

Our Vision

Stand Strong, Stand Proud, Stand Together

Our School Values

School Wide Explicit Improvement Agenda (EIA)

Wilsonton State High School Explicit Improvement Agenda

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 student's 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 outstanding opportunities to experience successful 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)																				
			Student Relative Gain Year 7 to Year 9		U2B																		
A- 15% B- 35% C- 35% D- 10% E- <5%	Greater than 92%	<ul style="list-style-type: none"> 15% within top 2 bands of PAT in years 7, 8 & 9 MSS growth for individual students statistically above the national gain. 			<table border="1"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 9</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>30%</td> </tr> <tr> <td>G & P</td> <td>20%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>15%</td> </tr> </tbody> </table>		Year 7	Year 9	Reading	15%	15%	Writing	10%	10%	Spelling	20%	30%	G & P	20%	25%	Numeracy	15%	15%
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Closing the Gap		Positive Behaviour for Learning	Senior Secondary Outcomes																				
<ul style="list-style-type: none"> Reduction in the gap between non-indigenous and indigenous students' attainment, attendance and retention. Continued transition of indigenous students into successful pathways Increased outcomes achieved in partnership with the Clontarf foundation and Beyond the Broncos. 		<ul style="list-style-type: none"> Increased numbers of students acknowledged as part of Gold reward ceremonies & reward days Reduction in number of major incidents recorded in OneSchool Reduction in the number of individual students receiving student disciplinary absences 	<ul style="list-style-type: none"> QCE target 100% Increased OP 1- 5 85% of all OP students receiving an OP 1 – 15 100% of students graduate with Certificate qualifications All eligible students receiving an offer from QTAC Successful transitions of students into successful pathways 																				

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 "Wilsonton 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
- Cognitive Verbs 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.