

School Improvement Priorities

Improvement priority #1: Supported Learning

All students are supported through a culture of high expectations.

Outcome 1(b): Implement and communicate a culture of high expectations providing clarity and consistency in sustainable behaviour management processes. Ensure ongoing review and staff training.		
Leader: Suzy Riley		
Actions	Targets	Timelines
Implement an ongoing cycle of training for staff (including the SFD) in RTP philosophy and underpinning processes. <i>Considerations:</i> <ul style="list-style-type: none"> Review RTC processes to refine and clarify operations for: <ol style="list-style-type: none"> RTC referrals by teachers, and RTC supervisors Develop a communication process to ensure teachers are informed of behaviour management outcomes relating to their referrals to RTC. 	<ul style="list-style-type: none"> Refined RTC processes are documented and communicate to staff. Training for all RTC staff completed. 	<ul style="list-style-type: none"> Term 1 Wk 5 Term 1 Wk 5 completed.
Implement our Ways of Working (classroom expectations) in every classroom, every day. <i>Considerations:</i> <ul style="list-style-type: none"> SFD program to include refresher training Create a culture of common practice. Execute through 4DX 	<ul style="list-style-type: none"> Each faculty create a 4DX WIG and lead measures. HODs maintain a 'line of sight' (compelling scoreboard) through each Faculty/Staff meeting (a cadence of accountability) 	<ul style="list-style-type: none"> Term 1 Wk 3 Each meeting
Provide clear communication to students and parent/carers of our high expectations. <i>Considerations:</i> <ul style="list-style-type: none"> clarity of vision of a culture RTP philosophy adherence to student code of conduct. 	Communication of high expectations via: <ul style="list-style-type: none"> the start-of-year program a set program for events - Wellbeing program, Year level parades, Form class Home communication 	<ul style="list-style-type: none"> Term 1 Wk 1 ongoing Term 1,2 & 3 (During Wk 1-3)
Review the Student Code of Conduct and refine to ensure alignment to school needs.	<ul style="list-style-type: none"> Communicate updates to staff. 	<ul style="list-style-type: none"> Term 2 Week 10
Review the PRIDE Points system	<ul style="list-style-type: none"> Establish common methodology for allocation of PRIDE Points including tracking. 	<ul style="list-style-type: none"> Term 1 Week 5
Resourcing Considerations: <ul style="list-style-type: none"> Continue the provision of 5 Deans in the Engagement Team: 5x 0.5 Teacher FTE (I4S) Provide AO support to the RTC: 0.4 AO2 FTE (I4S) 		

Outcome 1(c) - Refine communication strategies to provide clarity of school timelines/events and beliefs/priorities.

Leader: Scott Ison

Actions	Targets	Timelines
<p>Implement protocols for regular communications to staff (a 'staff communique'), students and parents/carers.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> Develop a schedule of communication to parents and students re school timelines/events and beliefs/priorities via email Use text messaging to inform parents of email communications Copy of emails are also sent to students and teachers Explore DayMap as a central tool to unify all communications for students and staff Determine the purpose and protocols of a 'staff communique' Add summary briefings to faculty meetings to remind staff of the current 'staff communique' Build a cycle of reminders for students eg. PRIDE/ CLUB95/ Positive Rewards/ Behaviour Expectations/ Class Expectations. 	<ul style="list-style-type: none"> Devise a template and identify contributors for a 'staff communique' Implement 'communique' Review 'communique' Schedule of communication to parents and students developed. and implemented 	<ul style="list-style-type: none"> Term 1 Wk 3 Term 1 Wk 4 Term 2 Wk 5 Term 2 Wk 5 Term 3 Week 1
<p>Improve calendar functionality to better communicate timing of school events/deadlines to all stake holders.</p> <ul style="list-style-type: none"> Review functionality of DayMap to streamline communication through the one platform Determine which calendar is best to adopt to organise the school. 	<ul style="list-style-type: none"> Determination publicised Calendar migrated 	<ul style="list-style-type: none"> Term 1 Wk 10 Term 2 Wk 10
<p>Investigate expanding 'PRIDE TV' to communicate more effectively across the school.</p>	<ul style="list-style-type: none"> Devise usage protocols 	<ul style="list-style-type: none"> Term 3 Wk 10
<p>Resourcing Considerations:</p> <ul style="list-style-type: none"> Community Communications supported by a Community Liaison Officer: 0.6 AO3 FTE (School Purchase) Add communication via DayMap Student Portal: Annual purchase cost (School Funded) 		

Outcome 1(d) - Simplify processes for goal setting and attainment (4DX) to enable staff to meet school targets.

Leader: Scott Ison

Actions	Targets	Timelines
<p>Refine 4DX to establish protocols for goal setting and attainment in our school.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> Create a cadence of accountability to meet school improvement priorities Establish a process for WIG determination and scheduling Define our scoreboard structure 	<ul style="list-style-type: none"> Meeting cycle inclusive of WIG sessions Devise protocols for WIG determination, WIG sessions and a compelling scoreboard. Review and document the agreed processes for our school 	<ul style="list-style-type: none"> Term 1 Wk 1 Term 1 Wk 8 Term 4 Wk 5
<p>Resourcing Considerations:</p>		

Improvement priority #2: Expert Teaching

Enhance teacher capability in pedagogical practice and support for students.

Outcome 2(a) - Develop a system of modelling, observation and feedback to enhance pedagogical practice.		
Leader: Kerry Wharton		
Actions	Targets	Timelines
Identify a system for modelling, observation and feedback that leverages off the current coaching model. <i>Considerations:</i> <ul style="list-style-type: none"> Model is inclusive of Team teaching, Peer coaching, NASOT practices, Reciprocal feedback. Steps: <ol style="list-style-type: none"> Establish a development team Identify and publish timelines for task completion Investigate timetable, finance and staffing options Engage with both TLT and LCC for consultation and approval 	<ul style="list-style-type: none"> The modelling, observation and feedback system is documented, agreed and approved. 	<ul style="list-style-type: none"> Term 1 Wk 9
Develop the protocols for feedback for teachers.	<ul style="list-style-type: none"> Protocols and support documents (eg. Feedback proformas) published. 	<ul style="list-style-type: none"> Term 2 Wk 9
Implement a trial of the system and review at the end of the trial.	<ul style="list-style-type: none"> Fortnightly TLT updates on successes and challenges. Review (feeds into 2024 AIP). 	<ul style="list-style-type: none"> Term 3 and 4 Term 4 Wk 6
Resourcing Considerations: TRS release for coaching: 4 lessons per teacher -: 40 TRS days (I4S)		

Outcome 2(c) - Develop and enact a digital pedagogical practice framework		
Leader: Aaron Woolnough		
Actions	Targets	Timelines
Develop a best practice position statement. <i>Steps:</i> <ol style="list-style-type: none"> Establish a development team Investigate best practice Ongoing TLT consultation and approval Build the NSHS position statement 	<ul style="list-style-type: none"> Fortnightly TLT updates Position statement published 	<ul style="list-style-type: none"> T1 wks 3, 5, 7, 9 Term 2 wk 2
Enact the Digital Pedagogical Practice Framework (DPPF). <i>Considerations:</i> <ul style="list-style-type: none"> Clear regulations for students on how devices are to be used Staff support considers: <ol style="list-style-type: none"> Faculty meeting visits to support staff with shared knowledge and resources Timing for becoming a WIG PD in the staff meeting schedule SFD PD time 	<ul style="list-style-type: none"> Pedagogy is being aligned to the school DPPF through WIG actions TAPA (Technology and Pedagogy Adviser) support provided to staff 	<ul style="list-style-type: none"> Term 3-4
Resourcing Considerations: <ul style="list-style-type: none"> DPPF development and staff PD supported by TAPA: 0.4 Teacher FTE (I4S) 		

Outcome 2(e) - Continue professional learning and embed NASOT

Leader: Kerry Wharton

Actions	Targets	Timelines
<p>Develop the plan to embed NASOT.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> • <i>Explicit focus of digital pedagogy in line with AC v9.0/SAM-R model</i> • <i>TLT to determine the WIG focus and timeline for each term</i> • <i>A common location for a resource bank</i> • <i>Release time for existing NASOT team to upload resources to SharePoint</i> • <i>Links made with Mentoring, Observation and Feedback system</i> • <i>A focus on professional learning through classroom practice</i> 	<ul style="list-style-type: none"> • Plan finalised through TLT. • Enact the plan 	<ul style="list-style-type: none"> • Term 2 Wk 5 • Terms 3 - 4
<p>Resourcing Considerations: NASOT Team release time: 10 TRS days (I4S)</p>		

Outcome 2(f) - Restructure induction program for new and beginning teachers and review the MBT program

Leader: Kerry Wharton

Actions	Targets	Timelines
<p>Review the induction program for New Teachers and the Mentoring Beginning Teachers (MBT) program.</p> <p><i>Considerations:</i></p> <ul style="list-style-type: none"> • <i>Seek feedback from:</i> <ul style="list-style-type: none"> (a) <i>recent new and beginning teachers on preferred areas for Professional Learning.</i> (b) <i>TLT on critical areas and timing for Professional Learning (eg. WOW, COC, RTP, CARP, OneNotes, Markbooks, DAPs, SharePoint, ...)</i> • <i>Implement feedback to tailor the program to identified needs.</i> • <i>Refine the MBT professional learning sessions to ensure:</i> <ul style="list-style-type: none"> a. <i>a differentiated schedule for 1st-Year, 2nd-Year and New-to-NSHS teachers.</i> b. <i>scheduled release time for presenters.</i> • <i>Establish a PD program for Mentors to ensure roles and responsibilities are clear.</i> • <i>Develop a line management process for mentors to feedback to curriculum HODs to ensure consistency of implementation of the MBT program.</i> 	<ul style="list-style-type: none"> • Program Reviewed • Program published 	<ul style="list-style-type: none"> • Term 1 Wk 9 • Term 2 Wk 6
<p>Resourcing Considerations:</p>		

Improvement priority #3: Engaging Curriculum

All learners are supported and engaged in a meaningful curriculum.

Outcome 3(b) - Enact the moderation plan across all learning areas, with a particular emphasis on the before phase.		
Leader: Kate Jorgensen		
Actions	Targets	Timelines
<p>Review NSHS current moderation plan (including moderation proformas) with a focus on embedding the 4 stages aligned to EQ Assessment and Moderation Hub</p> <p><i>Steps:</i></p> <ul style="list-style-type: none"> • Form a small school moderation team (from TLT) - unpack the 4 stages of Moderation (Before, After, After, End). • Inform TLT of updated processes – share/feedback. • Consideration of WIG timing • Present updated moderation plan to all staff. 	<ul style="list-style-type: none"> • Team understands BAAE moderation process • Update school moderation plan • Present moderation plan to TLT • HODS present to faculty groups 	<ul style="list-style-type: none"> • Term 1 Wk2 • Term 1 Wk3 • Term 1 Wk7 • Term 2 Wk10
Line Management check-ins - focus on implementation of 4 stages	<ul style="list-style-type: none"> • HODs to share moderation practices with line manager 	<ul style="list-style-type: none"> • Term 3 & 4 Wk 3
Review and feedback to the moderation team.	<ul style="list-style-type: none"> • Feedback gathered at TLT 	<ul style="list-style-type: none"> • Term 4 Wk 5
Resourcing Considerations:		

Maintenance Outcome: *Monitor and maintain existing programs and processes to support every student to stay on track and to prepare every student for their future** (*Equity and Excellence – The Education Strategy)

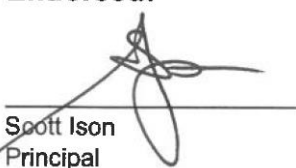
Leader: Scott Ison

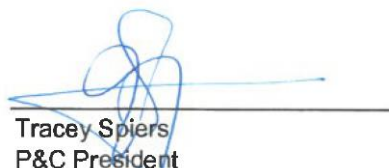
Actions	Targets	Timelines
<p>Monitor individual student and school -wide data sets, in alignment with to the school Data Plan and current programs and procedures ('Action Plans').</p> <p><i>Steps:</i></p> <ul style="list-style-type: none"> Review data sets each cycle Identify traction issues Modify intensity of actions to respond as needed 	<p>Targets are as per Appendix 1 KPIs</p> <ul style="list-style-type: none"> A-C Achievement, Yr 7-9 A-B Achievement, Yr 7-9 Attendance 10-12 Retention QCE/QCIA Attainment VET Cert attainment ATAR >65.0 Closing the Gap Satisfaction Measures (SOS) <p>Data Package (& Associated Action Plan)</p> <p><u>Systemic Data:</u></p> <ul style="list-style-type: none"> SOTN School Data (SOTN Process) DEN Data (On-Track) DPs Markbook (On-Track) Faculty Data (LMM Plan) NAPLAN (Differentiation Plan) QCE On-Track (HOD-SS, SOTN) Attend Tracking (Engagement FIP) School Opinion Survey (AIP) <p><u>Class Data → DAPs*:</u></p> <ul style="list-style-type: none"> SOTN Class Data (Differentiation Plan) Compare & Improvement Data (Diff Plan) Class Excel Markbook (Diff Plan) Class Dashboard (Initial DAP) <p>(*DAP: Differentiation Action Plan)</p>	<p>Actioned by (& Frequency)</p> <ul style="list-style-type: none"> Class Teachers (Each Term) DPs, Deans, HODs (Each Term) DP for Support Team (Each Term) HODs – with DPs (Each Term) HODs, Teachers (2 per Year) HOD SS, Teachers (Each Term) DPs, Deans (Each week) Admin (Annual) <ul style="list-style-type: none"> Class Teachers (Each Term) Class Teachers (Each Term) Class Teachers (Each Unit) Class Teachers (start Year/Sem)

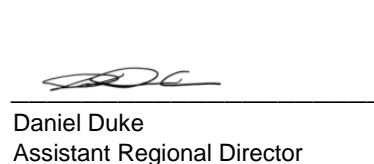
Resourcing Considerations:

- Reintroduce Truancy Officer role: 0.5 AO2 FTE (School Purchase)
- Link & Launch Officer (Dept funded)
- Curriculum planning time: 150 TRS days (I4S)
- Targeted literacy support: 1.8 FTE Teacher Aides (I4S)
- Nerang Connects coordinator: 0.6 FTE Teacher Aide (I4S)

Endorsed:


 Scott Ison
 Principal


 Tracey Spiers
 P&C President


 Daniel Duke
 Assistant Regional Director

Appendix 1: Our Key Performance Indicators (KPIs): 2023-2025

YEARS 7-9 LEVEL OF ACHIEVEMENT (REPORT) DATA

Measure	Subject Area	Year 7					Year 8					Year 9					
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	
LOA ≥ C % of students attaining a C or better. (Performance = Sem 2 Reports)	Target (%)*	80	81	81	82	82	80	81	81	82	82	80	81	81	82	82	
	Performance	Maths	85	81				82	86				84	78			
		English	94	83				90	85				86	86			
		Science	90	83				85	84				88	81			
		Humanities	80	81				90	82				92	91			
		All Subjects	87	82				86	84				87	83			

* We aim to be at, or above, 82% A-C by 2025

Measure	Subject Area	Year 7					Year 8					Year 9					
		2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	
LOA = A,B % of students attaining an A or B. (Performance = Sem 2 Reports)	Target (%)*	50	50	50	51	52	50	50	50	51	52	50	50	50	51	52	
	Performance	Maths	47	43				46	51				57	39			
		English	61	36				50	37				48	38			
		Science	64	51				54	53				58	55			
		Humanities	45	48				54	44				81	75			
		All Subjects	55	45				51	46				57	47			

* We aim to be at, or above, 52% A-B by 2025

At or above	1-3% below	≥ 4% below
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YEARS 7 and 9 NAPLAN DATA

Measure	NAPLAN Domains	Performance / Targets*	Year 7					Year 9				
			2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
NAPLAN NMS % of students at or above National Minimum Standard (State Schools % is shown in brackets)	Reading	Performance	96	91				90	67			
		Target (& SS Perform)	95 (91)	91 (91)	91			95 (83)	83 (82)	82		
	Writing	Performance	88	84				72	60			
		Target (& SS Perform)	87 (83)	84 (84)	84			72 (72)	72 (74)	74		
	Spelling	Performance	95	91				91	76			
		Target (& SS Perform)	95 (90)	91 (90)	91			90 (86)	86 (87)	87		
	Grammar & Punctuation	Performance	90	85				84	65			
		Target (& SS Perform)	90 (85)	85 (86)	86			83 (82)	82 (80)	80		
	Numeracy	Performance	96	89				97	76			
		Target (& SS Perform)	95 (89)	89 (87)	87			95 (91)	91 (91)	82		
NAPLAN U2B % of students in the upper 2 bands of each domain. (State Schools % is shown in brackets)	Reading	Performance	20	17				12	11			
		Target (& SS Perform)	23 (23)	20 (20)	20			18 (17)	17 (16)	15		
	Writing	Performance	10	15				5	9			
		Target (& SS Perform)	15 (15)	16 (17)	17			10 (10)	10 (12)	12		
	Spelling	Performance	28	21				11	6			
		Target (& SS Perform)	26 (26)	26 (28)	25			18 (18)	16 (14)	14		
	Grammar & Punctuation	Performance	15	16				15	13			
		Target (& SS Perform)	20 (23)	20 (21)	20			18 (18)	18 (19)	18		
	Numeracy	Performance	19	13				9	8			
		Target (& SS Perform)	20 (25)	22 (23)	22			14 (14)	14 (14)	14		

* We aim to be at, or above, State Schools average

At or above	1-3% below	≥ 4% below
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Appendix 1 cont.

Key Performance Indicators

Measure	Dimensions of Measure	Performance								
			2019	2020	2021	2022	2023	2024	2025	
YEAR 12 OUTCOMES	Percentage of students awarded a QCE or QCIA by the end of Year 12.* <small>(* Requirements for QCE changed in 2020)</small>	Perf	98	96	99	100				
		Target	98	95*	95	95	96	96	96	
		State	(98)	(95)	(94)					
	Percentage of Year ATAR-eligible students with ATAR >65.0 (=OP 1-15) <small>(of those made available by students)</small>	Perf	75	74	79	72				
		Target	80	75	75	75	76	76	77	
		State	(82)	--	--	--				
	Percentage of students awarded 1 or more VET quals. (incl a SAT)	Perf	78	79	99	85				
		Target	80	80	80	80	81	82	82	
		State	(76)	(80)	(80)					
	Percentage of students who are completing/completed a SAT.	Perf	20	19	26	20				
Target		15	15	15	16	17	18	18		
State		(15)	(14)	(12)						
Next Step: % in education, training or employment	Perf	75	57	85	89					
ATTENDANCE AND RETENTION	Average attendance rate for students.	Perf	86	84	82	78				
		Target	88	86	85	85	85	86	87	
		State	(91)	(89)	(89)	(86)				
	Same-school retention <small>(% of current students who have been enrolled from Year 7)</small>	Perf	76	83	85	87				
Target		80	80	80	80	80	80	80		
CLOSING THE GAP <small>The gap between Indigenous and non-Indigenous...</small>	... attendance rates (%).	Perf	4	7	6	4				
		Target	0	0	0	0	0	0	0	
	... same-school retention	Perf	2	9	6	0				
		Target	0	0	0	0	0	0	0	
	... A-C Achievement (7-12)	Perf	8	8	3	4				
		Target	0	0	0	0	0	0	0	
SATISFACTION MEASURES <small>(School Opinion Survey)</small> <small>QSSS: Qld State Secondary Schools</small>	Students	This is a good school (S2068)	Perf	87	80	71	59			
			QSSS	(81)	(--)	(73)	(70)			
		I like being at my school (S2036)	Perf	86	76	63	55			
	QSSS		(83)	(--)	(66)	(63)				
	I feel safe at my school (S2037)	Perf	93	83	71	65				
		QSSS	(87)	(--)	(76)	(75)				
	Parents	This is a good school (S2035)	Perf	94	86	88	88			
			QSSS	(90)	(--)	(88)	(88)			
		My child likes being at this school (S2001)	Perf	91	82	85	85			
			QSSS	(91)	(--)	(85)	(85)			
		My child feels safe at this school (S2002)	Perf	91	80	89	85			
			QSSS	(91)	(--)	(87)	(86)			
	Staff	This is a good school (S2108)	Perf	90	95	92	72			
			QSSS	(89)	(--)	(89)	(88)			
		I enjoy working at this school (S2069)	Perf	89	-	87	88			
QSSS			(92)	(--)	(89)	(88)				
I feel this school is a safe place in which to work (S2070)		Perf	93	89	91	83				
		QSSS	(92)	(--)	(89)	(86)				

* We aim to be at, or above, state average

At or above	1-3% below	≥ 4% below
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