



Urangan State High School – 4 Year Plan Overview 2020 - 2023



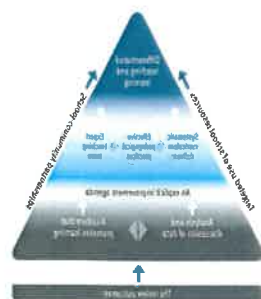
Key Areas for Improvement

- ❖ CAPIP – Implementing and delivering the Australian Curriculum with quality and fidelity.
- ❖ Positive Behavior for Learning – improving student social, emotional and academic outcomes; through data, systems and practices with fidelity
- ❖ Inclusivity – Providing a successful and positive school experience for every child.
- ❖ QCE / QCIA – Providing valuable opportunities and successful outcomes for our senior students.
- ❖ HSW - Ensuring the safety and well-being of all students and staff.

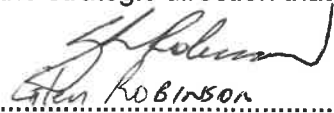
<p>An Explicit Improvement Agenda (1)</p>	<p><u>Improvement strategies</u></p> <ul style="list-style-type: none"> • Enhance the capability of the school executive leadership team to use and effectively model change management processes that build clarity about, and confidence in, the implementation of the school's EIA. • Establish clarity regarding the school's priorities, including desired student outcomes, the strategies that will be employed to enact the vision, the roles and accountabilities of each staff member in improving student outcomes, and how progress will be systematically monitored. <p><u>Actions</u></p> <ul style="list-style-type: none"> • Establish a process of effective and regular communication between working parties, faculty, executive group for monitoring and feedback of all projects within the EIA – PBL, Case Management, CAPIP, Senior Schooling (21/22/23) • Build a positive and collaborative culture across the school using identified areas of strengths and weaknesses (2021/22/23) • The Urangan SHS improvement agenda will be clearly communicated to all staff and all staff are committed to the improvement agenda. Staff are committed to, aware of, and take responsibility for meeting targets and timelines and monitoring the effectiveness of current practices to ensure they are aligning to the improvement agenda (2020/21/22/23) • Establish an Inclusion team and use the scan and assess feedback to progress the inclusion agenda. (2021) • Engage School Improvement Unit (SIU) to conduct 'Self-Assessment' process to review specific Domains of the National School Improvement Tool in consultation with Assistant Regional Director (2022/23) • Build the skills of all members of the Leadership team for Intentional use of the Inquiry Cycle in progressing all school projects. (22/23) • Annually review Explicit Improvement Agenda in line with key priority areas. (2022/ 23)
<p>Analysis and Discussion of Data (2)</p>	<p><u>Improvement strategies</u></p> <ul style="list-style-type: none"> • Establish explicit measurable targets, expressed in terms of student performance, aligned with the priorities of the EIA. • Build teacher data literacy levels to further inform differentiated teaching practice and to build students' capacity in self-monitoring their progress. <p><u>Actions</u></p> <ul style="list-style-type: none"> • Measurable and specific targets are created and communicated to all staff to align to all school documents (Strategic Plan, EIA, AIP and Faculty Implementation Plans (FIP) and) • Build the capacity of teachers' understanding and use of Faculty/ class data to determine the needs of students and subsequent responsive pedagogical practices and interventions through the CAPIP (2021-23) • Facilitate formal school processes to reflect on the alignment of A - E LOA, NAPLAN and internal reading benchmarks as well as regional and systemic data (2022) • Investigate and implement the use of Digital Data walls (2022/23) • Review annually the USHS whole school Data Plan (22/23) • Create and reflect on data sets that access sub group data – i.e. Aboriginal Torres Strait Island Students, Students with a Disability, OOHC Students (2022) • Students SELF reflections process is formalized and embedded at the end of each reporting period in their diary (2022/23) • Build a culture of formative assessment and responsive teaching across the school including students tracking their progress in classes (2022/23).


<p>A culture that promotes learning (3)</p>	<p><u>Improvement strategies</u></p> <ul style="list-style-type: none"> • Ensure consistency in the implementation of agreed strategies and of responses to positive and inappropriate student behaviors, and continue to reinforce high expectations. • Develop a systematic process for data collation and communication of progress in relation to PBL implementation and its impact on student behavior and outcomes. <p><u>Actions</u></p> <ul style="list-style-type: none"> • Establish PBL Handbook explaining the Why, What, and How of PBL clearly outlining the roles and responsibilities of all. <ul style="list-style-type: none"> – Clarify roles and responsibilities of staff at all levels in the organization in establishing a Safe and Supportive environment (22/23) – Review and implement improvements to the Positive rewards systems within the school. (21/22) – Redevelop, monitor and review welfare referral process (21/23) • Refine the PBL committee team composition to include SDC’s and Create PBL action plans for consideration by School Exec on regular basis (2021/22/23) • Ongoing profiling to develop ESCM understanding and implementation in the classroom (2022) • Students engage in regular scheduled formal reflection sessions about their school engagement and academic achievement reflections (2022) • Creation and enhancing the efficacy of the Student Development Coach role with a targeted focus on PBL (2021/22/23) • Facilitate the understanding and use of “Restorative Practices” to enhance teacher management and relationship building with all students. (2022-23)
<p>Targeted use of School Resources (4)</p>	<p><u>Improvement strategies</u></p> <ul style="list-style-type: none"> • Monitor the impact of resource allocations on student learning outcomes. • Develop greater staff member understanding and transparency in the school’s budgetary processes. <p><u>Actions</u></p> <ul style="list-style-type: none"> • Develop collaborative school-wide processes to monitor and evaluate targeted programs and ensure a common language (ACE, FLI, I4S etc.) (2021, 22,23) • Establish agreed protocols in faculty meetings to evaluate the effective use of resource allocations and how they are monitored. (2022) • Share budget information with whole staff at school level and faculty level at regular intervals (22/23)
<p>An expert teacher team (5)</p>	<p><u>Improvement strategies</u></p> <ul style="list-style-type: none"> • Develop a more strategic approach to the professional growth of staff members, identifying and harnessing in-house expertise and opportunities for learning beyond the school. • Collaboratively build and adhere to a culture of leadership capability that models professional learning for all staff. • Develop a professional learning plan to incorporate all aspects of the priorities and the ways of working at the school. <p><u>Actions</u></p> <ul style="list-style-type: none"> • Develop a process that identifies the professional learning needs of all staff (teachers, teacher’s aides, support staff) and create a Professional Learning Plan that addresses those needs that align with the school priorities. (2021/22/23) • Engage with cluster and regional initiatives sharing best practice across schools. (e.g. Lynn Sharratt – Clarity project) (21/22/23) • Embed opportunities for all school priorities to be addressed within collaboration time (2021/22/23) • Ensure a quality induction for all new, beginning or contracts greater than 2 weeks;(22/23) • Utilise Intentional Collaboration time to build teacher capacity and capability (CAPIP – Pedagogy) (21/22/23) • Continue to develop leadership potential of all levels of staff through an ASPIRANTS program engaging both internal and external experts. (22/23/24) • Explicitly develop a leadership reflection and development process to be conducted with the leadership team each year. (22/23)
<p>Systemic Curriculum delivery (6)</p>	<p><u>Improvement strategies</u></p> <ul style="list-style-type: none"> • Collaboratively review the current reading framework, based on comprehensive analysis of reading data, and develop a strategic plan to extend the explicit teaching of reading across the school. • Embed the AC general capabilities, in particular critical and creative thinking, in all units of work in Years 7 to 10 to enhance engagement and challenge for all students. <p><u>Actions</u></p> <ul style="list-style-type: none"> • Develop a plan to select relevant student reading data (PROBE and PAT-R) to inform unit planning and pedagogical practices through the CAPIP. (2021/22/23) • Review and refine the CAPIP framework: Development of AAP’s, embedding all aspects of the Australian Curriculum of general capabilities in all units of work 7 to 10 through Active Comprehension strategies. (2020/21/22/23) • Review and refine Senior Schooling processes and policies to ensure appropriate pathways are available for all students and student success is maximized.(2021/22/23)

Differentiated teaching and learning (7)	<p>Improvement strategies</p> <ul style="list-style-type: none"> • Further strengthen teaching and non-teaching staff repertoires of practice in differentiation by the provision of suitable PD to meet staff needs. • Review outcomes for students in the ACE and I4S programs to determine the success of the implemented differentiation practices. <p>Actions</p> <ul style="list-style-type: none"> • Creation of a Diverse Learners Handbook to ensure consistency of expectations for all staff (2022) • Creation and refinement of DST position to support faculty teams to ensure classroom differentiation practices are actioned (2021/22/23) • Establish, communicate and review whole of school expectations for the delivery and documentation of appropriate adjustment strategies to inform the support and extension of learning. (2022/23) • Development of school systems for ICP implementation and monitoring, with the whole school following the same process – i.e. students with disabilities and other students (2021/22/23) • Build a whole of school approach to identify and support accelerated learners across the school. (2022/23) • Set and communicate whole school expectations for the delivery and documentation of appropriate adjustment strategies to inform the support and extension of learning and NCCD (2022/23) • Refine the data process through CAPIP to fully engage staff as a necessary tool to support curriculum planning and to plan adjustments to daily lessons and units (2022/23) • Establish processes so that students must have a clear understanding of their learning goals and are actively involved in monitoring their own progress. (2022)
Effective Pedagogical practices (8)	<p>Improvement strategies</p> <ul style="list-style-type: none"> • Identify, harness and utilise effective pedagogical practitioners to expand the pool of pedagogical coaches to complement the work of the current HOD–quality teaching. • Clearly outline and articulate the current non-negotiable elements of desired pedagogical practice for all teachers, and future priorities for development. <p>Actions</p> <ul style="list-style-type: none"> • Through the CAPIP process, establish collaboration time for all teaching staff to discuss effective pedagogical practices. (2021/22/23) • Create and review Differentiation Support Teacher role – working across teams and with HOD Learning Improvement to implement differentiation into classroom teaching and learning. (2021) • Create and review expert subject teams – HODs, Subject Facilitators and Differentiation Support Teachers in each faculty area. (2021/ 23) • Collaboratively develop a “Collegial Engagement Plan” with key stakeholders. (2022) • Maintain “Classroom Profiling” as an essential professional development training activity for all teachers. (2022/23) • Develop, reflect and review a pedagogical planning process that addresses the non- negotiable elements of teaching practice. (2022/23)
School and Community Partnerships (9)	<p>Improvement strategies</p> <ul style="list-style-type: none"> • Establish regular feedback and review processes of strategic partnerships to ensure that they continue to have the desired impact on student learning and are providing worthwhile outcomes for contributing partners. <p>Actions</p> <ul style="list-style-type: none"> • Establishment of a register of strategic partnerships (2022) • Explore avenues for additional formal partnerships (2022/23) • Maintain the processes for review of those partnerships to (a) meet the desired impact on student learning and (b) outcomes for contributing partners. (2022/23) • Identify opportunities to contribute to the community and promote student community and environmental advocates. (21/22/23)



APPROVAL/ENDORSEMENT PROCESS
A Review of the Strategic Plan was conducted in 2019 and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2020 - 2023 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.


.....
Name and signature of Principal


.....
Name and signature of School Council

.....
Name and signature of NCR ARD

.....
Date