



Non-teaching staff are an integral part of supporting students, teachers, leaders and parents/carers to achieve the implementation of our core priorities of quality teaching and learning, high expectations and whole school success

Focus	Strategy	Student Practices – I ...	Teacher Practices – I ...	Leader Practices – I ...	Parent/carer practices - I	Improvement targets
Quality teaching and learning						
Review and refine pedagogical practices to improve student engagement	<ul style="list-style-type: none"> NASoT DQ 5 element 12 Active processing of texts through: <ul style="list-style-type: none"> -R2L -Reading and Thinking 	...use a range of thinking and reading strategies to learn and progress. ...actively participate in thinking, reading and learning to improve my reading, writing and thinking skills ...know what is my next step in learning ...use digital technologies to support my learning	...seek student feedback through post-unit surveys ...use DQ 5 element 12 ... plan opportunities for thinking and active processing of text ...use an exemplar for written assessment ...use ICT for authentic learning purposes(differentiation/collaboration) ... consistently use MS Teams as the central platform for learning	...conduct regular walkthroughs to see pedagogies in practice ...provide timely feedback to teachers ...build capacity of teachers to use signature pedagogical practices		10% improvement A-C achievement and effort at end of each semester SOS student T&L data ≥MER 100% Student unit survey completion 2.5% increase in attendance
	<ul style="list-style-type: none"> Differentiation and support 	...use a range of devices and tools to support my learning and to suit my individual learning needs	...use data placemat cycle each unit. ...use special provisions register to access differentiation resources	...build teacher capacity to: -further differentiation strategies -use formative data to inform adjustments. -use MS Forms and MS Teams for formative assessment and differentiation ...take responsibility for ICT skill development within my team	...keep up-to-date through accessing the school's social media ...inform the school of changes in the learning and engagement needs of my child	10% improvement in SWD A-C gap 100% classes use MS Teams as the digital learning platform 100% teachers use MS Forms for formative assessment/ differentiation
High Expectations						
Positive behaviour for learning	<ul style="list-style-type: none"> Classroom profiling 	...display PROUD behaviours in every lesson (all settings) ...model PROUD behaviours within and beyond the school community	...model PROUD behaviours within and beyond the school community ...use ESCMs to manage classes ...participate in classroom profiling ...use profiling feedback to reflect and improve my use of ESCMs ...follow agreed PBL processes ...positively acknowledge PROUD focus (Postcards, tokens, nominations)	...model and support PROUD behaviours within and beyond the school community ...use profiling data to inform PBL focus ...conduct regular walkthroughs to see ESCMs in practice	...support PBL processes	EBS 80% across the 4 pillars TFI 100% SOS safety data ≥MER 4:1 positive to negative behaviours 100% teachers use ESCM
Whole School Success						
Student wellbeing	<ul style="list-style-type: none"> Student voice goal setting (tighten process) growth mindset Student leader day School leadership 	...attend school every day, on time ...respond to surveys from my teachers ...know where to seek help to assist me with, and to improve my learning ...attend student forums to share my ideas and feedback led by student leaders ...contribute to a student blog ...am cybersafe ...know what I need to do to develop my leadership skills ...support my peers through peer mentoring and house activities	...build rapport with my students ...know my student's goals ...monitor and encourage student attendance and engagement ...use brain breaks ...engage parent/leadership team support when required ...provide engaging pastoral care lessons ...am cybersafe	...support YLC and HOH in their pastoral care role ...collect, analyse and respond to a range of wellbeing data ...provide opportunities for student leadership growth	...communicate concerns and celebrations regarding my child ...know my child's learning goals	SOS partnerships data ≥MER 2.5% increase in attendance Improve <i>future outlook and aspirations and motivation and perseverance</i> in QLD engagement wellbeing survey 10% improvement in SWD, COOHC and ATSI A-C gap
Support aspiring leaders	<ul style="list-style-type: none"> Coaching, mentoring, observation and feedback Professional learning for aspiring leaders 		...participate in mentoring/coaching with a leader and/or a peer ...know what I need to do to develop my leadership skills	...coach/mentor/observe and give feedback to aspiring leaders		No. HAT/LEAD applicants No. promotional opportunities SOS staff development 10% >MER



Wynnum State High School Annual Implementation Plan 2022



Other	Strategy	Actions	Responsible Officer	Timelines	Targets
Curriculum	Australian Curriculum 2023 Implementation	...monitor impending changes ...participate in system feedback	HOD HOD, DP, P	Monitor all year	
Marketing and promotion of the school	Primary school transition Maintain an active social media presence Parent engagement activities	...review and implement enrolment process ...implement transition/primary collaboration activities ...post daily ...interviews, parent forums, P&C, events	DP Yr 7 2023 JS HOD, HOSES, HOD P, DP P, DP	T4 T2-4 Daily FB posting Twice/term	Yr 7 2023 enrolment 190 Yr 7 2023 enrolment 190 200 posts in 2022 80% parents engage with the school
Good governance	Review existing procedures, guidelines and frameworks for currency	...review school data plan ...review professional learning plan ...review reporting processes	P, DP, BM	T1 T2 T1	Revised plan completed Revised plan completed Revised processes implemented
Facilities	Implement Refresh program R Block Improve facilities	...schedule facilities work ...source funding ... update infrastructure plan	BM	S1 Monitor all year S2	100% work completed ...secure R Block funding ...facilities improved

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systematic requirements.

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