# PRIORITY 1: PEDAGOGY

## What

**Collaboratively establish agreed and consistent minimum standards of what "good teaching" looks like at Urangan SHS, and the practices that define "how we teach" across all faculties.**

- **Link to SRR:** *Collaboratively establish agreed, discipline-specific, evidence-informed pedagogical practices to support student engagement and optimal learning outcomes* (SRR 2023 – Key Improvement Strategy, Domain 8 Effective Pedagogical Practices)
- **Link to Strategic Plan:** This priority furthers the *Curious learners* pillar of our strategic plan through establishing consistent understandings of "how we teach" at Urangan SHS and creating the conditions for learners to be curious.
- **Link to E&E:** This priority contributes to the focus of *Educational achievement* through the setting of clear expectations for how we teach every student, and supports the achievement of at least one year of learning growth each year.
- **Link to AITSL Standards:** This priority supports teachers in their *Professional Practice* (Domain 3) by ensuring appropriate *resources* are available (Focus area 3.4), and that teachers are supported to *use teaching strategies* (Focus area 3.3) and *evaluate and improve teaching programs* (Focus area 3.6).

## Impact

### By the end of Semester 2 2025...

- *Quantitatively:*
  - A-C English/Maths 7-9 (85% baseline) - **Target 87.5%**
    *Disaggregated datasets (SWD 63.4% baseline; Indigenous 68.9% baseline) – Target <10% gap*
- *Qualitatively:*
  - Students will understand learning expectations across all settings and be supported to engage with the learning.
  - Staff will have clarity of learning expectations and support to enact them.
  - Leaders will collaboratively engage with staff to support students across the MTSS spheres of academic, social & emotional, and behavioural progress.

## How

- Develop and refine teacher, and school, capability to support *the learner* through pedagogy by:
  - Continuing to embed Universal Design for Learning (UDL) as a common language and framework for inclusive pedagogical design across faculties *[All staff; led by DP-Curric. & Ped. / Curric. HODs]*
  - Continuing the revitalisation of ACE, including the exploration of differentiation strategies that support extension *[Led by HOD Engagement]*
  - Investigating, implementing, and embedding trauma-informed frameworks to support the transition of students between Flexispace and mainstream classrooms in Year 8 and 9 English and Maths, and supporting their promulgation more widely *[Led by DP W'being & Trans / HOD Interventions / HODs English & Maths]*
- Collaboratively review the class allocation model of Teacher Aide support *[Led by DP Inclusion / DP Curriculum in conjunction with Case M'gmt priority]*
  - Collaboratively reviewing the Differentiation Support Teacher role to enable teachers and faculties to receive the support they need to continually refine pedagogical practices in support of all students *[Led by DP Curric. & Ped.]*
- Broaden and deepen instructional leadership capacity across the entire leadership team to focus on *the learning* by:
  - Defining a protocol, focus, and schedule for learning walks and talks to be undertaken by all leaders *[Led by DP Curric. & Ped. / Curric. HODs]*
  - Strengthening moderation processes by refocusing and refining CAPIP moderation practices *[All staff, led by Curric. HODs]*

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# PRIORITY 2: CASE MANAGEMENT

## What

**Establish clear and consistent *case management* principles and practices that support the effective monitoring of individual student progress across their Year 6-13 journey, and appropriate intervention of targeted *case work* where required to ensure achievement of individual learning and pathway goals.**

- **Link to SRR:** *Sharpen the capability of all members of the leadership team to work with teachers to analyse student achievement data to build consistent and rigorous practice, leading to improved curriculum delivery and optimal outcomes for all students* (SRR 2023 – Improvement strategy, Domain 2 Analysis and discussion of data)
- **Link to SRR:** *Build staff knowledge and understanding of inclusive practices using targeted professional learning to support all staff to have high expectations and shared ownership for all students* (SRR 2023 – Improvement strategy, Domain 7 Differentiated teaching & learning)
- **Link to Strategic Plan:** This priority furthers the *Connected humans* pillar of our strategic plan through refining and enhancing positive partnerships and relationships with students, parents, and the community to ensure we are all *working together to learn.*
- **Link to E&E:** This priority contributes to the foci of *Wellbeing and engagement* and *Culture and inclusion* through designing and delivering meaningful pathways for every student within an inclusive teaching and learning environment.

## Impact

### By the end of Semester 2 2025...

- *Quantitatively:*
  - QCE/QCIA (99.5% baseline) - **Target 100%**
    *Disaggregated datasets (SWD 36.7% baseline; Indigenous 100% baseline) – No target*
  - **Attendance** (81.5% baseline; NCR 7-12 83.9%) – **Target 85%**
    *Disaggregated datasets (SWD 75.3% baseline; Indigenous 73.6% baseline) – Target <3% gap*
- *Qualitatively:*
  - Students will have clarity of expectations and consistent support to meet those expectations with support of Tier 1 (plus Tier 2 and 3 as appropriate)
  - Staff will contribute collaboratively to supporting all students as "our students", with knowledge of individual case managers and case work.
  - Leaders will support students and staff with clear communication of case management, case work, and implications for students and staff.

## How

- Establish clear roles and responsibilities with regard to the *case management* and *case work* required to support students across the MTSS spheres of academic, social & emotional, and behavioural progress by:
- Restructure leadership team to ensure balance between depth of juncture knowledge, and depth of student knowledge across strategic, operational, and case management lines of sight *[Led by Principal]*
- Establish clearly defined practices and processes to support case managers, case workers, and students to know and understand their roles *[Led by DP Wellbeing & Transitions / DP Inclusion]*
- Collaboratively review the role of Teacher Aides in supporting case work *[Led by DP Inclusion / DP Curriculum in conjunction with Pedagogy priority]*
- Engage in information sharing processes across classes and faculties to improve communication and awareness of student needs *[All staff]*
- Establish and embed consistent case management tracking processes that support student coaching and mentoring conversations throughout 7-12 and the centralised tracking of transitions into, through, & beyond secondary school by:
  - Embedding the use of TrackEd as a centralised case management system, with consistent practices supporting pathways coaching and monitoring *[Led by DP-Senior & HR / HOD Senior Schooling]*
  - Investing additional case management FTE in the Flexispace initiative to pilot the processes required to appropriate document, track, monitor, and communicate personalised learning plans as students transition through Flexispace interventions *[Led by DP W'being & Trans. / HOD Interventions]*

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## ANNUAL IMPLEMENTATION PLAN 2025

**CURIOUS LEARNERS**

**CREATIVE THINKERS**

**CONNECTED HUMANS**

URANGAN S.H.S — WORKING TOGETHER TO LEARN

**Our *Just Cause* – Start with why**

Through the work of this AIP – and in partnership with our students, staff, and broader community – we aim to be *empowering a community of curious learners, creative thinkers, and connected humans*. In 2025; our Explicit Improvement Agenda is the pursuit of this just cause through a focus on **pedagogy** and **case management**.

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## Delivering *Equity and Excellence*

The three pillars of our work – *Curious learners, Creative thinkers,* & *Connected humans* – delivers on the overlapping focus areas of the Department's *Equity and Excellence* strategy. *Wellbeing and engagement* is central to our work, and overlaps all three foci; while *Culture and inclusion* underpins our pillars of creativity and connectedness, and *Educational achievement* is foregrounded in our development of curiosity through learning.

## Acknowledgement of Country

*Galangoor djali! Galangoor.* Good day. Welcome!

We acknowledge the Butchulla people as the traditional owners of the lands on which we learn, work, and live across our community; and pay respects to their Elders past, present, and emerging.

We also acknowledge the ongoing support and input of our community to the development and implementation of the strategies in this plan – in partnership, *working together to learn.*

## Approvals

This plan was developed in consultation with the school community, and meets both school and community needs, and systemic requirements.

_____    _____    _____
*Tony McCormack*                   *Myles Kreis*                        *Darren Wallwork*
*Principal*                            *School Council Chair*              *School Supervisor*