



Gympie State High School

Proudly the first state secondary school in QLD
Established 1912 on Kabi Kabi country

Strategic Plan 2023 – 2026



Our Vision

Excellence for all through culture and innovation

A progressive, high performing school realising the potential of every student.



Our Focus



Innovation:
a commitment to excellence and continuous improvement



Culture:
everyone's responsibility; the right student, staff and parent behaviours, leading to our desired positive school culture



Organisational Effectiveness:
aligned actions, performance and partnerships that support excellence for all

Our School Priorities



Curriculum
Enact the intended and planned curriculum through: **deliberate and collaborative moderation.**



Equity
Drive equity of performance for all through: **effective differentiation and inclusive education.**



Transitions
Deliver successful transitions and meaningful pathways through: **the full range of student case management.**

Our Motto

Ecollegio Metallisque Aurum:
Gold from the school

Our Values

**Resilience, Success,
Diversity, Tradition**



ENDORSEMENT

This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

Anthony Lanskey

Principal

23/02/2023

Malcolm Dodd

P&C President

23/02/2023

Leasa Smith

Lead Principal

23/02/2023

Gympie State High School Strategic Plan 2023-2026

Our Focus		
Innovation: a commitment to continuous improvement	Culture: everyone's responsibility	Organisational Effectiveness: aligned actions, performance and partnerships that support excellence for all
<p>CONTEXT / INTENT:</p> <ul style="list-style-type: none"> ✓ Our approach systematically leads to the monitoring and review of teaching, learning and assessment, from the intended through to the planned curriculum ✓ Local context informs how the AC and QCAA senior syllabuses are delivered via teaching, learning and assessment ✓ Our approach to teaching, learning and assessment includes monitoring and review processes that ensure new methods, ideas and ways of working lead the planned curriculum through to the intended curriculum ✓ The collaboratively developed Four Year Strategic Plan provides clarity of strategic direction to multiple audiences, and is supported by an Annual Improvement Plan (AIP) ✓ The Gympie SHS Curriculum, Assessment and Reporting Framework (CARF) and Explicit improvement Agenda align with the Department of Education and Training (DET) 2021–2025 Strategic Plan ✓ Reflection and feedback validate the positive impact of quality teaching on all students ✓ Future-focussed learning practices connect students and teachers. <p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> ✓ Version 9 of the Australian Curriculum is implemented with a local context and with a clear line-of-sight between the intended and the enacted curriculum, as evidenced through Year and Band Plans from Year 7-10 ✓ QCAA senior syllabuses are delivered, taught and assessed with fidelity ✓ Enhanced capability and confidence of teachers in digital learning is evident ✓ Quality strategic planning, recognised by the broader community, ensures streamlined access to data and evidence that informs innovation in teaching and learning ✓ Future-focused learning practices connect all students to digital learning opportunities through equitable access to technology ✓ GOLD Time student intervention and staff collaboration allows for purposeful moderation, differentiation and case management ✓ Innovative change processes are embraced positively across the school ✓ All staff seek and respond to feedback to improve personal skill sets and measurable outcomes, with coaching/mentoring provided to enhance personal and team performance 	<p>CONTEXT/INTENT:</p> <ul style="list-style-type: none"> ✓ The 'WHY' of our moral purpose creates a real but positive sense of urgency ✓ Acknowledging Aboriginal people as the First Nation's people and as the traditional custodians of the land upon which we work ✓ The diversity of our staff, students and school community is our greatest strength. Valuing culture and creating inclusive teaching and learning environments drives equity and excellence. ✓ Supporting parents to be positively involved with their child's learning at home and school ✓ High expectations of students foster positive impacts on student achievement, behaviour, motivation, self-esteem and attendance. ✓ Developing a culture of high expectations involves challenging and engaging students, providing appropriate curriculum differentiation and building rapport ✓ Organisational effectiveness, with consistent processes and practices, drives quality behaviours and these are at the core of our desired culture ✓ All staff model, and explicitly teach, non-negotiable behaviours with the expectation that these support high quality outcomes for students ✓ GSHS corporate branding, identified through our uniforms, stationery and other symbolism provides a sense of belonging to both students and staff <p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> ✓ Cultural diversity is regularly recognised and celebrated ✓ The Positive Education Framework at GSHS brings together the science of positive psychology with best practice teaching to encourage and support individuals, the school and the its broader community ✓ Positive school symbolism is evident through our uniform, facilities, student leaders and branding ✓ Student voice is valued and aligned with the acquisition of 21st century skills and general capabilities ✓ Meaningful pathways for every student, defined and delivered, are the key to lifting learning outcomes. ✓ Knowing each student and understanding what works best for them supports engagement, wellbeing and the achievement of learning outcomes. ✓ Proactive wellbeing programs support positive behaviour for learning and school culture from Years 7-12 ✓ Parents engage positively with the school for the good of their child – <i>Your Child, Our Student, One Team</i> 	<p>CONTEXT / INTENT:</p> <ul style="list-style-type: none"> ✓ The 'HOW' of our moral purpose directly informs our organisational effectiveness and culture ✓ Leaders need to be supported in their roles to create highly productive teams, focussed on positive actions for change ✓ Our organisational structure supports the DET objective: "Equity and excellence" ✓ Roles and responsibilities are underpinned by the assignment of appropriate tasks and expectations, providing clarity of work for all staff ✓ Externally recognised national professional standards, public service values, and a code of conduct inform Gympie SHS professionalism <p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> ✓ An AIP addresses recognised problems of practice and is published each year as our 'Priorities' ✓ The Gympie SHS organisational structure supports 'the right work' to be actioned and the achievement of desired outcomes ✓ Documentation for critical and repeatable work is accessible to all staff and informs our daily practice ✓ Effective and supportive line management structures and processes provide clarity, authority, and accountabilities, evident in all roles ✓ 'Specific' role descriptions are identified for staff so that they can articulate the purpose of their work ✓ Team meetings are purposeful and productive ✓ A future-focused and long-term infrastructure plan ensures that the school can meet the learning demands of the future ✓ SRR report responses are respected and embedded into future planning ✓ Leadership teams regularly review systems, processes and associated behaviours applicable to all staff ✓ Partner organisations significantly contribute to performance and improvement analysis ✓ Achievement and engagement data effectively inform decision making ✓ Reflection and feedback systems are refined to support and improve teacher capability. ✓ Quality strategic planning is understood and valued by the broader community

Our Priorities					
Enact the intended and planned curriculum – <i>collaboration and moderation</i>	Baseline Measures (2022)	2023	2024	2025	2026
<ul style="list-style-type: none"> ✓ Our curriculum is clearly aligned to the P-10 Australian Curriculum and the QCAA senior syllabuses. ✓ All staff actively engage with whole school moderation processes enacted through PLCs ✓ How we teach is clearly aligned to validated, age-appropriate pedagogies across 7-12. ✓ Peer mentoring and coaching effectively support the ongoing development of staff. ✓ All teachers implement a case management process focussing on students in the borderline D/C and B/A range ✓ Deliberate and collaborative moderation of standards in assessment through PLCs and external networks – M1 to M4 Moderation ✓ Innovation in digital technology utilisation by staff and students improves the quality of student learning. ✓ Digital curriculum delivery is at the heart of modern learning and supports student engagement in the world of work and life beyond formal schooling. ✓ Reflection and feedback validate the positive impact of quality teaching for all students. ✓ Teachers have a clear understanding of how their work, and their team’s work, produces consistent, improvement-focussed and repeatable learning outcomes ✓ All students can articulate why and how they work and learn the way they do ✓ Clear evidence of systematic, quality-assured curriculum and pedagogy ✓ Improved digital literacy access for all. ✓ All staff are actively engaged in whole school assessment schedule developed and communicated to students and parents ✓ Teachers can articulate their role in helping students achieve their QCE/QCIA ✓ VET compliance across all certificate courses 	<p>English Achievement 7-9 - 84% A-C; 38% A-B</p> <p>Mathematics Achievement 7-9 - 92% A-C; 46% A-B</p> <p>QCE/QCIA – 99%</p>	<p>7-9 - 90% A-C; 45% A-B</p> <p>7-9 - 94% A-C; 48% A-B</p> <p>QCE/QCIA: 100%</p>	<p>7-9 - 92% A-C; 47% A-B</p> <p>7-9 - 96% A-C; 50% A-B</p> <p>QCE/QCIA: 100%</p>	<p>7-9 - 94% A-C; 49% A-B</p> <p>7-9 - 98% A-C; 52% A-B</p> <p>QCE/QCIA: 100%</p>	<p>7-9 - 96% A-C; 51% A-B</p> <p>7-9 -100% A-C; 54% A-B</p> <p>QCE/QCIA: 100%</p>
Drive equity of performance for all – <i>differentiation and inclusion</i>	Baseline Measures (2022)				
<ul style="list-style-type: none"> ✓ Teachers know their students, especially through the use of data and apply a strategy of inclusive education, where each student’s individual needs are identified and appropriate differentiation and intervention is implemented ✓ The systematic use of data sets informs differentiated teaching for all students ✓ Teachers develop strong relationships with all students to provide accurate feedback to case managers. ✓ All students complete a Health Check Survey during scheduled times to identify students not on track academically and/or at risk of poor wellbeing ✓ Students identified as at risk are referred to Success Team and provided early intervention through accessing a range of internal and external support provisions and agencies ✓ Support plans for Out of Home Care (OOHC), ATSI and SWD students are developed in consultation with parents and progress towards achieving goals monitored by case manager and success team ✓ Programs of Excellence continue to grow to meet the changing needs the community ✓ Curriculum and innovation engage and support Gifted and Talented students ✓ Complex case management of students continues to foster productive relationships with all key stakeholder to ensure students in care and with high support needs are attended to on an individual basis 	<p>English Achievement ATSI 7-9 - 68% A-C; 25% A-B SWD 7-9 - 56% A-C; 12% A-B OOHC 7-9 - 75% A-C; 50% A-B</p> <p>Mathematics Achievement ATSI 7-9 - 84% A-C; 27% A-B SWD 7-9 - 78% A-C; 28% A-B OOHC 7-9 -100% A-C; 100% A-B</p>	<p>English Achievement ATSI 7-9 - 80% A-C; 30% A-B SWD 7-9 - 60% A-C; 15% A-B OOHC 7-9 - 80% A-C; 55% A-B</p> <p>Mathematics Achievement ATSI 7-9 - 86% A-C; 30% A-B SWD 7-9 - 80% A-C; 30% A-B OOHC 7-9 - 100% A-C; 100% A-B</p>	<p>English Achievement ATSI 7-9 - 85% A-C; 35% A-B SWD 7-9 -65% A-C; 20% A-B OOHC 7-9 - 85% A-C; 60% A-B</p> <p>Mathematics Achievement ATSI 7-9 - 88% A-C; 32% A-B SWD 7-9 - 82% A-C; 32% A-B OOHC 7-9 - 100% A-C; 100% A-B</p>	<p>English Achievement ATSI 7-9 - 90% A-C; 40% A-B SWD 7-9 - 70% A-C; 25% A-B OOHC 7-9 - 90% A-C; 65% A-B</p> <p>Mathematics Achievement ATSI 7-9 - 90% A-C; 34% A-B SWD 7-9 - 84% A-C; 34% A-B OOHC 7-9 - 100% A-C; 100% A-B</p>	<p>English Achievement ATSI 7-9 - 95% A-C; 45% A-B SWD 7-9 - 75% A-C; 30% A-B OOHC 7-9 - 95% A-C; 70% A-B</p> <p>Mathematics Achievement ATSI 7-9 - 92% A-C; 36% A-B SWD 7-9 - 86% A-C; 36% A-B OOHC 7-9 - 100% A-C; 100% A-B</p>
Deliver successful transitions and meaningful pathways – <i>case management</i>	Baseline Measures (2022)				
<ul style="list-style-type: none"> ✓ Track high expectation academic, vocational, and social outcomes for all students as they transition through our school ✓ ESCM and the school’s ‘Non-Negotiable’ rules support proactive classroom management and quality teaching and learning in every single lesson, every single day ✓ Strong engagement and connections with other schools, and partnerships to expand opportunities for student success ✓ Management of feeder-school transitions and enrolments processes, ensures the school can provide for a dynamic student enrolment climate and for changing communities ✓ High expectations of students foster positive impacts on student achievement, behaviour, motivation, self-esteem and attendance. ✓ All senior students are on a clearly articulated pathway supported through JET and SET plan strategy, and can articulate which pathway they have selected ✓ VET teachers are actively tracking student progress ✓ All teachers providing students with high quality formative feedback ✓ Teachers and students have a shared responsibility towards tracking progress in their subjects through effective use of formative assessment, proficiency scales and case management ✓ Teachers track class attendance as well as individual student attendance; student attendance recorded in OneSchool and an established school process to inform parents when students are absent ✓ Supporting parents to be positively involved with their child’s learning at home and school; Teachers regularly contacting home to create meaningful parent teacher relationships ✓ Families and communities are involved with sharing the responsibility for providing all students with opportunities to learn and achieve their goals through improved attendance ✓ Actively seek and sustain a wide range of community partnerships including industry, government and non-government organisations 	<p>2022 SDAs 357</p> <p>Retention 10 – 12 78%</p> <p>Attendance 83.7</p>	<p>2022 SDAs 300</p> <p>Retention 10 – 12 80%</p> <p>85</p>	<p>2022 SDAs 275</p> <p>Retention 10 – 12 82%</p> <p>87</p>	<p>2022 SDAs 250</p> <p>Retention 10 – 12 84%</p> <p>89</p>	<p>2022 SDAs 225</p> <p>Retention 10 – 12 86%</p> <p>91</p>

Gympie State High School Annual Implementation Plan 2023

Enact the intended and planned curriculum	Strategies	Evidence of Impact	Resources	SSP Phase			
				2023	2024	2025	2026
	To improve curriculum enactment through targeted strategies including - <ul style="list-style-type: none">✓ Our curriculum is clearly aligned to the P-10 Australian Curriculum and the QCAA senior syllabuses.✓ All staff actively engage with whole school moderation processes enacted through PLCs✓ How we teach is clearly aligned to validated, age-appropriate pedagogies across 7-12.✓ Peer mentoring and coaching effectively support the ongoing development of staff.✓ All teachers implement a case management process focussing on students in the borderline D/C and B/A range✓ Deliberate and collaborative moderation of standards in assessment through PLCs and external networks – M1 to M4 Moderation✓ Innovation in digital technology utilisation by staff and students improves the quality of student learning.✓ Reflection and feedback validate the positive impact of quality teaching for all students.	<ul style="list-style-type: none">• Version 9 of the Australian Curriculum is implemented with a local context and with a clear line-of-sight between the intended and the enacted curriculum, as evidenced through Year and Band Plans from Year 7-10• School systems, documents and staff actions show clear evidence of systematic, quality-assured curriculum and pedagogy	PLCs & GOLD Time; PD Plan; regional networks; classroom and digital resourcing; SBS Staffing and Budget; SSIP, ALCAP				
		<ul style="list-style-type: none">• QCAA senior syllabuses are delivered, taught and assessed by staff with fidelity• VET compliance across all certificate courses	PLCs & GOLD Time; TA and Industry Liaison support for VET				
		<ul style="list-style-type: none">• All students can articulate why and how they work and learn the way they do• All staff are actively engaged in whole school assessment schedule developed and communicated to students and parents• Teachers can articulate their role in helping students achieve their QCE/QCIA• Teachers have a clear understanding of how their work, and their team’s work, produces consistent, improvement-focussed and repeatable learning outcomes	In school; One School, Dashboard; QCAA; Case Management Processes				
		<ul style="list-style-type: none">• Students and staff have improved digital learning access and impact on learning and engagement.	PD Plans; PD; TRS; Digital Learning Plan; Technology resourcing DL Mentor and infrastructure plan				
Drive equity of performance for all – differentiation and inclusion	Strategies	Evidence of Impact	Resources	SSP Phase			
				2023	2024	2025	2026
	To improve equity in student performance through targeted strategies including - <ul style="list-style-type: none">✓ Teachers get to know their students, via analysis of available data and through evidence collected as part of curriculum delivery✓ Teachers apply a strategy of inclusive education, where each student’s individual needs are identified and appropriate differentiation and intervention is implemented✓ Teachers develop strong relationships with all students by getting to know them as learners and as individuals, by developing an awareness of their strengths and indicating to students that they care about their learning and wellbeing✓ Health Check Surveys and opportunities to reflect on tracking towards set goals is provided to help identify students not on track academically and/or at risk of poor wellbeing✓ The Success Team identifies and applies appropriate intervention approaches, utilising a range of internal and external support provisions and agencies✓ Support plans for Out of Home Care (OOHC), ATSI and SWD students are co-developed with key stakeholders and enacted. Case managers and members of the Success Team work with students to monitor, manage and reflect on student’s progress towards the accomplishment of set goals	<ul style="list-style-type: none">• Complex case management of students continues to foster productive relationships with all key stakeholder to ensure students in care and with high support needs are attended to on an individual basis.	Child Safety and NGO Partnerships; I4S funded GO and Psychologist; Youth Support Worker.				
		<ul style="list-style-type: none">• The systematic use of data sets informs differentiated teaching for all students• Support strategies are documented in OneSchool• Tools including DID and Class Dashboard are utilised by all staff to identify and support all students	In school; One School, Dashboard; QCAA; Case Management Processes				
		<ul style="list-style-type: none">• The gap in student achievement, attendance, retention and school disciplinary absences (SDAs) for target groups is reduced – Out of Home Care (OOHC), ATSI and SWD students	Regional Support; TA Allocation; Attendance Officer; Flexispace, LPP, Positive Education				
		<ul style="list-style-type: none">• Programs of Excellence continue to grow to meet the changing needs of community• Curriculum and innovation are evident in support of Gifted and Talented students.	POE resourcing; Ag and Sporting Partnerships				
		<ul style="list-style-type: none">• GOLD Time student intervention is used by all teachers to support improved student achievement• All staff engage in collaboration which allows for purposeful moderation, differentiation and case management	GOLD Time and PLCs				
Deliver successful transitions and meaningful pathways – case management	Strategies	Evidence of Impact	Resources	SSP Phase			
				2023	2024	2025	2026
	To improve student engagement through targeted strategies including - <ul style="list-style-type: none">✓ The tracking of high expectation academic, vocational, and social outcomes for all students as they transition through our school is actioned✓ ESCM and the school’s ‘Non-Negotiable’ rules support proactive classroom management and quality teaching and learning in every single lesson, every single day✓ Strong engagement and connections with other schools, and partnerships to expand opportunities for student success✓ Management of feeder-school transitions and enrolments processes, ensures the school can provide for a dynamic student enrolment climate and for changing communities✓ Supporting parents to be positively involved with their child’s learning at home and school✓ High expectations of students foster positive impacts on student achievement, behaviour, motivation, self-esteem and attendance.✓ Teachers track class attendance as well as individual student attendance✓ Teachers regularly contacting home to create meaningful parent teacher relationships✓ Student attendance recorded in OneSchool and an established school process to inform parents when students are absent✓ Actively seek and sustain a wide range of community partnerships including industry, government and non-government organisations	<ul style="list-style-type: none">• Successful transitions for Year 6 into 7 evident in improved attendance and school disciplinary absences	Gympie Alliance Transition Plan; Data tracking and analysis				
		<ul style="list-style-type: none">• Teachers and students demonstrate a shared responsibility towards tracking progress in their subjects through effective use of formative assessment, proficiency scales and case management processes monitored by Heads of Department• All teachers are providing students with high quality formative feedback	PD Plans; PD; TRS; Parent Teacher Interviews; Reporting. QCE Case Management				
		<ul style="list-style-type: none">• All senior students are on a clearly articulated pathway supported through JET and SET plan strategy, and can articulate which pathway they have selected• All VET teachers are actively tracking student progress	JET and SET Planning; Case Management; VET PD for Staff				
		<ul style="list-style-type: none">• Improved retention and access to pathways for Years 10 to 12• Next step destination date shows reduction in NIFEW data	YSC, ILO, Flexispace and Snr Schooling TA Support; Community and Industry Partnerships				
		<ul style="list-style-type: none">• Parents engage positively with the school for the good of their child – <i>Your Child, Our Student, One Team</i> – is the school mantra regarding parent engagement• Proactive wellbeing programs support positive behaviour for learning and school culture from Years 7-12	Sponsorship and Marketing Plan for the school; Social Media Approach; Community Engagement Events – Meet and Greet, P2P, Awards Night etc.				
	Not yet evident						
	Emerging Practice						
	Embedded into school systems and culture						