

Our Explicit Improvement Agenda 2018

LIFT ~ STRETCH ~ MAXIMISE ~ QUALIFY ~ QUANTIFY ~ GROWTH

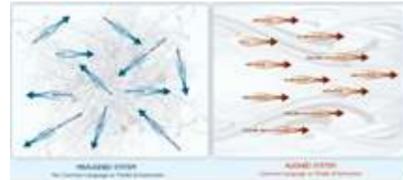
Our vision is a world-class education that nurtures excellence and fosters global citizenship for an ever-changing world.

THE WHAT

Our Key Performance Indicators provide a set of explicit targets to measure our success in realizing 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	
IB Diploma Attainment	
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> Every IB subject offered at QASMT will exceed the November candidate subject averages, the Subject Development 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	
<ul style="list-style-type: none"> 100% of students will achieve a QCE 100% of students will achieve a Certificate II+ 	
Within-School Achievement Targets	
<ul style="list-style-type: none"> 100% of students at every reporting period achieve a minimum 24 IB points and 12 points across HLs (minimum bench mark) 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% 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) 	
Empower Teachers	
<ul style="list-style-type: none"> 100% of teachers embed our Pedagogical Framework 100% of teachers engage in collaborative practices (planning, co-teaching, moderating) 100% of teachers are using Student Data Action Plans and Data Walls to improve student learning outcomes 100% of teachers demonstrate collective responsibility 100% of teachers participate in Collegial Engagement and leaders provide feedback to teachers at least 3 times per year 100% of teachers trained in Daymap, Accelerus, OneSchool and ManageBac and use all systems to their full potential 100% of teachers participate actively in ongoing professional learning 100% of teachers analyse student data and use student data walls to improve student learning outcomes 100% of leaders commit to strengthening their leadership capacity 	
Ensure Success	
Attendance Targets	
<ul style="list-style-type: none"> Average student attendance is 97+% across year levels, Houses and the Academy 	
Student & Staff Wellbeing Targets	
<ul style="list-style-type: none"> 10% improvement in students' social and emotional wellbeing 100% of our community acknowledge and celebrate staff and student achievements 	
House Targets	
<ul style="list-style-type: none"> 100% of students are tracked by their Head of House to ensure students are fully engaged in their course of study 	
Education Outside The Classroom Targets	
<ul style="list-style-type: none"> 100% of our community understand the importance of and support Education Outside the Classroom (EOTC) Curriculum 100% students are engaged in significant CAS activities for the duration of their Diploma 	
Partnership Targets	
<ul style="list-style-type: none"> 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 	

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 & Accelerus Use student 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 Responsible Behaviour Plan within 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

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