraction and retention. - Develop and implement a program of WS staff learning to build capacity and foster innovation- <i>WSHS Leading Edge</i> . - Review <i>Public Relations and Communication strategy</i> (including marketing plan). - Increase parent engagement in the P&C. - Develop Student Performance, Empowerment and Culture team to support improved outcomes for every student.	Principal & Business Manager DP - P,L&C 7/8 & DP-Inc. Practice DP - S,P,E&C & DP-P,L&C 9/10 DP - S,P,E&C DP - P,L&C 11/12 DP - P,L&C 9/10 Principal DP - S,P,E&C DP P,L&C 9/10 Principal & Business Manager DP - S,P,E&C DP - S,P,E&C DP - S,P,E&C	- 2020 to 2024 WSHS vision, mission and values statement developed through consultation. - Professional learning calendar established and linked to school priorities and APR/DPP process for all staff. - Improved rate of early pathway engagement Yr. 9-12. - Improved correlation observed between standardised testing and A to E Level of Achievement (LOA). Improvement trend observed across the year. - Increased formal relationships with universities and teachers (preservice and prior to education pathway selection). - Improved staff attendance (>95.4%) and retention (>92.5%). - Improvement observed in <i>S2035 This is a good school > 87.5%</i> (parent) and <i>S2068 This is a good school > 89.9%</i> (student) and <i>S2108 This is a good school > 94.6%</i> (staff). - Improvement observed in <i>S2079 This school gives me opportunities to do interesting things (staff)</i> . - Improvement observed in <i>S2069 I enjoy working at this school >94.7%</i> (all staff). - Increased in-catchment enrolment >59.6% - Increased rate of attendance for all students: Attendance category 95 -100% to increase from 35.3% of students to 95% of students. - Increased parent engagement in the P&C. - Established vision, mission, and values for S,P,E&C team.	✓	✓	✓	✓	

Endorsement

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



Principal

P & C President



Assistant Regional Director