

**Our Vision**

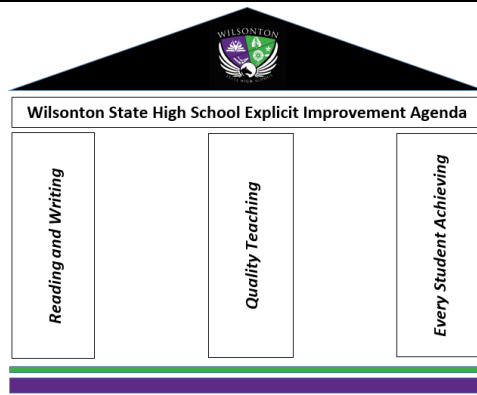
*Stand Strong, Stand Proud, Stand Together*

**Our School Values**

**School Wide Explicit Improvement Agenda (EIA)**

**Quality Teaching**

- provide quality engaging lessons that address the six critical functions of teaching to ensure that all teachers cater for the diversity of every students learning style and needs



**Reading and Writing**

- every student being able to achieve the required benchmarks for achievement in reading and writing

**Every Student Achieving**

- provide our students with opportunities to experience outstanding opportunities, outcomes and achievements

Respect

Resilience

Responsibility

Commitment

**Pedagogical Framework**

High Impact Teaching with Explicit Instruction embedded. Focus on the six critical functions of teaching:

1. Prepare for learning
2. Teach new content
3. Guide practice step by step
4. Check understanding and provide feedback
5. Provide independent practice
6. Review and reinforce learning

**Whole School Curriculum**

Based upon [Australian Curriculum](#) and [QCAA Senior Syllabi](#) documentation as reflected within the whole school curriculum plan. Our curriculum is contextualized based on student needs.

**Targets**

Subject Achievement	Attendance	Reading and Writing	NAPLAN (all students improving their relative gain between NAPLAN testing junctures)			
			NMS		U2B	
			Year 7	Year 9	Year 7	Year 9
A- 15%	Greater than 92%	<ul style="list-style-type: none"> <li>• 85% at age appropriate by the end of years 7, 8 &amp; 9</li> <li>• 15% within top 2 bands of PAT in years 7, 8 &amp; 9</li> <li>• Improve the % of students writing at least equal to NMS</li> </ul>	Reading 85%	Reading 95%	Reading 20%	Reading 20%
B- 35%			Writing 85%	Writing 85%	Writing 5%	Writing 10%
C- 35%			Spelling 85%	Spelling 90%	Spelling 15%	Spelling 20%
D- 10%			G & P 85%	G & P 95%	G & P 20%	G & P 20%
E- <5%			Numeracy 85%	Numeracy 95%	Numeracy 15%	Numeracy 15%
<b>Closing the Gap</b>		<b>Positive Behaviour for Learning</b>	<b>Senior Secondary Outcomes</b>			
<ul style="list-style-type: none"> <li>• Reduction in the gap between non-indigenous and indigenous student's attainment, attendance and retention.</li> <li>• Continued transition of indigenous students into successful pathways</li> <li>• Increased outcomes achieved in partnership with the Clontarf foundation and Beyond Broncos.</li> </ul>		<ul style="list-style-type: none"> <li>• Increased numbers of students acknowledged as part of Gold reward ceremonies &amp; reward days</li> <li>• Reduction in number of major incidents recorded in one school</li> <li>• Reduction in the number of individual students receiving student disciplinary absences</li> </ul>	<ul style="list-style-type: none"> <li>• QCE target 100%</li> <li>• Increased OP 1- 5</li> <li>• 85% of all OP students receiving an OP 1 – 15</li> <li>• 100% of students graduate with Certificate qualifications</li> <li>• All eligible students receiving an offer from QTAC</li> <li>• Successful transitions of students into successful pathways</li> </ul>			

**Our Expectations of Students**

- strive for academic excellence in their studies
- have high expectations of themselves especially around attendance, effort, behaviour and engagement
- make "everyday count"
- display the "Wilson State High Way" by following calm classrooms policy and displaying our school values of Respect, Resilience, Responsibility and Commitment in all aspects of their time at school
- actively participate and engage both within and outside the school community whilst maintaining the high standards that reflect WSHS's standing in the community
- set goals for achievement in consultation with staff for each subject studied

**Our Expectations of Staff**

**Successful learners:**

- Teachers regularly review data relevant to student engagement, behaviour and wellbeing and collaboratively develop strategies to address areas of concern
- Explicitly teach social and emotional capabilities necessary for students through the Life Skills program
- Explicitly teach and model the school values
- Encourage innovation and creativity through diverse pathways and opportunities that meet the needs of our students
- Exemplar Model Responses explicitly taught, assessment front ended
- Minimum of "One Year of Growth for every year of education"
- Differentiated curriculum based on student need
- Provide meaningful and constructive feedback to students
- Provide a platform of seamless transition at appropriate junctures of learning

**Local Decision Making**

- Regularly communicate explicit targets for improvement in achievement levels, effort and behaviour to the wider school community
- Communicate with parents/caregivers to provide information about where students are up to in their learning, what progress they have made and what parents/caregivers may do to support their child's further learning
- Establish partnerships that support student learning
- Contextualised curriculum based upon what students already know and what students are required to know at the completion of the unit

**Regional Support**

- Ensure strategies and practices align with regional priorities
- Aim to develop consistency of practice across the school and region
- Share successful practices within and across our cluster and region



**Collaborative Empowerment**

- Maintain high expectations of professional behaviour and ensure a positive commitment to the school community/EIA through all language and actions
- Maintain a solutions based focus

**Teaching Quality**

- Engaging curriculum that is purposeful and relevant and maximises engagement
- Ensure that "every day counts, every lesson counts and every minute counts"
- Consistency of practice across all classrooms. Consistent application of Responsible Behaviour Plan for Students (including Calm Classrooms Policy) as required
- Accountable and responsible for student improvement
- Focus on learning (clear learning goals, six critical functions and brisk pace)
- Improved teacher capability through continued focus on coaching and feedback
- Work collaboratively to plan curriculum, share professional expertise and address student welfare concerns
- Common Curriculum Elements/Task Words explicitly taught across all subject areas

**Principal Leadership and Performance**

- Heads of Department, HOSES meet to moderate practice and ensure consistency across the school
- Leadership team are strong instructional leaders ensuring success for every student within every classroom
- Continue to share "best practice" across classes and faculties

**School Performance**

- Triangulate AIP, Data Profile, Headline Indicators to monitor performance and guide practice
- Regular communication of targets and achievements to all members of the school community through newsletter, Facebook page, school website, parent information sessions etc.

