



Our school in 2019

All members of our school community:

- Articulate and embrace the PROUD mantra
- Value individual diversity and promote emotional growth, well-being for all
- Recognise the need for high expectations to underpin student learning and environment

The teaching and support staff:

- Use assessment practices that are relevant, useful and timely to inform student progress and track student achievement
- Understand and implement high quality reading and writing practices as part of the teaching and learning in all curriculum areas
- Engage in professional learning, coaching and collaborative review to improve the quality of teaching and learning at our school
- Support authentic, individualised pathways for student learning; including connections to future study and the world of work

The students:

- Use feedback effectively to review, identify goals and strive for improvement
- Engage in high quality reading and writing activities to develop and communicate knowledge
- Use genuine beyond-school goals to focus personal growth and achievement

Phil Campbell
Principal

Chris Fox
P&C President

John Norfolk
Assistant Regional Director

WYNNUM STATE HIGH SCHOOL Strategic Improvement Plan

2016 – 2019



School Mission

Tradition | Community | Excellence - Proudly Building Futures Together

School Values

Integrity Honesty Resilience Tolerance Pride Lifelong Learning Respect

School Mantra

PROUD - Positive, Respectful, On-Task, Unified, Determined

WYNNUM STATE HIGH SCHOOL STRATEGIC IMPROVEMENT PLAN 2016 – 2019

PROUD Learning at Wynnum State High School is underpinned by a deep and unrelenting belief that all students can learn, reach potential and be successful. Our PROUD mantra POSITIVE, RESPECTFUL, ON TASK, UNIFIED and DETERMINED drives a progressive and distinctive school where learning and achieving is core business.

Improving student outcomes by	Strategies	Expectations & Accountabilities	Evidenced by	Priorities			
				2016	2017	2018	2019
HIGH EXPECTATIONS	<ul style="list-style-type: none"> PROUD learning 	<p>School leaders will:</p> <ul style="list-style-type: none"> Communicate expectations of PROUD learning in all school forums Facilitate the consolidation of the PROUD mantra through the proactive work of the Schoolwide Positive Behaviour Support (SWPBS) program Consolidate the consistent instructional model of PROUD learning – clear processes to support an orderly classroom environment Model PROUD expectations at all times <p>HODs will:</p> <ul style="list-style-type: none"> Ensure the faculty has consistent practices aligned to PROUD learning, The Art and Science of Teaching (ASOT Marzano) pedagogical framework and High Expectations Policy Ensure expectations of PROUD learning are embedded in all classrooms Model PROUD expectations at all times <p>Teachers will:</p> <ul style="list-style-type: none"> Demonstrate consistent practices aligned to PROUD learning, the ASOT pedagogical framework and High Expectations Policy Ensure that every minute of every lesson counts every day Model PROUD expectations at all times <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate PROUD behaviours to engage in purposeful learning 	<p>Effort, Behaviour and Achievement data</p> <p>NAPLAN relative gain (Yr 7 – 9)</p> <p>Retention and completion data</p> <p>Destination data</p> <p>OCE attainment</p> <p>Engagement with PROUD student checklist</p>	✓	✓	✓	Consolidation
	<ul style="list-style-type: none"> Social and emotional growth 	<p>School leaders will:</p> <ul style="list-style-type: none"> Provide structures and processes to develop the social and emotional growth of students and staff Ensure that formal and informal processes are consolidated to support student and staff wellbeing <p>HODs and Support staff will:</p> <ul style="list-style-type: none"> Develop and communicate mechanisms that prevent any students slipping through the net Develop processes to ensure social and emotional growth of faculty teams <p>Teachers will:</p> <ul style="list-style-type: none"> Develop processes to ensure social and emotional growth of students in their care Engage with Pastoral Care, Access, SET Planning, House Group, and other activities that support the emotional and social growth of students <p>Students will:</p> <ul style="list-style-type: none"> Contribute to the social and emotional growth of peers through following the PROUD mantra Demonstrate an improvement in work ethic characteristics of attendance, effort, homework, work completion and academic achievement 	<p>Whole of school Social and Emotional Growth Plan</p> <p>SOS data</p> <p>SWPBS data</p> <p>Student report data</p> <p>Data from School Support teams</p>	✓	✓	✓	Consolidation
QUALITY TEACHING and LEARNING	<ul style="list-style-type: none"> A culture that promotes learning 	<p>School leaders will:</p> <ul style="list-style-type: none"> Continue to consolidate the PROUD mantra and High Expectations Policy Lead pedagogy through a shared understanding of ASOT Lead quality assurance practices to ensure rigor and alignment of curriculum and assessment <p>HODs will:</p> <ul style="list-style-type: none"> Monitor and support the PROUD mantra and High Expectations Policy within faculties Lead curriculum development and assessment practices Lead formative assessment processes and effective feedback to students Ensure alignment of curriculum and assessment <p>Teachers will:</p> <ul style="list-style-type: none"> Explicitly and consistently implement PROUD mantra and High Expectations Policy in classrooms Plan and deliver appropriate curriculum and assessment, both formative and summative including use of effective feedback <p>Students will:</p> <ul style="list-style-type: none"> Engage with the curriculum delivered and commit fully to all assessment 	<p>Whole of school Curriculum and Assessment Plan</p> <p>Alignment of:</p> <ul style="list-style-type: none"> Unit plans Formative assessment Feedback loops to students Calibration Moderation <p>Effort, Behaviour and Achievement data</p> <p>SOS – Students and Parents</p>	✓	✓	✓	Consolidation
	<ul style="list-style-type: none"> Schoolwide reading development 	<p>School leaders will:</p> <ul style="list-style-type: none"> Commit to the provision of expert resources, staff development through professional development and using reading/writing data to provide feedback on the quality of assessment and tracking student progress Allocate funding for resourcing a Wide Reading Program in the Junior School <p>HODs will:</p> <ul style="list-style-type: none"> Ensure that work programs and units of work specify the texts through which teachers will teach the curriculum Build collaborative processes to develop highly effective instructional practices for teaching reading development Build collaborative processes for using reading and writing data as part of formative assessment phases in units English Department – allocate time, expertise and resourcing to co-ordinating a Wide Reading Program in the Junior School <p>Teachers will:</p> <ul style="list-style-type: none"> Be involved in collaborative planning and review processes that focus on reading and writing Commit to teaching reading through curriculum texts and building effective practice English Department – contribute to and support Wide Reading Program and mentor students reading for pleasure <p>Students will:</p> <ul style="list-style-type: none"> Increase the amount of successful reading and writing activity in all curriculum areas Engage with the Wide Reading program for enjoyment 	<p>Allocation in funding, PD programming for staff and PD programming for HODs</p> <p>Work programs and units specify HOD endorsed texts for teaching curriculum</p> <p>Collaborative processes for planning and formative assessment focus on reading and writing refine teacher knowledge and skill</p> <p>Student growth in key genres tracked (R2L data)</p> <p>Student engagement in reading for pleasure</p>	✓	✓	✓	Consolidation
	<ul style="list-style-type: none"> Coaching 	<p>School leaders will:</p> <ul style="list-style-type: none"> Lead professional development on coaching, peer observation and feedback Consolidate the culture of support for coaching, peer observation and feedback Use Professional Standards of Teachers to further increase teacher knowledge and expertise <p>HODs will:</p> <ul style="list-style-type: none"> Collaboratively build a faculty process for coaching, peer observation and feedback <p>Teachers will:</p> <ul style="list-style-type: none"> Actively participate in coaching, peer observation and feedback processes 	<p>Teacher engagement with coaching process</p> <p>SOS data</p>	✓	✓	✓	Consolidation
TRACKING STUDENTS for SUCCESS	<ul style="list-style-type: none"> Targeted data analysis 	<p>School leaders will:</p> <ul style="list-style-type: none"> Develop and implement school Data Plan Improve staff understanding of connection between data and differentiated teaching strategies <p>HODs will:</p> <ul style="list-style-type: none"> Collaboratively build faculty processes to lead differentiated teaching <p>Teachers will:</p> <ul style="list-style-type: none"> Collect and interrogate a variety of student data to inform planning, teaching and learning Lead students to set learning and achievement goals <p>Students will:</p> <ul style="list-style-type: none"> Set learning and achievement goals and track progress 	<p>Comprehensive data plans for each class</p> <p>Specific differentiation strategies identified for students</p> <p>Data walls</p> <p>NAPLAN U2B and NMS</p> <p>Class targets, individual learning goals</p>	✓	✓	✓	Consolidation
	<ul style="list-style-type: none"> Improved assessment practices 	<p>School leaders will:</p> <ul style="list-style-type: none"> Develop an audit process to constantly improve assessment practices across the school Lead professional development of staff in improving assessment practices <p>HODs will:</p> <ul style="list-style-type: none"> Ensure that unit development, assessment items and reporting align with ACARA, QCAA and school priorities <p>Teachers will:</p> <ul style="list-style-type: none"> Commit to efficacy and depth of teaching practice in their classroom <p>Students will:</p> <ul style="list-style-type: none"> Commit to efficacy and depth of study practices and learning behaviour 	<p>Whole of school Curriculum and Assessment Plan</p> <p>Comprehensive unit planning as an ongoing commitment</p> <p>Calibration and Moderation processes operating in all faculties</p> <p>Reporting data</p>	✓	✓	✓	Consolidation
	<ul style="list-style-type: none"> Quality pathways for all students 	<p>School leaders will:</p> <ul style="list-style-type: none"> Ensure that curriculum depth and breadth is planned and delivered to meet learning needs of all students Expose students to opportunities with a view to develop aspirations for successful futures Develop a system of academic mentoring in the Senior School <p>HODs will:</p> <ul style="list-style-type: none"> Facilitate the curriculum development to promote student engagement with academic and vocational aspirations <p>Teachers will:</p> <ul style="list-style-type: none"> Engaging students in purposeful rigorous learning Engage in academic mentoring activities and student planning <p>Students will:</p> <ul style="list-style-type: none"> Develop aspirations and have considered pathways beyond school 	<p>Destination data</p> <p>Senior success indicators ie OCE, OP, SATs, Certificates etc</p> <p>Meaningful Senior planning process</p> <p>Attendance data</p> <p>Academic mentoring process</p>	✓	✓	✓	Consolidation

The productive partnerships between students, staff and parents at Wynnum State High School are supplemented by many strategic partnerships with a variety of community stakeholders and providers to explore all learning opportunities for students.

