

Our Explicit Improvement Agenda 2017

LIFT ~ STRETCH ~ MAXIMISE ~ QUALIFY ~ Quantify ~ Balance

Our vision is to provide a world-class education that nurtures excellence, fosters innovation and celebrates diversity

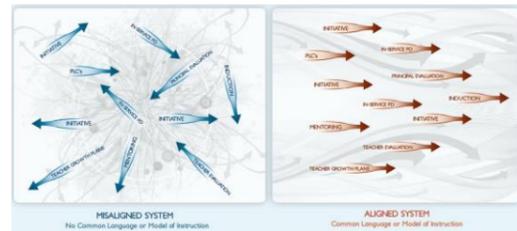


THE WHY

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.

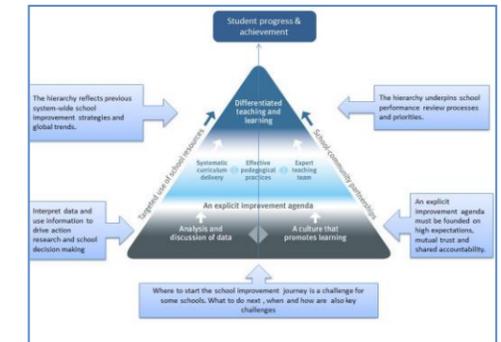
THE WHAT

Our Key Performance Indicators provide a set of explicit targets to measure our success in realizing our 'Moral Imperative'.



THE HOW

We drive improvement through autonomy, responsibility and accountability. To ensure we maximize our performance, we front-load our improvement strategies by focusing on the right drivers (adapted Fullan, 2011): Capacity Building; Collaborative Work; Collective Responsibility; Pedagogy and Alignment. We use data in a non-judgmental, transparent manner producing strong internal accountability, which produces strong public accountability



The What ~ Our Key Performance Indicators

Creating a Visible Learning Community

IB Diploma Attainment

- 100% of graduating students will achieve a minimum of 12 points across HL
- 100% of graduation students will achieve a minimum total 24 points
- 100% of graduating students will achieve a minimum of 2 points for inner core
- 100% of graduating students will achieve an IB Diploma
- 100% of graduating students achieve an IB Diploma score of 30+ (aspirational bench mark)
- 30% or more of graduating students achieve an IB Diploma score of 40+

IB Targets

- Every IB subject offered at QASMT will exceed the November candidate subject averages, the Strategic Plan targets and previous Academy best averages (exception for subjects achieving GPA of 6.3+)
- Every subject, including Extended Essay and Theory of Knowledge meets the grade boundary targets as set out in Subject Development Plans

Pathway Targets

- 100% of students will achieve a QCE
- 100% of students will achieve a Certificate III+

Attendance Targets

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

Wellbeing Targets

- 80% of students are at a high level of social and emotional wellbeing

Within-School Achievement Targets

- 100% of students at every reporting period achieve a minimum 24 IB points and 12 points across HLs (minimum bench mark)
- 100% students are engaged in significant CAS activities for the duration of their Diploma
- 100% students have Personal Learning Plans developed through academic coaching by subject teachers
- 100% of teachers use valid and reliable assessment practices (including for, as, of learning)
- 100% teachers embed our Pedagogical Framework
- 100% of students have 24/7 access to all of their subject resources
- 0% of students on Academic Review each term (across year level and house)

Enhancing our Expertise

- 100% of teachers collaboratively plan and engage in co-teaching
- 100% of teachers are using Student Data Action Plans and Data Walls to improve student learning outcomes
- 100% of staff demonstrate collective responsibility
- 100% of staff meet Annual Performance Review requirements and actively engage in the Coaching and Feedback process
- 100% of staff trained in Daymap, Accelerus and OneSchool and use all systems to their full potential
- 100% of staff participate actively in ongoing professional learning
- 100% of leaders use student data and student data walls as a coaching tool to improve student learning outcomes
- 100% of leaders participate in the Coaching and Feedback process to provide feedback to teachers at least 3 times per year
- 100% of leaders acknowledge and celebrate staff and student achievements
- 100% of leaders commit to strengthening their leadership capacity

Strengthening our Partnerships

- 100% of staff communicate with parents and students through assemblies and other communication channels
- 100% of family communications are recorded on oneschool
- 100% faculties have established formal or informal relationships aimed at improved student learning outcomes with universities/industry, wider educational sector and parents

High performing systems have moved from 'professional or administrative forms of accountability and control' to 'professional forms of work organisations'

Andreas Schleicher. OECD. 2013

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Record student data for the school wide data set on OneSchool Use class data action plans to audit and review class data 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	<ul style="list-style-type: none"> Plan for every student to be actively engaged in learning Enact the school's positive behaviour program (RBPS) into the classroom context (make very 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Ensure classroom planning is aligned to the whole Academy curriculum 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	<ul style="list-style-type: none"> 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 Engage identified groups (eg Gifted and Talented, Indigenous, ESL and SWD) in targeted programs Track, support and celebrate student progress towards achievement of their personalised learning plan (PLP)
Effective Pedagogical practices	<ul style="list-style-type: none"> 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) Provide regular feedback to students to support actions that will progress learning
School Community Partnerships	<ul style="list-style-type: none"> 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