Queensland Academy
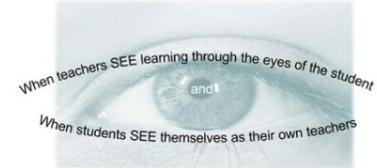for Science Mathematics
and Technology

Our Explicit Improvement Agenda 2022
LIFT ~ STRETCH

Our vision is a world-class education that nurtures excellence and fosters global citizenship for an ever-changing world

When teachers SEE learning through the eyes of the student
and
*When students SEE themselves as their own teachers*

THE WHAT
Our Key Performance Indicators provide a set of explicit targets to measure our success in realising our 'Moral Imperative'.
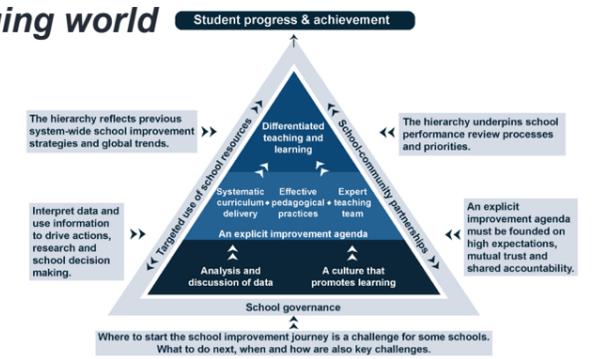
THE WHY
Our school improvement challenge is based on the premise that all students, teachers and leaders can learn and achieve success. Fullan (2011) describes this as our 'Moral Imperative'. Our QASMT moral imperative is to unlock every child's potential.
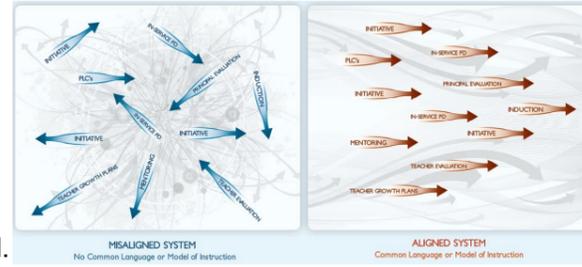
THE HOW
By **working together** and **focusing on our priorities** we will successfully nurture excellence and foster global citizenship.

In order to grow we must "engage in focused innovation relative to higher order skills and qualities, test what works and spread effective practices" (Fullan, 2013).

The What ~ Our Key Performance Indicators

Engage Learners

Diploma Programme Targets
- 100% of graduating students will achieve a 4 for every subject at every reporting period, with minimum of 12 points across HL, resulting in an IB Diploma **(Lift)**
- 30% or more of graduating students achieve a 6 or 7 for every subject at every reporting period, resulting in an IB Diploma score of 40+ **(Stretch)**
- Every subject will achieve their SDP targets **(Lift & Stretch)**

Middle Years Programme Targets
- 100% of students will achieve a minimum grade of 5 across all subjects at every reporting period **(Lift)**
- 70% of students achieve a 6 or 7 for every subject at every reporting period **(Stretch)**
- 100% of students achieve U2B in NAPLAN strands Reading, Spelling, Grammar and Punctuation, and Numeracy **(Stretch)**

Pathway Targets
- 100% of students will achieve a QCE and a VET qualification
- 100% of students achieve a tertiary pathway of their choice

Empower Teachers
- 100% of teachers provide effective and timely feedback for students
- 100% of teachers use manageable, valid and reliable assessment practices (including 'for', 'as', and 'of' learning)
- 100% of teachers embed our Pedagogical Framework
- 100% of teachers engage in the co-teaching cycle and utilise a range of models to achieve collective teacher efficacy
- 100% of teachers analyse student data and are using Data Placemats and Data Walls to improve student learning outcomes
- 100% of teachers nurture our unique learners by providing a learning environment that allows students to flourish
- 100% of teachers demonstrate collective responsibility

Ensure Success

Attendance Targets
- Average student attendance and punctuality is 97+% across year levels, Houses and the Academy

Student & Staff Wellbeing Targets
- 10% improvement in students' social and emotional wellbeing
- 5% improvement in staff morale on the School Opinion Survey
- 100% of our community acknowledge and celebrate staff and student achievements

House Targets
- 100% of students are tracked by their House Dean to ensure students are fully engaged in their course of study
- 0% of students on Academic Support each term

Education Outside the Classroom Targets
- 100% of our community support engagement in Education Outside the Classroom (EOTC) Curriculum
- 100% of students are engaged in significant CAS activities for the duration of their Diploma

Partnership Targets
- 100% of staff enact our Parent and Community Engagement Framework
- 100% of family communications are recorded on OneSchool
- 100% of faculties have established relationships with UQ, aimed at improved student learning outcomes

The How ~ AITSL National Professional Standards for Teachers aligned with the National Domains for School Improvement

National Domains for School Improvement	Our Teachers
An Explicit Improvement Agenda	• Know the EIA and reflect this with classroom practices • Promote and celebrate progress of the EIA in classroom and community • Support and share practices that allow teams to progress the EIA
Analysis and Discussion of Data	• Record student data for the school wide data set on OneSchool and Accelerus • Use data placemats to analyse class data and differentiate • Review, interrogate and analyse trends in class/Academy data with a view to an appropriate response • Establish data walls to capture class data and provide ongoing student feedback • Engage in broader data discussion and analysis • Be able to identify and celebrate positive data trends
A Culture that Promotes Learning	• Plan for every student to be actively engaged in learning • Enact the Academy's Student Code of Conduct within the classroom context (make highly visible) and use a flexible repertoire of classroom management strategies • Explicitly teach appropriate/expected student behaviours • Align incident data in OneSchool for minor, major and positive behaviours with agreed school protocols • Provide conscientious and diligent attendance data management (roll marking and follow ups)
Targeted Use of School Resources	• Enact Academy priorities in classroom practices • Develop, organise and plan to use a range of available resources to support effective teaching plans • Engage with and enhance the range of support personnel and services within and beyond the school to maximise the learning success of students
An Expert Teaching Team	• Commit to/engage in the Annual Performance Review • Engage in classroom feedback cycles (as recipient and deliverer) • Participate in classroom-based modelling, coaching and mentoring in order to develop expertise for self and others • Engage in the school pedagogical practices at a classroom level and provide meaningful 'feeding up' data to assist in review and refinement of strategies
Systematic Curriculum Delivery	• Ensure classroom planning is aligned to Academy curriculum documents • Monitor and share progress (with colleagues and line management) of classroom delivery, ensuring consistency and coherence • Ensure that classroom curriculum delivery includes a focus on Literacy and Numeracy • Identify personal curriculum expertise (strengths and deficits) and use this as a base for professional development
Differentiated Teaching and Learning	• Use diagnostic and achievement data to identify individual learning needs (in particular, higher achieving students as well as those with learning difficulties) • Enact curriculum adjustments needed for students • Develop/share professional expertise for teaching students with additional needs • Implement inclusive teaching strategies to support the participation of all students • Track, support and celebrate student progress towards achievement of their Personalised Learning Plan (PLP)
Effective Pedagogical Practices	• Engage in the established pedagogical framework (evidence based high yield strategies) • Provide routine evaluation of pedagogical practices to support professional learning (including WOWs, instructional snapshots, student voice, POPs) • Implement evidence-based strategies to provide effective and timely feedback
School Community Partnerships	• Engage professionally with colleagues, parents/carers and the community • Engage with parents to extend the classroom learning environment (into the home) • Report professionally on students' social and academic learning development (especially in the EIA) • Actively engage and manage the available opportunities for support and extension, to improve student learning • Model exemplary ethical behaviour in all dealings with students, colleagues and community