



Wilsonton State High School Strategic Plan 2022 – 2025

Improvement Priority	Strategy	2022	2023	2024	2025	Indicators of Success
Quality Teaching	Build the capability of teachers to fully understand and utilise student performance data to inform specific differentiation strategies within classrooms.	I	R	C	C	<ul style="list-style-type: none"> All staff delivering an aligned curriculum; assessment, standards and techniques. All staff delivering a school wide approach to writing that supports assessment – consistent resources and frameworks. All staff delivering a school wide approach to instructional reading that supports student outcomes accessing bank of tools, techniques, learning and assessment scaffolds, templates and exemplars to support strategies for differentiation. All staff disseminating data including utilising OneSchool reports and Class Dashboard to inform teaching. All staff delivering instruction in literacy and numeracy and take responsibility for attainment in their subject areas.
	Further develop the APDP process to ensure that it provides valued support for the professional growth of all teachers.	R	C	C	C	<ul style="list-style-type: none"> APDP that informs improved practice and access to targeted professional learning for all staff.
	Enhance the observation and feedback process by including protocols to ensure that the coaching and feedback focuses on affirmations and improvements.	I	R	C	C	<ul style="list-style-type: none"> All school leaders spend time working with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching strategies. All teachers receive specific and constructive feedback on all elements of the lesson. Alignment to APDP including professional learning on lesson focus.
	Refine assessment procedures to develop rigorous processes regarding the use of criteria sheets and moderation to ensure consistent and reliable teacher judgement.	R	R	R	C	<ul style="list-style-type: none"> All staff use consistent school wide processes for developing criteria sheets where all staff make effective judgments on student performance. All staff align their assessment procedures to the school assessment policy. All staff use assessment processes that are aligned with the curriculum and reporting standards to strengthen consistency and reliability. Each faculty engaged in QCAA quality assurance processes – endorser, confirmer, external exam marker. All staff participate in consistent moderation processes.
	Develop practices that enhance academic programs to ensure all students are challenged and extended.	R	R	R	C	<ul style="list-style-type: none"> All staff deliver relevant elements of the scope and sequence of cross curricular skills of literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding. All staff implement tracking procedures for all students which includes clear goals and pathway development.
	Build teacher capability and collaboratively develop processes for teachers to track student academic progress, set specific class targets and differentiate for all students.	R	C	C	C	<ul style="list-style-type: none"> All staff track academic progress across year levels for all students. All staff utilising academic data, OneSchool reports and Class Dashboard to inform teaching – and build student portfolios and profiles.
	Whole school process for provision of feedback on how students can improve their learning outcomes including within the VET offerings.	I	R	R	C	<ul style="list-style-type: none"> Using school wide feedback processes, all staff provide regular and timely feedback to individual students that make it clear what actions they can take to make further learning progress.
	Develop and embed strategies to increase the use of technology as a regular classroom practice for staff and students.		I	R	C	<ul style="list-style-type: none"> All staff use pedagogical practices complemented by the use of technology to increase outcomes for students.
Every Student	Continue to review whole school culture to ensure further inclusivity for all students.	R	C	C	C	<ul style="list-style-type: none"> Increased percentage of student participation in sporting, cultural and academic opportunities eg creative generation, school musical, school arts groups, extra-curricular sporting teams, debating teams. All staff provided with professional learning opportunities to increase their skills in catering for the diverse needs of students within their learning areas. Deliver inclusivity project in partnership with student leadership body.
	Provide further education opportunities for student body to celebrate diversity within the student population.	I	R	C	C	<ul style="list-style-type: none"> Regular assembly presentations with focus on diversity eg. cultural backgrounds. Celebration of multiple cultures within the school through regular events eg. bi-annual Wilsonton Way Day, Harmony week etc. Provide enhanced access to all students during whole school events eg. signed and translated assembly presentations, including National Anthem, Captains' Chat etc.
	Implement whole school technology program that ensures equitable access to IT devices for students to access all curriculum and assessment requirements.	I	I/R	I/R	R/C	<ul style="list-style-type: none"> All students have access to individual student device program as part of whole school BYOX initiative. BYOX kiosk facility to provide ongoing access and support for student devices. 100% of students able to engage with TAFE/VET certificate courses as determined by their choice of senior pathway.
	Continue to develop teacher and teacher aide capability to ensure all students can access differentiated learning through ongoing professional development and upskilling.	I	R	C	C	<ul style="list-style-type: none"> 100% of all staff (teachers and teacher aides) provided with quality professional learning so that teacher aides are able to deliver instruction, assessment and support measures to small groups or individual students. Teacher aides provided with access to professional learning opportunities eg trauma informed practice, literacy/numeracy programs as identified as school wide priorities, behaviour management. Organised opportunities provided for teaching and non-teaching staff to plan pedagogical practices specific to the individual needs of their class.
	Review whole school inclusive models to ensure offerings continue to meet both student and community expectations for learning.	R	I/R	R	I/R	<ul style="list-style-type: none"> Ensuring all students are provided with appropriate levels of differentiation and support. Students are accessing appropriate success pathway
	Define and deliver case management opportunities for every student.	R	C	C	C	<ul style="list-style-type: none"> Review and implement case management structures for all students. Provide Case Managers with ongoing professional learning to ensure currency of supports available for students' success.
	Develop and deliver the staff and student wellbeing framework, with a particular focus on ensuring the continued success of student voice opportunities (eg. Student Senate).	I	R	C	C	<ul style="list-style-type: none"> Staff wellbeing framework developed and implemented. Student wellbeing framework developed and implemented. Continued review of Student Support structures and resourcing in the school to ensure consistent and relevant support exists for students. Increased positive contact home through text messages, postcards, Facebook etc.
	Enhance opportunities for parent and caregivers to be able to participate in their child's educational journey along with community voice opportunities that influence the daily operations of the school.	R	I	C	C	<ul style="list-style-type: none"> Increased parent/community engagements as evidenced by participation in Parent/Teacher interviews, Subject Selection evenings, P and C membership, NAIDOC week celebrations, Indigenous celebration events eg awards evening, Clontarf, Beyond the Broncos. All parents/caregivers participate in SET Planning processes for students in Years 9 & 10. Provide opportunities for parent and caregiver body to participate in extra-curricular activities (sporting, academic, cultural) eg coach, tutor, instruct, assist. Close the % gap for all students in attendance, retention and attainment.
	Review of current Student Code of Conduct and associated behaviour support to ensure consistent and relevant strategies aimed at providing students with success.	I	R	R	C	<ul style="list-style-type: none"> Greater than 85% of students identified within the green tier of the PBL triangle. Student Code of Conduct reviewed annually to ensure it continues to meet student, parent, community and staff expectations. Ongoing review of data with a proactive view to reduce disciplinary absences, after school detentions and multiple behaviour incidents.
	Students 'own' their learning and can articulate how they have improved their work as they make high and measurable progress.					<ul style="list-style-type: none"> Students 'own' their learning and can articulate how they have improved their work as they make high and measurable progress.
Authentic Learning	Develop a dashboard to allow students' access to their learning portfolio to promote individual accountability for students.	I	I	R	C	
	Implement senior success pathways for students to engage them authentically in their learning. As part of these pathways, provide opportunities for students to engage with industry visits. Champion students within the broader Toowoomba community to promote the quality outcomes that students are achieving upon exiting WSHS.	I	R	C	C	<ul style="list-style-type: none"> 100% of students exiting year 12 obtain either a QCE or QCIA. Next Step data for NILFET at least comparable to the data for the rest of Toowoomba. QCE/QCIA tracking shared with parents/caregivers upon completion of unit intervals. % VET Cert II, III, IV or higher at least equal to state mean. Student early entry enrolments to courses such as HeadStart increasing annually. Increasing % of students gaining QTAC offers in their preferred course of study.
	Implement Wilsonton Certificate of Education in Years 9 and 10 to promote student and parent understanding of QCE requirements in the Senior Secondary phase of their education.	I	R	C	C	<ul style="list-style-type: none"> 100% of students attain their WCE. There is a strong sense of community and identity for students, staff, parents, alumni and volunteers.
	Investigate and plan an alternative pathway model (school to work program) for students in Years 9 & 10. Consolidate relationships with further training providers.		I	R	R	<ul style="list-style-type: none"> Greater than 92% of students receive an A - C for effort and behaviour at all reporting junctures.
	Through the use of Professional Learning Teams, implement the use of teaching sprints to focus student growth opportunities.		I	R	C	<ul style="list-style-type: none"> Teachers collaborate with their colleagues through Professional Learning Teams.
	Improve resilience of students through explicit education, exposure to the neuroscience of their learning and encourage students to be risk takers in their learning.			I	R	<ul style="list-style-type: none"> Students act as their own teachers: set learning and performance goals, know the learning goals and success criteria for their classes, seek and act productively on feedback, refine and improve their work and articulate the gains they have made. They seek out challenge and can describe where they are and how they will progress. Students apply the targeted skills, cognitions and concepts to classroom and school activities and daily life.
	Investigate and develop school defined authentic learning pedagogies to be implemented through the embedded lesson expectations and unit planning process. Provide opportunities for staff to develop capability in the delivery of authentic learning within the classroom and explicitly teach and model authentic learning behaviours to students.			I	R	<ul style="list-style-type: none"> Authentic teaching pedagogies embedded as part of the teaching and learning process. All staff seek professional growth through rigorous processes of feedback, collaborative practice and planning. All staff are provided with ongoing professional development and collegial support to introduce authentic learning. Students are highly challenged and well supported.
	Further enhance relationships with the primary schools to develop authentic learning agreed practices as appropriate in P – 12.			I	R	<ul style="list-style-type: none"> Academic performance in A - C, ATAR and NAPLAN and meets internal agreed Western Alliance (Rockville SS, Wilsonton SS and Fairview Heights SS). % of students in Year 6 choosing WSHS as their preferred education pathway increased.

*Annual targets published in the Annual Implementation Plan (Wilsonton High Way)

I – Implement
R – Review/refine
C – Consolidate

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27.10.2021

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27.10.2021