Urangan State High School
Annual Implementation Plan - 2023

Purpose
This document sets out the key improvement strategies and priorities for 2023, as identified through consultation with the Urangan State High School community.

Strategic intent
Developing individual and collective excellence; for an inclusive, dynamic, and cohesive community.

Connection to broader priorities
The school's current strategic intent is supported by pursuing two priorities – outlined in this document as *Working together* (Priority 1) and *To learn* (Priority 2) – which align and overlap with the three North Coast Regional priorities of *Delivering successful transitions and meaningful pathways*, *Driving equity of performance for all sub-groups*, and *Enacting the intended and planned curriculum*.

Delivering on the work of these priorities will be the work of three Strategic and Operational teams within our school structure – the *Wellbeing & Transitions Leadership Team*, *Equity Leadership Team*, and *Curriculum & Pedagogy Leadership Team,* who all have both distinct and overlapping roles to play in our Annual Implementation Plan.

Revision history

Version date	Version status	Updated by	Version date	Version status	Updated by
27th October 2022	Initial priorities	Tony McCormack	31st January 2023	School Council consultation	Tony McCormack
31st October 2022	L'drship consultation	Tony McCormack	3rd February 2023	Executive consultation	Tony McCormack
13th November 2022	Staff consultation	Tony McCormack	6th February 2023	Published to staff	Tony McCormack
22nd November 2022	School Council consultation	Tony McCormack	21st February 2023	Signed/Finalised	Tony McCormack

Priority 1: Working together…
Why
To develop a safe, supportive, and inclusive culture that fosters a sense of belonging and purpose for all; enabling us to celebrate our successes as members of a dynamic, cohesive community.

Alignment to Regional priorities
This priority aligns with the Region's *Delivering successful transitions and meaningful pathways* priority, as well as being informed by work within the Region's *Driving equity of performance for all sub-groups* priority which sits across both school priorities.

How – Wellbeing & Transitions

Strategy

• To improve student pathway exposure and planning through career education and community engagement. Key actions include:
    ○ creating and recruiting a school-based position for Program Coordinator - Career Education, to plan a whole-school careers education program that meets the needs of students in each year level and provides exposure to multiple careers and pathways;
    ○ strengthening engagement in work experience programs, and School Based Apprenticeships and Traineeships; and
    ○ strengthening SET Planning and associated record keeping processes to ensure that student pathways are identified, monitored, and reviewed, and that appropriate connections can be made to support pathway exploration.

- To improve student voice through developing opportunities for student leadership and active engagement. Key actions include:
  - creating and recruiting a school-based position for Program Coordinator – Student Leadership, to co-develop (with line manager) a comprehensive Student Leadership model that caters for our students, community, and school into the future; and
  - refining and strengthening the work and platform of Student Council and associated programs.
- To improve academic and pathway expectations for our highest achieving students through the review and revitalisation of our programs of excellence, including the strategy for their marketing and communication. Key actions include:
  - community and other key stakeholder engagement to review existing program of excellence, and investigate potential future programs that meet student needs now and into the future; and
  - continued engagement with the IMPACT program, offering extension opportunities for gifted and talented students.
- To improve retention and pathways for all students within our catchment by strengthening transition partnerships at key junctures. Key actions include:
  - development, and maintenance, of relationships that support stronger partnerships with our primary partners (e.g., curriculum alignment), and a *strong start* (Equity & Excellence) to Year 7 through our 6>7 transition;
  - development, and maintenance, of processes and relationships that support students to remain *On track for success* (Equity & Excellence) by knowing each students' needs to support positive transitions into and through secondary school;
  - development and implementation of a case management framework that focuses on student pathways and wellbeing; and
  - development, and maintenance, of relationships that support post school pathways, the 10/11/12>13 transitions, and student to be *Ready for the future* (Equity & Excellence).
- To improve student engagement and maximise learning days by implementing appropriate Tier 2 supports and interventions. Key actions include:
  - development, and maintenance, of partnerships with parents, families, local businesses and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students;
  - continued investment in, and development of, Tier 2 intervention programs such as Hands on Learning; and
  - continued investment in the on-ground staff capability development required to deliver Tier 2 programs.
- To improve student access to the right support, when needed by creating a Student Welfare Hub and refurbishing appropriate office space for key wellbeing and welfare officers.
- To improve school culture and pride in the school by celebrating successes and highlighting the important roles that Urangan SHS plays within the broader community. Key actions include:
  - employing an A03 Marketing & Events Officer to better shape the narrative and enable teachers to focus on teaching;
  - reviewing, revising, and streamlining the suite of communication resources available to our community; and
  - continuing to invest in school facility enhancement projects that support both a positive learning environment, and effective communication to our community.

How – Equity

Strategy
• To improve the maximisation of learning days by developing and implementing a whole of school attendance strategy that is cognisant of the nuanced needs of disaggregated groups of students, within a consistent whole-school context.

• To improve engagement and achievement of all students by focusing on intervention and support strategies for disaggregated groups of students. Key actions include:
  o ongoing support for an Out of Home Care Coordinator to lead the consultation, coordination, and implementation of Education Support Plans for student living in Out of Home Care;
  o employing additional teaching staff to support smaller class sizes and greater access to teaching time for students requiring support;
  o employing additional teacher aide and support staff to support greater access to intervention and in-class support;

- o strengthening community connection and support for Aboriginal and Torres Strait Islander students through the co-design of a detailed Action Plan with the Local Community Education Body (LCEB);
- o employing, through the LCEB, 4x Community Education Counsellors (CECs) to support student engagement and attendance at school;
- o implementing the Cultural Capabilities framework to support staff awareness of, capability within, and connection to local Indigenous contexts; and
- o continuing to transition the Urangan SHS Special Education Program from a "place" to a "level of support" by developing whole school capability and capacity for inclusive education practices.

Impact

Measure

- **OneSchool Reporting - Engagement**
  - o Effort A-C % Whole School
  - o Effort A-C % SWD
  - o Effort A-C % Indigenous
  - o ***Behaviour A-C %***
- **Attendance**
  - o Whole school %
  - o SWD %
  - o Indigenous %
  - o ***<85% whole school***
  - o <85% SWD
  - o <85% Indigenous
- **Retention**
  - o Year-on-Year %
  - o 10-12 %
  - o 10-12 % SWD
  - o 10-12 % Indigenous
  - o Year 10 Term-on-Term %
  - o Year 11 Term-on-Term %
  - o Year 12 Term-on-Term %
  - o ***Year 10/11/12 Term-on-Term % Avg.***
  - o Year 10 SWD Term-on-Term %
  - o Year 11 SWD Term-on-Term %
  - o Year 12 SWD Term-on-Term %
  - o Year 10 Indigenous Term-on-Term %
  - o Year 11 Indigenous Term-on-Term %
  - o Year 12 Indigenous Term-on-Term %
- **School Opinion Survey** *This is a good school*
  - o ***Avg. across all three surveys***
  - o Parent survey
  - o Student survey
  - o Staff survey

Priority 2: …To learn
Why
To discover the best within all students, through high quality educational and social experiences that expose them to new ideas, new ways, and new possibilities for future success; supporting every student to have opportunities for "what comes next".

Alignment to Regional priorities
This priority aligns with the Region's *Enacting the intended and planned curriculum* priority, as well as being informed by work within the Region's *Driving equity of performance for all sub-groups* priority which sits across both school priorities.

How – Curriculum & Pedagogy

Strategy

• To improve teacher and teacher aide capacity to support effective differentiation and inclusion in curriculum through investing in Universal Design for Learning (UDL) processes. Key actions include:
  o engaging Dr Matt Capp as an external consultant to review existing Curriculum and Pedagogical Implementation Process (CAPIP) structures and provide advice on next steps to incorporate inclusive UDL within existing processes;
  o enhancing existing CAPIP practices to incorporate UDL and upskilling all staff involved to support this enhancement; and
  o upskilling teacher aides to be a greater presence within the curriculum and pedagogical planning processes to support improved outcomes for students.

• To improve curriculum and pathway clarity, cognisant of the Version 9 Australian Curriculum rollout, through documenting a whole-of-school curriculum plan that captures and clearly articulates our approach to curriculum and pedagogical implementation.

• To improve student engagement and understanding of expected behaviours within the classroom through embedding Positive Behaviour for Learning (PBL) practices within curriculum. Key actions include:
  o creating and recruiting a school-based position for Program Coordinator – Positive Behaviour for Learning to support the successful implementation of the PBL Framework within the school-wide setting;
  o incorporating a consistent focus on the explicit behaviour required for success within curriculum and pedagogical planning; and
  o supporting teachers to explicitly and consistently teach expected behaviour in a curriculum context.

• To improve student mastery of the Information and Communication Technology (ICT) General Capability by developing teacher capacity in, and opportunities for, digital pedagogy. Key actions include:
  o creating and recruiting a school-based position for Program Coordinator – Digital Pedagogy to build the capacity of teaching staff & lead the rollout of whole-school digital pedagogy programs such as BYOiPad and QLearn;
  o expanding the BYOiPad program to incorporate a new cohort of Year 7s, taking rollout to Year 7 and 8 students in 2023;
  o expanding the Apple Inspire team to support teacher capability with iPad-specific digital pedagogy;
  o embedding QLearn as the school's preferred digital learning platform and learning management system; and
  o investing in a school-wide rollout of Vivi wireless screen mirroring devices to support a consistent platform for screen mirroring and student engagement, including the capacity development for staff utilising Vivi devices.
  o Improving access to tech. support by employing a IT School Based Trainee

How – Equity

Strategy

• To improve resourcing, and the consistency of service, for students requiring differentiation through a focus on the consistent documentation and collection of Nationally Consistent Collection of Data (NCCD) requirements. Key actions include:
  o clearly articulating to staff the urgent need for, and impact of, clear and consistent documentation of differentiation;
  o clearly documenting the consistent processes required for recording Personalised Learning Records and other evidence of differentiation;

- o upskilling staff in the requirements of NCCD collection processes; and
- o building the capacity of staff to deliver effective differentiation through the UDL processes as an overlay to NCCD requirements.

- To improve access to appropriate, nationally recognised training pathways for students seeking a Queensland Certificate of Education (QCE) or Queensland Certificate of Individualised Achievement (QCIA). Key actions include:
  - o continued school-funding of appropriate transport to support engagement with practical training in off-site facilities; and
  - o continued school-funding of fees associated with Certificate II Skills for Work and Vocational Pathways for those students in need of baseline vocational skills training to support their post-school pathway.

Impact

Measure
OneSchool Reporting – Academic (all KLAs)   *Academic A-C % Whole School*   - Academic A-C % SWD   - Academic A-C % Indigenous   *Academic A/B % Whole School*   - Academic A/B % SWD   - Academic A/B % Indigenous   **OneSchool Reporting - Engagement**   *Effort A-C % Whole School*   - Effort A-C % SWD   - Effort A-C % Indigenous   - Behaviour A-C %   **Exit outcomes and destination data**   *Year 13 NILFET %*   - QCE/QCIA %

School Council Chairperson
Urangan High School
Date 21st February 2023

Principal
Urangan State High School
Date 21st February 2023