



Gympie State High School - Annual Improvement Plan 2021

Vision: Gympie State High School is a learning community that grows young people of integrity, compassion and wisdom, who honour our past and build our future.

Goal: Gympie State High School – Excellence in Public Education – Proud of Place and Purpose



Gympie State High School STRATEGIC PLAN 2019-2022

EXCELLENCE IN PUBLIC EDUCATION; PROUD OF PLACE AND PURPOSE

Vision
Gympie State High School is a learning community that grows young people of integrity, compassion and wisdom who honour our past and build our future.

IN 2019-2022 OUR KEY AREAS OF FOCUS ARE:

SUCCESSFUL STUDENTS

QUALITY STAFF

ENGAGED COMMUNITY

RESILIENCE, DIVERSITY, SUCCESS, TRADITION

Successful Students

- Capable, confident, innovative, engaged and resilient learners who value education
- Access for all to a wide range of opportunities

Quality Staff

- Skillful, confident, passionate, innovative professionals in and out of the classroom
- Wellbeing and professional growth are embraced by all staff
- Staff have a strong sense of belonging and connectedness

Engaged Community

- Effective communication and positive promotion of school activities and initiatives
- Dynamic partnerships with the wider community
- Active partners in the life of the school

In order to achieve the goal of the 2019 – 2022 Strategic Plan, Gympie State High School will utilise the School Improvement Hierarchy Domains of:

- A culture that promotes learning
- An expert teaching team
- Effective Pedagogical practices

These Domains will support the school’s Explicit Improvement Agenda (EIA) of the New Art and Science of Teaching (NASOT), Student Engagement and the Implementation of the Australian Curriculum and New Queensland Certificate of Education

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.

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Principal
22/02/2021

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P&C President
22/02/2021

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/ /2021

Gympie SHS Annual Improvement Plan 2021

Student Engagement

- Attendance
- Non-negotiables
- Moderation
 - Curriculum alignment
- BYOD
- Case Management
- GOLD Time Intervention
- GOSEW and Success Coach



Gympie State High School STRATEGIC PLAN 2019-2022

EXCELLENCE IN PUBLIC EDUCATION;
PROUD OF PLACE AND PURPOSE



Positive Education

- Students
 - Personal and Social Capabilities
 - Character Virtues
- Whole School
 - Culture of continuous improvement
- Community
 - Partnerships and Networks
 - Parents and families valued partners in learning



Intentional Collaboration

- NASOT
- GOLD Time
 - Moderation
 - Policy and procedures
 - Differentiation
 - Every student succeeding
- Case Management
 - Tracking and intervention

Targets 2021

- 100% students in 7 -10 achieving a C or better in English, Mathematics and Science
- 100% Year 12 students attaining a QCE or QCIA
- 100% VET Completion
- 1% Not Rated on Semester Reports
- 85% ≥ C Effort and Behaviour
- 100% BYOD in Years 7 & 8
- 90% Attendance

Targets

Explicit Improvement Agenda	Four-year Targets	2019	2020	2021	2022	
New Art and Science of Teaching (NASOT)	<ul style="list-style-type: none"> • New Art and Science of Teaching (NASOT) embedded – whole school • NASOT focus for Smart Goals embedded in Annual Performance Reviews (APRs) • 100% Teaching Staff involved in observation and feedback schedules • Consistent implementation of Annual Performance Plans – APR's • 100 % of staff PLC Engagement • Professional Development Plan (PDP) – informed by APR and Strategic Agenda – completed and enacted • Staff attendance rate 96% • Staff SOS Data tracking: <ul style="list-style-type: none"> ○ >85% agreement in staff survey items 					
		100%	100%			
		100%	100%			
		✓	✓			
		✓	✓			
		95%				
		87%	82%			
Student Engagement	<ul style="list-style-type: none"> • All staff articulate high expectations for learning, work and behaviour. <ul style="list-style-type: none"> ○ 85% ≥ C Effort and Behaviour ○ Yearly Reduction in School Disciplinary Absences <ul style="list-style-type: none"> ▪ Short Suspensions ▪ Long Suspensions ▪ Exclusions ▪ Cancellations ○ Reduction in incidents and referrals ○ Attendance <ul style="list-style-type: none"> ▪ School Target 90% ▪ Lower than 85% attendance is <20% ▪ Close the gap between Indigenous and Non-Indigenous attendance rates. ○ % Positive Responses Student School Opinion Survey Data – <ul style="list-style-type: none"> ▪ >80% Students • Close the gap between Indigenous and non-Indigenous students in Year 9 reading and numeracy mean scale scores – 0 • Parent SOS Data <ul style="list-style-type: none"> ○ Positive responses >85% • Enrolment Growth to 1100 • Q Parent take up – 80% • BYOD take up – 95% 	82%	91%	83%	93%	
		273	172			
		25	16			
		10	4			
		4	0			
		3.7 per student	2.3 per student			
		86.9%	87%			
		31%	30%			
		4.1%	6%			
		85.5%	78.5%			
		23	14	N/A	N/A	
		82.1%	83%			
		958	978	1038		
		19%	34%			
		25%	35% (98% in Year 7)			
Implementation of the Australian Curriculum (AC) and New Queensland Certificate of Education (NQCE)	<ul style="list-style-type: none"> • 1% Not Rated on Semester Reports in all Years • Student Awarded achievement in Year 9 English, Maths and Science <ul style="list-style-type: none"> ○ A & B > 50% ○ C > 90% • U2B 20% in reading and numeracy • 100% Students NMS in Reading, Writing and Numeracy • 100% QCE/QCIA attainment • 100% QTAC Offers • VET Qualifications/Completions 	2%	.09%			
		39%	42%			
		80%	83%			
		11.9	10.8	N/A		
		88.8	69.9	98.1	N/A	
		98%	95%			
		88%	100%			
		80%	70%			

Successful Students

Priorities (EIA)	Strategies and Actions	Impact Evidence
New Art and Science of Teaching (NASOT)	<p>NASOT focus on student outcomes</p> <ul style="list-style-type: none"> • <i>Feedback</i> <ul style="list-style-type: none"> ○ Students understand the progression of knowledge they are expected to master and where they are along that progression <ul style="list-style-type: none"> ▪ Learning goals ▪ Proficiency scales in learning areas ▪ Formative assessments • <i>Content</i> <ul style="list-style-type: none"> ○ Students deepen understanding and develop fluency with skills and processes • <i>Context</i> <ul style="list-style-type: none"> ○ Students engaged in learning through strategies where they are: <ul style="list-style-type: none"> ▪ Paying attention ▪ Being energised ▪ Being intrigued and being inspired 	<ul style="list-style-type: none"> • All students know their learning goals and are provided multiple differentiated opportunities to achieve their goals evidenced in alignment planners and Health Check Surveys • Immediate feedback through the use of proficiency scales is provided for every learning goal evidenced in student self-corrected responses • Formative assessment is valued by teachers and students as opportunities for feedback and improvement, and supports making judgment against standards as evidence of learning. • Content is both explicitly and contextually taught providing transferability of knowledge evidenced through application to real-life situations • Units of work and assessment are engaging and relevant, and provide opportunity for all learners to access content and be successful through differentiated practices, evidenced in a completed differentiation placemat for each class • Critical and creative thinking capabilities continue to be a focus providing opportunities for inquiry-based learning from the Junior through to the Senior Phase of Learning • All teachers are capable and confident to assess students' general capabilities of literacy, numeracy and critical and creative thinking skills against the Australian Curriculum proficiency continuum and QCAA Literacy Continuum
Student Engagement	<p>Maintain high expectations and a commitment to excellence</p> <ul style="list-style-type: none"> • Focus on the learning and wellbeing of students and on continually improving our ability to meet the needs of all students <ul style="list-style-type: none"> ○ Student achievement tracking plan (case management) ○ Students at risk strategy ○ Success Coach Initiative ○ GOSEW ○ Flexispace Operation including attendance improvement strategy ○ Whole school good standing policy ○ Specialised School of Excellence (SSoE) ○ Programs of Excellence (POEs) • Embed the expectation that every student will learn and achieve positive outcomes. <ul style="list-style-type: none"> ○ Student Code of Conduct ○ Non-negotiables ○ Essential Skills for Classroom Management (ESCMs) ○ Case Management (Who are the two?) ○ Academic Ladders ○ Complex Case Management ○ Success Teams ○ Learning Place and eLearn ○ BYOD – multimodal approach to teaching and learning ○ GOLD Time Intervention 	<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 students complete a Health Check Survey during scheduled times to identify students not on track academically and/or at risk of poor wellbeing • All teachers implement a case management process focussing on students in the borderline D/C and B/A range • 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 at risk 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 in enrolment numbers and expand to meet the changing needs of market and community • Non-negotiables are embedded in every classroom every day, evidenced in classrooms being calm and productive with all teachers consistently referring to and adhering to the Non-negotiables • e-Learn is embedded in all units of work providing opportunities for student directed learning, differentiated practice, immediate feedback through review activities and FLIP learning • 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
Implementation of the Australian Curriculum (AC) and New Queensland Certificate of Education (NQCE)	<p>Whole School Curriculum Assessment and Reporting Planning (CARP)</p> <ul style="list-style-type: none"> • Aligned with the Australian Curriculum (7-10) and QCAA Senior Syllabuses • Align the overall CARP, term and unit plans, band and year plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations. Embed general capabilities and cross-curriculum priorities as active learning streams for all students • Develop students' deep understandings of concepts, principles and big ideas within learning areas, as well as develop cross-curricular skills and attributes, including teamwork, critical thinking, problem solving, and the evaluation of information and evidence • Artefacts: <ul style="list-style-type: none"> ○ Whole School Curriculum Assessment and Reporting Planning (CARP) ○ Whole School Data Plan ○ Senior Pathways Plan and QCE Case Management ○ Student Code of Conduct 	<ul style="list-style-type: none"> • All curriculum, assessment and reporting Years 7 – 12 are aligned to the Australian Curriculum • Moderation processes 7-12 are embedded across all year levels and Learning Areas • Assessment design and delivery reflect QCAA Quality Assessment Design, and all staff have completed at least Modules 1, 2, 3 of the training packages • General Capabilities and Cross Curricular Priorities are explicitly taught across all Learning Areas providing a deeper understanding of content • Personal and social capabilities embedded across all year levels and Learning Areas • Assessment cognitions are explicitly taught using the QCAA Cognitive Verbs toolkit Years 7-12, reflected in warm-up activities, 3-level guides and related literacy-based activities • Developed, implemented and enacted as per schedule • Developed, implemented and enacted as per schedule • Developed and published • Reviewed and enacted as per schedule

Quality Staff

Priorities (EIA)	Strategies and Actions	Impact Evidence
New Art and Science of Teaching (NASOT)	<p>Staff re-engagement with NASOT</p> <ul style="list-style-type: none"> NASOT Professional Development – induction (on-boarding) for all staff including new and beginning teachers Development and enactment of observation and feedback schedules Completion of Instructional Rounds involving all staff <p>Annual Performance Reviews (APRs)</p> <ul style="list-style-type: none"> Staff engagement with reflection tool within NASOT Consistent implementation of APRs through online plans Whole year PD plan developed Professional learning communities <p>Instructional Leadership</p> <ul style="list-style-type: none"> Support the identification, recruitment and acknowledgement of expert teachers. Facilitate teachers working together to share skills in their area of expertise through PLCs and observation and feedback schedules Evaluate teaching to identify quality practices to support the consistent implementation of these practices across classrooms Conduct Performance Development Plan discussions with teachers Implement and lead the observation/feedback practices of the school 	<ul style="list-style-type: none"> All staff are actively engaged and can articulate how they are improving in their understanding and application of NASOT Staff are actively engaged with and can articulate how the APR process identifies and informs whole school PD plan Staff Annual performance Plans reflect a NASOT focus All staff participate in formal observation and feedback cycles, and peer mentor cycles All staff engage with instructional rounds to improve practice Whole school Professional Development Plan enacted All staff engage in PLCs All members of the leadership team regularly engage in professional development in Instructional Leadership Leadership team members clearly articulate how they have built their capacity of instructional leadership
Student Engagement	<p>Establish a strong and consistent collegial culture</p> <ul style="list-style-type: none"> Staff take personal and collective responsibility for improving student learning and wellbeing Ensure consistency of practice through implementation of the Student Code of Conduct Embed school-wide, self-reflective culture focused on improving classroom teaching Targeted whole school and individual PD <ul style="list-style-type: none"> Case Management Essential Skills for Classroom Management (ESCMs) Differentiation – SWD, ATSI, LGBTIQ+ BYOD PD for all staff Teachers share and showcase best practice Respect the diversity of all <p>Intentional Collaboration</p> <ul style="list-style-type: none"> GOLD Time <ul style="list-style-type: none"> Focus on: <ul style="list-style-type: none"> Moderation Differentiation – inclusive practices Case Management 	<ul style="list-style-type: none"> Teachers consistently apply the non-negotiables Teachers consistently implement the Student Code of Conduct All teachers have received targeted eLearning PD and have embedded eLearning in their practice. Teachers articulate clearly how they utilise outside agencies to support SWD through differentiated practice. Teachers can articulate an improved understanding of eLearning E learn embedded in all units and used as a tool to engaging students in Learning Place Teachers regularly participate in observation and feedback Teachers engage with instructional rounds to improve practice 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 and proficiency scales Teachers track class attendance as well as individual student attendance Teachers regularly contacting home to create meaningful parent teacher relationships
Implementation of the Australian Curriculum (AC) and New Queensland Certificate of Education (NQCE)	<p>Staff Professional Development in Implementation of AC and NQCE</p> <ul style="list-style-type: none"> Teachers collaboratively plan, deliver and review the effectiveness of lessons. Use of formative assessment to track student progress Monitoring of explicit teaching of reading, writing and numeracy Moderation of standards in assessment through PLCs and external networks – M1 to M4 Moderation Establish a School Based Quality Control Panel to support Endorsement and Confirmation Curriculum Implementation focus in school PD Plan Line of sight processes to support integrity of Curriculum, Assessment and Reporting Plan (CARP) are embedded Industry Liaison to support pathways VET compliance including industry placement 	<ul style="list-style-type: none"> 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 All staff actively engages with whole school moderation processes enacted through PLCs – Before (M1) juncture completed 2021 Teachers can articulate how they are explicitly teaching literacy and numeracy in their subject area Teachers engage in school-based endorsement & confirmation processes All staff engage with whole school programs of literature, numeracy, writing and cognitions. Teachers develop strong relationships with all students to provide accurate feedback to case managers. VET teachers are actively tracking student progress VET compliance across all certificate courses

Engaged Community

Priorities (EIA)	Strategies and Actions	Impact Evidence
New Art and Science of Teaching (NASOT)	<p>Enact processes to ensure ongoing and effective communication</p> <ul style="list-style-type: none"> • Teaching and support staff engage professionally with colleagues, parents, carers and the community • The school engages with parents to extend the classroom-learning environment into the home • The school actively engages with parents and the community in school decision making • Teachers report professionally on students' social and academic learning development • Staff participate in school – community events – ANZAC March, Paddock to Plate, Show Teams, Sport, Arts and Cultural Presentations, Community Fundraising 	<ul style="list-style-type: none"> • Parents and community members are partners in the education of their children and participate in formal and informal discussions regarding their children • Families encouraged to observe student learning and celebrate student achievement • Increased families participating in programs and opportunities to build their capacity to support their child's learning – Parenting Programs, Classroom Volunteering, Parent Information Evenings • Scheduled conversations about progress occur with parents and students through interviews and informal discussions • Parents and community partners consistently ask for regular feedback regarding the school direction and priorities. • Sustainable partnerships with educational professionals who can support the professional learning of teachers and teacher aides
Student Engagement	<p>Instil a strong sense of belonging and pride in the school.</p> <ul style="list-style-type: none"> • Maximise communication and marketing opportunities for the school including Website, email, SMS messaging, newsletter, phone calls and electronic noticeboards • Celebrate Student Academic, Cultural, Sporting and Community Success • Promote high student participation in school and community events • Foster positive education across whole school • BYOD • Community and industry partnerships • Highlights Program • Organisational Branding • Induction programs for external therapists/teachers <p>Embed a culture where parents, families and industry are valued as partners in student learning</p> <ul style="list-style-type: none"> • Enrolment processes • Q Parent • Case Management and Success Teams – (including Complex Case Management) • Volunteer programs • Homework club • Payment Plans • GOLD Time • Youth Engagement Program – Pathways to Success • Flexispace (Kabi Place) 	<ul style="list-style-type: none"> • Families and communities are involved with sharing the responsibility for providing all students with opportunities to learn and achieve their goals through improved attendance • Student recorded attendance in OneSchool and an established school process to inform parents when students are absent • Positive education embedded throughout school including units of work • All students are enrolled in the BYOD program • Actively seek and sustain a wide range of community partnerships through SATs, Work Experience, Hospitality catering opportunities, Cooloola Schools Cluster, Gympie Schools Alliance, Gympie Regional Council, Broncos, Chaplaincy Committee, P&C, Australian Institute of Country Music, Academy of Interactive Entertainment Canberra, Gympie Times, Child Safety, QPS, Paddock to Plate Dinner, GSHS P&C, Regional Council, local business to promote and showcase Programs • Marketing plan includes: Infrastructure Plan for 5-10 vision of school facilities: Ag Farm, Gym, Hall and Performing Arts, all celebrations and activities throughout the year • External therapists/teachers are inducted and beginning teacher program enacted • Strong, innovative and sustainable partnerships with parents, new families and the wider community e.g. early childhood providers and training organisations • Strong engagement and connections with other schools, and partnerships to expand opportunities for student success • Solid parent and community participation in school reviews and strategic planning discussions • The Student Code of Conduct is jointly developed with staff and community – endorsed through the LCC and P&C
Implementation of the Australian Curriculum (AC) and New Queensland Certificate of Education (NQCE)	<p>Effective Communication of School Programs</p> <ul style="list-style-type: none"> • Share Curriculum Assessment and Reporting Plan (CARP) with parents and the wider community. • Ensure the curriculum is locally relevant and accessible to all students and values and builds on to students' existing knowledge and varying backgrounds • Continuous and ongoing promotion of school programs through ongoing marketing strategies • Grow and review Industry partnerships including Trade Training (TTC) Centre, Gateways to Success and Industry Liaison Officer • Junior Education and Training (JET) and Senior Education and Training (SET) planning strategies 	<ul style="list-style-type: none"> • Parents, community groups and business partners participate in the EIA, school reviews, strategic planning discussions and school events for regular feedback regarding school direction and priorities • Stakeholders are provided with regular updates on the progress of the Investing for Success agreement to parents and the community via the P&C / school council • Celebrations of progress and achievements of the EIA with staff, students and the community • Community needs are central to the decision-making processes of the school • All stakeholders have an understanding and are involved in JET and SET planning