

WSHS EIA	State Schools Strategy 2017-2021	Strategies	2018	2019	2020	2021	Performance Measures
Reading and Writing	Successful Learners	<ul style="list-style-type: none"> ▪ Review and update whole school Literacy Plan that includes subject specific actions and targets based on the 14 Parameters as outlined by Sharratt and Fullan. ▪ Develop whole school response to PAT – Reading Comprehension and NAPLAN Data to inform future/current practice in Individual Classroom Planning. ▪ Embed Writing Practices across the school: <ul style="list-style-type: none"> ○ Appropriate pedagogy to build the confidence to write ○ Writing Cycle as a process for all writing ○ TEEL Paragraphing ○ 6 Traits of Writing as feedback model (peer/teacher) ○ Writing exemplars across all subject areas; consistency of Task Sheets and planning tools ○ Bank of Writing Strategies ○ Formative and summative assessment consistency ▪ Review and embed Reading Comprehension practices across the school: <ul style="list-style-type: none"> ○ Extend BLAST Program and consider further intervention strategies eg. Multi Lit ○ Develop & implement common Pedagogy for the teaching of Reading Comprehension ▪ Review staffing, clarify the roles and responsibilities of personnel that support Reading and Writing in the school: <ul style="list-style-type: none"> ○ STLaN, BLAST tutors, Teacher Aides, Feedback and Observation Cycle ▪ Review class structures in response to students who are below NMS in reading and writing • Consider 2018 Timetable and extra time allocation to English • Review appropriate evidence and provide proven professional learning to support agreed literacy plan including Teaching staff and Teacher Aides • Collaborate with and align Feeder Primary School practices in Reading Comprehension and Writing to ensure seamless transition between upper primary and junior secondary ▪ Develop Parent Literacy Learning sessions 	✓	✓	✓	✓	<ul style="list-style-type: none"> • Whole School Literacy Plan • 100% NMS in Year 7 and Year 9 Reading and Writing • 15% U2B in Year 7 & 9 Reading and Writing • 100% staff Professional Learning in Literacy • PAT-R: All students above 110 scale score by the end of Year 7; All students above 120 scale score by the end of Year 8 • 100% teacher observation aligned with R and W with specialist staff • SOS 95% of teachers believe “I receive useful feedback about my work at this school.” at least equal to state mean (S2071) • SOS 90% of teachers believe “I have access to quality professional development.” at least equal to state mean (S2086) • SOS 100% of teachers believe “This school encourages me to take responsibility for my work.” at least equal to state mean (S2101) • SOS 100% of teachers believe “I feel confident in my knowledge of evidenced-based teaching and learning practices.” at least equal to state mean (S2110) • SOS 100% of teachers believe “I feel confident applying evidenced-based teaching and learning practices.” at least equal to state mean (S2111) • SOS 100% of parents believe “This school works with me to support my child's learning.” at least equal to state mean (S2010) • SOS 100% of parents believe “My child's English skills are being developed at this school.” at least equal to state mean (S2017) • SOS 90% of parents believe “This school encourages me to participate in school activities.” at least equal to state mean (S2027)
	Quality Teaching	Teaching Quality	<ul style="list-style-type: none"> • Review school's Pedagogical framework: Ensure explicit routines for Reading & Writing are embedded and teacher understanding of the concepts (HIT) and terminology is consistent and meaningful to their practice • Progress the ongoing development and implementation of effective and consistent planning expectations, protocols and templates. Review school and classroom planning to include explicit reading comprehension and writing episodes: <ul style="list-style-type: none"> ○ Whole school strategies for teaching modes of writing ○ Using individual student data for instruction ○ Academy ONE Program and extension to increase U2B • Introduce a school-wide approach to documenting & employing differentiation practices. • Formalize & improve processes to moderate work units and student assessment pieces to ensure the standards (AC & QCAA syllabus) are maintained and to assist students prepare for the new senior curriculum and assessment framework. • Clarify and reinforce the expectations & characteristics of quality teaching (pedagogy {HIT} and professional culture) with all staff, particularly with new and beginning teachers. • Develop opportunities for all staff to update professional knowledge and skills periodically throughout the year. • Explore opportunities for school leaders and aspiring leaders to further develop their leadership capability. • Review and consolidate the school's readiness for QCE (SATE). 	✓	✓		
	Principal Leadership & Performance	<ul style="list-style-type: none"> • Develop opportunities for all staff to update professional knowledge and skills periodically throughout the year. • Explore opportunities for school leaders and aspiring leaders to further develop their leadership capability. • Review and consolidate the school's readiness for QCE (SATE). • Engage all teaching staff in collaborative processes of data analysis and target setting at faculty and whole-school levels to increase understanding and reliability of targets. • Extend professional learning focused on classroom level data analysis to enable teachers to modify their pedagogy for individual differentiation including higher performing students. • Further embed opportunities of feedback to/from students to deliver high quality and constructive feedback to influence improved outcomes. • Continue to develop classroom observation and feedback protocols to deliver high quality and constructive feedback to enhance classroom practice. Extend skilling in the observation and feedback process. • Investigate, resource and embed a whole-school ICT framework to support teaching and learning. • Enhance recruitment practices. • Realign the PDP process and clarify the purposes and components of individual development plans. • Extend partnerships with USQ to provide opportunities to transition preservice teachers to employment at WSHS. 	✓	✓	✓	✓	<ul style="list-style-type: none"> • SOS % of students believing that “I am getting a good education at my school.” at least equal to state mean (S2048) • SOS % of staff believing that “I have the necessary skills to do my job effectively at this school” at least equal to state mean (S2081) • SOS % of staff believing that “The DPP helps me to improve my work at this school.” at least equal to state mean (S2085) • SOS % of staff believing that “I have access to quality PD.” at least equal to state mean (S2086) • SOS % of staff believing that “I can access the necessary ICT to do my job at this school.” at least equal to state mean (S2087) • SOS % of staff believing that “This school encourages me to undertake leadership roles.” at least equal to state mean (S2102) • SOS % of staff believing that “This school encourages coaching and mentoring activities.” at least equal to state mean (S2103) • SOS % of parents believing that “My child's learning needs are being met at this school.” at least equal to state mean (S2003)

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Every Student Achieving	School Performance	<ul style="list-style-type: none"> Heighten staff and community expectations of students' ability to achieve high outcomes in academic, cultural and sporting endeavours. Ensure continued opportunities to recognise student achievement e.g. Academic Awards Night, Gold Wings ceremony, Sports dinners etc. Communicate the EIA's specific targets for improvement and associated accountabilities, roles and responsibilities to all staff members, students, parents and the wider community. Consolidate effective partnerships aimed at improving students' engagement in education, sporting, cultural and wellbeing opportunities. e.g. NRL, Hockey Queensland, Clontarf, Beyond Broncos, Cedar Centre, MRAEL etc. Review school wide behaviour processes including Calm Classrooms to reflect current school needs to provide consistent implementation of positive behaviour recognition across classroom and non-classroom environments and engage all students in their education. As part of this, review Pastoral Care program to prioritise behaviour, social and emotional support and opportunities for students. Continue to successfully transition students to further education, training, and employment and increase retention of senior students, in particular, EALD and Aboriginal and Torres Strait Islander students. Further develop student accountability and support for students that are engaged in Work Experience, School Based Traineeships or School Based Apprenticeships. Revise subject offerings and line structure to ensure students are provided with a relevant curriculum that will assist them in achieving their desired pathway, and ensure real life connections, academic skills and relevance are embedded in all subjects. Ensure that the teaching of Cognitive Verbs is embedded across all faculty areas from Year 7 to 10. 	✓	✓	✓	✓	<ul style="list-style-type: none"> 100% of students receive either QCE/QCIA and/or VET qualification or SBT/SAT 100% of students successful in the completion of their SBT/SAT Reduced Disciplinary Absences, After School Detentions and Major Behaviour Incidents 100% of staff consistently implement RBPS Reduction in the number of student subject changes in Year 11 and 12 Increased positive communication to parents/caregivers and community e.g. Facebook, positive text messages, positive post cards etc. Increased numbers of students being successful in selection for DD, Qld and Australian sporting teams Student attendance rate equals or exceeds 92% Close the % gap for Aboriginal and Torres Strait Islander students in attendance, retention and attainment (LOA, QCE, NAPLAN, OP/ATAR) 85% of students identified in the green-tiered section of the PBL triangle SOS % of parents that believe "This school gives my child opportunities to do interesting things." equal to state mean (S2015) SOS % of students that believe "My school gives me opportunities to interesting things." at least equal to state mean (S2047) SOS 100% of staff that believe "Students are encouraged to do their best at this school." at least equal to state mean (S2072) SOS % of staff that believe "Staff at this school are interested in my wellbeing." at least equal to state mean (S2092) Improved OP 1 to 15 results – 85% of students receiving an OP 1 - 15. ATAR achievement equivalent to or exceeding current OP attainment levels and state mean Increased parent/community engagement as evidenced by such aspects as participation in Parent/Teacher interviews, subject selection evenings, culminating curriculum events, P and C membership Increased % of student participation in extra-curricular events and activities (e.g. Creative Generation Excellence Awards in Visual Arts, Creative Generations State Schools On Stage, school based performance opportunities [Winter Arts, Summer Arts, musicals], dance troupe, music ensembles, cattle handling and extra-curricular sporting teams) % of year 7 enrolments from feeder Primary schools increased
	Local Decision Making	<ul style="list-style-type: none"> Expand communication and relationships with parents and the wider community, considering the diverse social and cultural needs of our students. Continue to engage and acknowledge staff in wellbeing activities (social club, events, shout outs etc.). Further develop staff wellbeing opportunities. Consolidate partnership with the P and C to continue to work together to provide opportunities for our students e.g. Camps, Scholarships, ongoing financial and in kind support. Extend the Academy One program and review the effectiveness of scholarships to attract students to the school. Provide professional learning for Academy staff to ensure that students are provided with opportunity to excel in their learning. Investigate how we can continue to provide great opportunities and support for students with disabilities and identified learning requirements. Continue to develop partnerships with primary partner schools to ensure a seamless transition from upper primary school to junior secondary. Further extend transition programs to provide opportunity for year 5 students to participate in an ongoing transition programs. 	✓	✓	✓	✓	

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.


Principal


P & C President


Assistant Regional Director