QSR Strategic Plan 2011-2014

VISION   What is our preferred future?

Key ambition

Establishing a culture of FEEDBACK through building relationships, shared leadership, high expectations through:

1. Explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
6. Systematic curriculum delivery
7. Differentiated classroom learning
8. Effective teaching practices

Distance travelled will be evidenced in: What evidence will we see?

- Planning and ethos reaching the classroom and teachers walking the talk, line of sight from effective teaching to student bookwork
- Data improvements in NAPLAN, QCE, SOS, pass rates, number of A/B, behaviour referrals, gap, and truancy levels.
- Established a common learning philosophy and practices.
- A common language of giving and receiving feedback
- Improved LITERACY/Numeracy, Transitions, Confidence, Engagement in learning
- Increased students engagement, achievement and attainment
- Teachers taking responsibility for their own data, their own learning and mentoring others.
- Improved teaching and learning audit levels

North Rockhampton High is known for: What makes our school unique?

We are a JAPANESE school
We have strong ACADEMIC links with university and GIFTED programs.
We have a SPORTS academy program – STEPs – RL excellence program
We have the HAWKS sporting teams.
We have an award winning MUSIC program
We have a HOSPITALITY TRADE CENTRE.
We are a QMEA academy and links to engineering programs.
We value READING as a key literacy tool.
We are a UNIFORM school
We have student LEADERSHIP programs.
We have caring, professional and friendly staff.
We have diverse individual pathways to enhance opportunities.
We have a FEEDBACK focus to optimise learning.
We are building a strong e learning ethos.
We have a finishing school.

GLOBAL TARGETS

- Improve pass rates to at least 85%
- Increase number of As and Bs for learners.
- Decrease year level truancy rate.
- Improve absentee, literacy and pass rates for indigenous students.
- Every child exiting school to work or education.
- 90% students obtaining QCE on exit year 12.
- Improve literacy & numeracy rates for each child above Nation minimum standards
- Enrolment target of 1050
  Half the gap for indigenous students
- Increase reading levels.
- Explicit teaching as our dominant teaching style.

Purpose: To achieve the highest possible quality educational outcomes for each student.

Our purpose is to create students who are: What do we want our students to be and leave with?
- Adept and resilient
- Happy and self-confident
- Divergent and creative thinkers
- Adaptive to the changing world
- Ethical and able to use their talents positively
- Discerning and self-directed learners
- Able to give and seek feedback for learning
- Competent readers
- Well-mannered and respectful.
- Work consistently towards their goals
- Multiliterate and can make meaning of knowledge
- Set high expectations for themselves
- Competent users of new technology
- Self -disciplined and self- reflective life-long learners
- Relate well to a range of people
- Exit with OP & or CERT and QCE

Values:
At North Rockhampton High School we believe that the capacity for <u>respect</u> (of ourselves, others & the environment), <u>excellence</u> (high standards), <u>responsibility</u> (teamwork & leadership) and <u>learning</u> (critical, creative and reflective thought) are uniquely human attributes for young people to reach their full potential as contributing citizens.   We aim to provide a balance of academic, sporting and cultural opportunities for our young people to support and enhance their talents and potentials.

Key Beliefs:
1. All students can learn.
2. All students can be high achievers
3. You can't learn without feedback

Other beliefs:
- Better learning outcomes are our core business
- Student attendance impacts on learning outcomes
- Quality teaching impacts on student outcomes
- Building relationships enable success
- Every person deserves dignity and respect

- Our values are demonstrated by our behaviours
- Diversity is our strength
- Leadership is everyone's responsibility
- Accountability is everyone's business
- Our impact on others impacts on teamwork
- Feedback is essential for learning and growth
- Teachers expectations should be high
- Staff learning improves workforce capability
- Schools should be a safe and happy place of learning.
- Education gives you opportunity

We are about **What are our priorities?**
Academic, sporting and cultural <u>excellence</u>
Opportunities to strengthen individual talents
Real and relevant future orientated curriculum
Character building based on values
Tradition balanced with innovation
Strong community partnerships and quality relationships
<u>Respect</u> for self, others and environment
Embracing cultural diversity and building social capital
Explicit teaching and reciprocal teaching
Culture of celebration and <u>learning</u>
Setting high standards and expectations
Teaching of reading and academic writing
Higher order thinking for problem solving
Everyone a leader and everyone the team
Feedback for learning
Strong sense of service and community
Safe, caring, supportive and <u>responsible</u> environment

MOTTO
Fidem Praestare Memento
Remember to stand firm in faith
BELIEVE IN YOURSELF

Teaching and learning model

Our approach to teaching and learning is underpinned and informed by the <u>research</u> of John Hattie and John Fleming. Other research we draw on includes:

Our <u>learning philosophy</u> which we use as a conceptual framework to plan our teaching and learning includes: The five principles of effective teaching and learning, EQ dimensions of learning and EQ productive pedagogies.

The teaching and learning model is called '<u>Learn by Doing through Feedback</u>' and is based on the explicit teaching methodology of 'I do, We do, You do'. Other teaching styles are used when appropriate and include reciprocal teaching and applied field work.
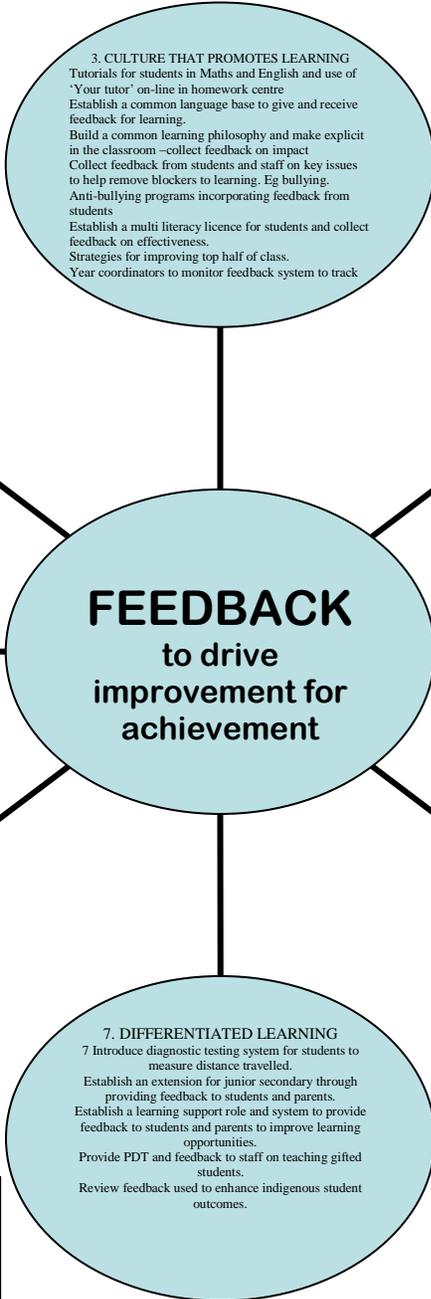
We have excellent facilities including:

- A cutting edge library with lecture theatre, reading lounge, electronic art wall, ipod lounges, and smart classrooms.
- A hospitality trade centre with restaurant, commercial kitchen, conference room and training rooms.
- A specialist music centre with sound proof rooms for instrumental music tutorship.
- E-learning facilities including 20 smart boards, lap top charge cupboards, lap top trolleys, computer labs
- Year 9 & 10 lap top take home program
- Ipad reading and gifted program.
- Five Science Labs including a senior physics lab.
- An assembly hall which holds 1200 young people
- A lecture theatre which seats 100.
- Sports facilities to accommodate a range of sporting teams 'The Hawks' and STEPs program gym.
- A local Moore's Creek area within walking distance designated to real life learning.
- A Performing Arts Centre (PAC) with seating for 300 and stage area
- Outdoor amphitheatre seating 200

Strategic Plan (QSR) 2011-2014

Global aim: To improve student engagement, achievement and attainment data.
How: Through a set of goals linked to the theme of FEEDBACK within a framework of the teaching and learning audit

Whole school roles for all

Reading mentors
Numeracy coaches
Literacy mentors
Behaviour team
E learning mentors
Gem mentors
Sporting coaches
Learning sup mentors
Academic tutors
Aspiring leaders:
Seed/Yr coordinators/shadow
Junior High team
Explicit teaching team

FEEDBACK to drive improvement for achievement

3. CULTURE THAT PROMOTES LEARNING
Tutorials for students in Maths and English and use of 'Your tutor' on-line in homework centre
Establish a common language base to give and receive feedback for learning.
Build a common learning philosophy and make explicit in the classroom –collect feedback on impact
Collect feedback from students and staff on key issues to help remove blockers to learning. Eg bullying.
Anti-bullying programs incorporating feedback from students
Establish a multi literacy licence for students and collect feedback on effectiveness.
Strategies for improving top half of class.
Year coordinators to monitor feedback system to track

2. DATA ANALYSIS
Establish a whole school data framework to provide feedback to drive programs.
Case manage learning pathway profiles 8-12 to link to SET PLANS to provide feedback to students and parents
Feedback to senior students using R6 process each semester.
Skilling HODs to led the improvement of student data.
All teachers providing feedback each 5 weeks and tracking distance travelled.
Collect feedback from primary schools to increase our enrolment share and incorporate flying start int.
Set up a feedback process and cycles to give feedback.

4. TARGET USE OF RESOUCRCES
Establish a role, systems and programs for supporting learning difficulty students. & inform programs
Establish training for TAs to provide relevant and meaningful feedback to students aligned with priorities
Establish an advisory council of elders and community members to provide feedback to assist indigenous students.
Review and assess data and feedback around students at risk through SAM case management.
Provide high support for music, STEPs, Japanese, QMEA, Trade C, reading, gifted and university subjects and assess program impact.
Align P & C funding support with school vision.

1. EXPLICIT IMPROVEMENT AGENDA
Revisit key documents & programs to continually reference back to core business.
Bring all key discissions and decision to the whole staff for feedback
Set individual goals for each teacher for feedback to assist on reaching school targets.
Establish a central handbook of key documents, professional readings and programs to support learning and teaching
Write a P & C strategic plan to support the school vision.
Design a distance travelled wall to show evidence of feedback.
Implement a 5 week feedback cycle.

5. EXPERT TEACHING TEAM
Link professional development and training identified in the performance reviews with PD calendar.
Design harmony in the workplace program based on feedback to promote effective teamwork and self reflection.
Train staff in data analysis to maximise student results & optimise planning.
Introduce aspiring leaders program based on giving and receiving feedback.
Collect feedback from other sites of best practice and share insights.
Establish numeracy and reading coaches around fb.
Build on staff leadership roles and provide feedback on effectiveness and impact

8. EFFECTIVE TEACHING
Establish peer classroom observation and feedback process to improve effective teaching.
Learning support teachers allocated to faculties as mini experts.
Students feedback process to improve teaching expertise.
HODs in classrooms to provide feedback to teachers.
Reflective self assessment by students and their peers to reflect on their learning.
Intensive NAPLAN skilling in year 9 term 1 in areas based on feedback from data.
Effective teaching to reflect common learning philosophy and collect data to monitor and support teachers

7. DIFFERENTIATED LEARNING
7 Introduce diagnostic testing system for students to measure distance travelled.
Establish an extension for junior secondary through providing feedback to students and parents.
Establish a learning support role and system to provide feedback to students and parents to improve learning opportunities.
Provide PDT and feedback to staff on teaching gifted students.
Review feedback used to enhance indigenous student outcomes.

6. SYSTEMATIC CURRICULUM
Map a whole school curriculum audit to align with QCAR/Nat C and embed all key curriculum priorities.
Establish whole school numeracy plan through feedback form all subject areas.
Align curriculum framework with Road Map.
Make time for strategic curriculum planning so teachers can provide feedback.

We are a professional learning community, so we aim to establish a culture of FEEDBACK to continually improve, through building **relationships,** shared **leadership** and high **expectations.**

EQ Key Questions
How is this the best interest of learning?
How is this inclusive?
How does this achieve and promote excellence?

Key Questions for teacher.
What are we targeting to improve?
How do we know we are progressing?

Glossary of terms
Vision: our shared picture of our preferred future: includes clearly articulated values, beliefs, purpose, goals, and educational philosophy. This statement is the basis of the systematic approach to the strategic leadership of the school. It outlines the big picture. This shows where we dream to be and why.
Ambitions: the goals representing our challenges and areas we need to lift our performance in order to take the school towards the vision.
Beliefs: Things we believe in. (things we think)
Values: Things we do that drive our behaviours. (things we do)
Strategies: The smaller actions put in place to reach targets.
Strategic Plan: 3 year plan which articulates our vision, ambitions and targets. This plan is drawn from the TSR data.
Annual Operation Plan (AOP): One year plan drawn from the strategic plan.
Triennial School Review (TSR): Reviews the schools achievements over the past three years through the collection of data to drive the plan for the next three years.