



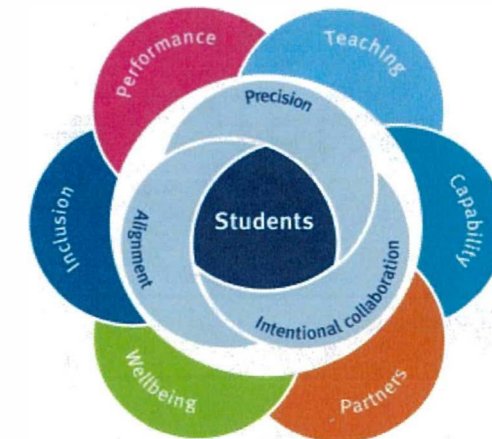
2022 Annual Improvement Plan

Fundamentals of the Classroom

Every Student Succeeding

Empowering lifelong learners through a student-centred approach

Improvement focus



The New Art & Science of Teaching

Systematic Curriculum Delivery

Feedback

- Understanding and aligning the **Active Curriculum map, band plans and unit plans**
- Providing and communicating clear learning goals and success criteria DA1
- Conducting regular assessment audits (informs instruction) DA2
- Monitoring/reviewing assessment and reporting data and other informing evidence to determine focus areas for continuous improvement in student learning and achievement, engagement and wellbeing, and transitions
- Providing critical input within the learning continuum
- Using ICTs
- Having **curriculum expertise**
- Involved in collaborative teaching meetings, whole school PD plan and the collegial engagement model
- Aligning APDPs to the whole school PD Plan and support structures
- Collegially working beside subject leaders in facilitating professional dialogue (knowledgeable others and lead learners)
- Involved in collaborative staff engagement and **feedback cycles** using scales, rubrics and common templates
- Explicitly teaching **cognitive skills**
- Implementing a whole school approach to differentiated teaching and learning using inclusive practices

Effective Pedagogical Practices

Content

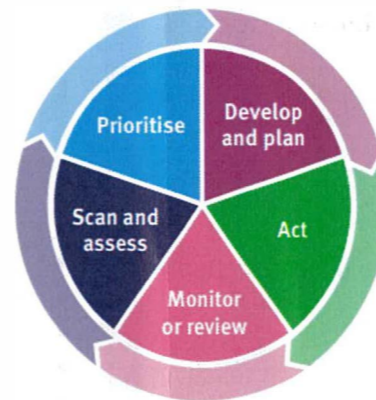
- **Teaching explicitly** DA3
- Conducting practicing and deepening lessons DA4
- Using **inquiry strategies** within the classroom
- Conducting knowledge application lessons DA5
- Using **thinking organisers** and strategies that appear in all types of lessons DA6
- Providing **feedback** (teacher to student, student to teacher, peer) through cycles, values of inquiry, flipped feedback, learning goals and success criteria DA1, DA2, DA6

School Improvement Model

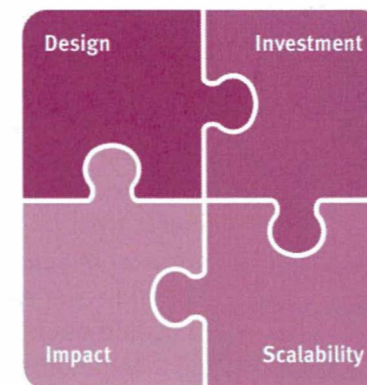
School Improvement Hierarchy Where we are



Inquiry Cycle How we learn



Standards of Evidence What impact we have



A Culture that Promotes Learning through PB4L

Context

- **Practicing teacher quality @ the student desk** by using effective pedagogy, demonstrating critical routines, implementing PB4L classroom practices, having resilience & perseverance and using engagement strategies DA7, DA8
- **Practising teaching quality through pedagogical excellence** by aligning PB4L skills, building positive relationships, modelling learning skills & targeted feedback DA 9
- Communicating high expectations DA10
- Explicitly teaching **student learners** to learn independently and interdependently
- Explicitly teaching **student learners** to make positive behaviour choices
- Knowing individual students, their data, class data and targets
- Using a common, aligned and consistent language in classrooms

Expert Teaching Teams

- Working together, learning together, improving together
- Know students & how they learn
- Know the content & how to teach it
- Plan for & implement effective teaching & learning
- Create & maintain supportive & safe learning environments
- Assess, provide feedback & report on student learning
- Engage in professional learning
- Engage professionally with colleagues, parents, carers & the community
- Building capacity to foster high performing teachers & teams
- Encourage aspiring teachers to build leadership capability
- Leverage individual leadership depth across the school
- Self-reflect using the self-assessment tool
- Participate in peer observation; feedback; differentiated coaching & Team meeting to improve teacher quality
- Use cycles of inquiry for moderation, planning & review
- Work collaboratively to build a strong culture of professional sharing

Planning effectively for Improved Outcomes

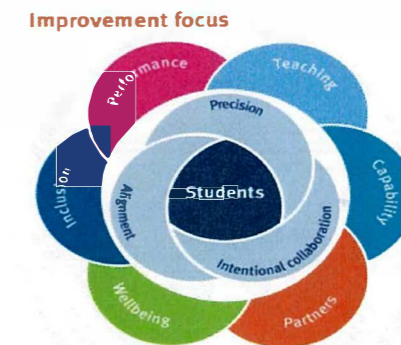
Improvement measures

- **Achievement**
- **Engagement**
- **Wellbeing – through each stage in an inclusive & equitable education system**
- **Transitions**



Victoria Point State High School

2022 Annual Improvement Plan



Student Learning

Students at VPSHS learn, think & perform at the Student Desk & will:

- Set learning goals
- Know what they are learning & how they are doing
- Know how to improve & where to find help
- Learn through feedback from teachers, peers & self
- Follow school-wide expectations aligned with PB4L & school values: Respect, Integrity & Responsibility

Leadership Team

Leaders at VPSHS aspire to inspire learning, thinking & performance & will:

- Consult & collaborate with the school community to shape the strategic direction, implement systematic curriculum delivery & foster a culture that promotes learning
- Develop other leaders through collaborative inquiry to deliver effective pedagogical practices within an expert teaching team.
- Commit to the principles & practices of PB4L
- Work alongside others at Professional Learning Sessions, modelling & monitoring effective & expected practices as learning leaders, looking to find the evidence of the practices that most benefit student learning
- Develop a shared understanding of the Australian Curriculum, the senior syllabuses, policies & resources (alignment)
- Identify VPSHS work by building capability planning, implementing, monitoring and reviewing
- Work together, learn together & improve together (intentional collaboration)

Teacher Practices

Teachers at VPSHS work, learn & improve together & will:

- Share the belief that all students can achieve high standards given the right time & right support
- Teach to high standards & commit to the continuous improvement of their own teaching to improve student learning
- Have high expectations & provide early & ongoing interventions
- Have shared responsibility & accountability for improved student outcomes
- Be able to articulate what they do, and why they lead, teach & learn the way they do
- Know the students
- Know how the students are engaged & improving in their learning
- Know what adjustments to make to ensure student learning is improving
- Know the data
- Identify patterns of cognitive skills to inform teaching & learning
- Follow a process of problematisation with opportunities to evidence metacognition
- Be involved in instructional rounds, peer observations & learning walks
- Ensure that the learning environment is inclusive & responsive to the diverse needs of students
- Share the belief that literacy & numeracy is everyone's business
- Explicitly teach appropriate student behaviour & expectations
- Use consistent behaviour management strategies as outlined in the Student Code of Conduct
- Build positive relationships with staff, students, parent & wider community
- Identify & engage in relevant Professional development

Artefacts

- Annual Professional Development Plan (APDP)
- Professional Development in Action Reflective Journal
- The New Art and Science of Teaching (RJ Marzano)
- Effective Classroom Management Self-Assessment Tool
- Faculty Action Plans - 2022
- NCCD Folio
- VPSHS Policies & Procedures on SharePoint (ratified by LCC & accessible by all staff)
- List of all policies – Behaviour Management Policy, Student Code of Conduct, School Dress Code, Attendance Policy, etc
- Minutes for all meetings exist & are accessible on OneNote
- PB4L Matrix for each classroom
- Learning Behaviour Matrix
- Entry & Exit routines
- Explicit Improvement Agenda Wheel
- Unit Overviews / Daymap
- Focus on the week ahead
- Learning goals on every board
- Zones of regulation on every board
- Student recognition
- Thinking Skills
- Assessment Overview
- Bell Times

Data Semester 1, 2021

Academic Pass Rate:
English 78.4%, Maths 69.8%, Science 79.2%

A - B:
English 37.5%, Maths 29.1%, Science 45%

NMS:	Year 7	Year 9
Reading	84%	85.9%
Writing	74.9%	59%
Numeracy	84.9%	91%

U2B:	Year 7	Year 9
Reading	12.6%	14.8%
Writing	6%	5%
Numeracy	18%	10.7%

Whole School Attendance – 82.8%

Targets

Academic

- Academic Pass Rate >80%
- A-B > 50%
- 20% reduction "N" rating
- NMS data NAPLAN test >90%
- U2B data NAPLAN test >20%
- MSS attainment between Year 7 & Year 9 in reading & writing

Whole School Attendance

- Maintain whole school attendance >92%
- School retention rate >70%

Year 12 Exit Outcomes

- 100% QCE / QCIA
- 100% students exit into education, training & employment
- Levels of intra & inter school partnerships supporting every student pathway

Behaviour Targets

- Tier 1 – Universal support >80%
- Tier 2 – Targeted support <15%
- Tier 3 – Intensive support <5%
- SDA rate <32%

School Opinion Survey

- I feel the staff morale is positive at my school >80%
- My school is well managed >90%
- I am confident that poor performance will be appropriately addressed >90%
- Student behaviour is well managed <90%
- The school leadership team model the behaviours expected of all employees >90%
- I receive useful feedback about my work >90%
- Students value feedback about their school work >90%

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Dr Robyn Burton-Ree
Principal

[Signature]
Assistant Regional Director