

Indooroopilly State High School

Strategic Plan 2019—2022

Our Pedagogy

A consistent language and approach to learning and teaching that uses evidence-based classroom strategies and practices to support targeted teaching and strong student engagement

We will:

- ⇒ Embed our consistent approach to high quality teaching using the New Art and Science of Teaching and our collaboratively developed Indooroopilly Pedagogical Principles
- ⇒ Develop and implement consistent high quality teaching strategies to support reading, writing and numeracy
- ⇒ Prioritise the focused development of inclusive practices to support targeted teaching and differentiation
- ⇒ Work collaboratively to enhance our pedagogy through our Professional Learning Community and continue to invest in our classroom observation and feedback practices to support the capability development of our teachers.

Our Curriculum

A rich, relevant and forward thinking curriculum inside and outside the classroom that promotes our Vision and Values and ensures that all students can accelerate their learning

We will:

- ⇒ Implement a coherent, sequenced, high quality curriculum through developing and sustaining a deep understanding of the Australian Curriculum and the Queensland Curriculum and Assessment Authority and International Baccalaureate syllabuses
- ⇒ Accelerate students' literacy and numeracy achievement through contextualised high quality explicit teaching in each subject
- ⇒ Build a growth mindset culture and continue to strengthen our assessment, calibration and moderation practices to ensure accurate measurement and feedback of learning and growth to students and parents
- ⇒ Promote the rich curriculum to students through the coordinated organisation of high quality co-curricula programs that embody our school vision and values

Our vision and values guide our school's strategic direction and every day actions. As *A community of forward thinkers*, we prepare our students for a global future that they will shape as productive, ethical citizens. Our four core values of *Each person's dignity*, *Our community's diversity*, *Open communication* and *Quality learning* are embedded into all aspects of school life.

We are a community committed to improvement in order to accelerate the learning of every student.

Our People

A high performing community of learners focussed on meeting the current and future academic and wellbeing needs of every student

We will:

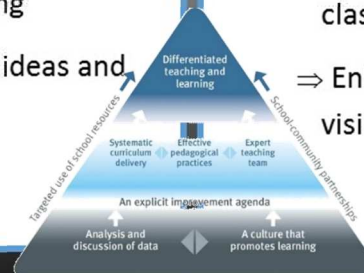
- ⇒ Support the learning of every student through a high quality growth mindset based academic conferencing program for students Years 7-12
- ⇒ Promote professional growth for all teaching and support staff members through providing quality, coordinated learning opportunities at all career stages, including early career mentoring, peer coaching and leadership development programs
- ⇒ Develop and implement a comprehensive strategy to support student and staff wellbeing
- ⇒ Enhance opportunities for our students, staff and parents to contribute their expertise, ideas and opinions

Our Learning Environment

An effective, disciplined learning environment characterised by motivated and engaged teachers and students working towards a preferred environmentally and socially sustainable future

We will:

- ⇒ Implement, review and evaluate the 2019 Responsible Behaviour Plan for Students
- ⇒ Conduct a comprehensive review of the school's guiding statements
- ⇒ Further develop and embed global-mindedness and local indigenous perspectives across all aspects of the school and promote citizenship, internationalism and globally-connected learning
- ⇒ Develop and implement action plans to enhance the physical environment inside and outside classrooms
- ⇒ Enhance environmentally sustainable learning opportunities and workplace practices to support our vision and values



Our Pedagogy

A consistent language and approach to learning and teaching that uses evidence-based classroom strategies and practices to support targeted teaching and strong student engagement

Our Pedagogy	Success Indicators	2019	2020	2021	2022
<ul style="list-style-type: none"> ➤ Embed our consistent approach to high quality teaching using the New Art and Science of Teaching and our collaboratively developed Indooroopilly Pedagogical Principles 	<p>School-wide staff confidence in applying our school wide pedagogy in every classroom expressed through PIVOT, School Opinion Survey and in-house surveys. Teachers are able to observe and provide quality examples of practice as part of their PLC work</p> <p>Continued strong student engagement as demonstrated by over 85% Excellent and Very Good Behaviour indications on Semester Reports</p> <p>Semester LOAs targets of 25% A, 66% A&B and 95% A,B,C are met for Semester One and Two Reports</p>	✓	✓	✓	✓
<ul style="list-style-type: none"> ➤ Develop and implement consistent high quality teaching strategies to support reading, writing and numeracy 	<p>The Rigorous Reading approach and the QAR reading strategy is consistently used in all classrooms in contextually appropriate ways</p> <p>The Rigorous Writing approach, the 6+1 framework and the Quick Writes strategy is used with confidence in all classrooms in contextually appropriate ways</p> <p>An evidence-based approach and strategy aligned to our IPPs and the New Art and Science of Teaching is developed and implemented to support the teaching of numeracy in all classrooms</p>	✓	✓	✓	
<ul style="list-style-type: none"> ➤ Prioritise the focused development of inclusive practices to support targeted teaching and differentiation 	<p>Class Data Placemats and curriculum planning documentation demonstrate considered approaches to differentiation and inclusive practices</p> <p>Classroom observations and reflections are frequently focussed on the impact of differentiated strategies on individual student learning</p> <p>PLC projects feature targeted teaching strategies and use evidence of learning to track student progress</p> <p>Continued strong student engagement as demonstrated by over 80% Excellent and Very Good for Effort indications on Semester Reports</p>	✓	✓	✓	
<ul style="list-style-type: none"> ➤ Work collaboratively to enhance our pedagogy through our Professional Learning Community and continue to invest in our classroom observation and feedback practices to support the capability development of our teachers 	<p>Classroom Observation and Feedback documentation demonstrates two team leader observations per year, one SET observation per year and 100% of teaching staff having observed at least one peer as part of PLC Learning & Teaching rounds</p> <p>Over 90% of staff agree that the PLC provides worthwhile professional learning through exit surveys at the conclusion of each year</p>	✓	✓	✓	✓

Our Curriculum

A rich relevant and forward thinking curriculum inside and outside the classroom that promotes our Vision and Values and ensures that every student can accelerate their learning

Our Curriculum	Success Indicators	2019	2020	2021	2022
⇒ Implement a coherent, sequenced, high quality curriculum through developing and sustaining a deep understanding of the Australian Curriculum and the QCAA and IBDP syllabuses	<p>Teaching staff, students and parents indicate confidence in the planned and enacted curriculum through School Opinion Surveys</p> <p>The three levels of curriculum planning documentation are strongly aligned with the Australian Curriculum and with classroom practice</p> <p>Curriculum planning documentation reviewed in terms of horizontal and vertical alignment, and updated annually</p> <p>Semester LOAs targets of 25% A, 66% A&B and 95% A,B,C are met for Semester One and Two Reports</p>	✓	✓	✓	✓
⇒ Accelerate students' literacy and numeracy achievement through contextualised high quality explicit teaching in each subject	<p>Reading – Rigorous Reading approach and QAR strategy used with consistency in every classroom routinely</p> <p>Writing – Rigorous Writing approach, 6+1 framework and Quick Writes strategy used in every classroom routinely</p> <p>Numeracy – School wide approach and strategy is developed in alignment with IPPs, and literacy strategies and implemented in all classrooms</p>	✓	✓		
⇒ Build a growth mindset culture and continue to strengthen our assessment, calibration and moderation practices to ensure accurate measurement and feedback of learning and growth to students and parents	<p>Students and parents have a strong understanding of learning and assessment as demonstrated through SOS</p> <p>Sustained high levels of participation by students and parents in Academic Conferencing in Years 10-12</p> <p>Only minor and infrequent discrepancies between predicted and confirmed student results in Year 12 for IAs</p> <p>Minor and infrequent discrepancies between pre-moderation and post-moderation student results in Years 7-11</p>	✓	✓	✓	✓
⇒ Promote the rich curriculum to students through the coordinated organisation of high quality co-curricula programs that embody our school vision and values	<p>Increased oversight, coordination and promotion of co-curricula activities resulting in increased student participation and increased numbers of coordinated co-curricula offerings to students</p>		✓	✓	✓

Our People

A high performing community of learners focussed on meeting the current and future academic and well-being needs of every student

Our People	Success Indicators	2019	2020	2021	2022
⇒ Support the learning of every student through a high quality growth mindset based academic conferencing program for students Years 7-12	Strong student and parent participation, satisfaction and support for Academic Conferencing as demonstrated through internal surveying Students and teachers consistently discuss learning and the celebration of success through growth mindset language Quality goal setting concerning learning outcomes occurs routinely for all community members Sustained meeting of 100% of Year 12 students who apply receiving a QTAC offer	✓	✓	✓	✓
⇒ Promote professional growth for all teaching and support staff members through providing quality, coordinated learning opportunities at all career stages, including early career mentoring, peer coaching and leadership development programs	Successful implementation of phase three of the leadership program in partnership with The Brown Collective Attraction and retention of high performing pre-service and beginning teachers An improved professional learning mapping process that clearly identifies alignment between the APDP process and PD undertaken	✓	✓		
⇒ Develop and implement a comprehensive strategy to support student and staff wellbeing	Students and staff participate in professional learning and develop a comprehensive strategy to wellbeing in partnership with Sensis School wide implementation of the strategy across all areas of the school resulting in increased wellbeing satisfaction indicators in staff and student SOS surveys Improved engagement data demonstrated through student attendance %s and Student Report indicators	✓	✓	✓	✓
⇒ Enhance opportunities for our students, staff and parents to contribute their expertise, ideas and opinions	Increased use of Open communication strategies to promote improved feedback to school leadership teams Development and implementation of a complaints handling and feedback procedure		✓	✓	

Our Learning Environment

An effective, disciplined learning environment characterised by motivated and engaged teachers and students working towards a preferred, environmentally and socially sustainable future

Our Learning Environment	Success Indicators	2019	2020	2021	2022
⇒ Implement, review and evaluate the 2019 Responsible Behaviour Plan for Students and implement the 2021 Student Code of Conduct	Improvement in student, parent and staff perception of behaviour management as demonstrated through the SOS Consistent improved processes for addressing minor and major breaches of the RBP resulting in reduced school disciplinary absences	✓	✓	✓	✓
⇒ Conduct a comprehensive review of the school's guiding statements	Strong involvement from all school community groups in the review process Improved inclusion and alignment within the guiding statements of key aspects such as global-mindedness and internationalism Sustained strong community understanding of the school's guiding statements	✓	✓	✓	
⇒ Further develop and embed global-mindedness and local indigenous perspectives across all aspects of the school and promote citizenship, internationalism and globally-connected learning	Increased student and staff engagement in projects that develop global-mindedness and competence Increased student, staff and community opportunities to engage with indigenous perspectives and understandings Curriculum documentation supports quality learning in the areas of global-mindedness, citizenship and internationalism Development and implementation of strategies to assess global-mindedness and competence	✓	✓	✓	
⇒ Develop and implement action plans to enhance the physical environment inside and outside classrooms	Increased community satisfaction with facilities as measured through SOS and internal surveying	✓	✓	✓	
⇒ Enhance environmentally sustainable learning opportunities and workplace practices to support our vision and values	A successful recycling program that reduces the amount of landfill produced by the school by 50% by 2022 An implemented electricity strategy that considers the use of renewable energy sources and reduces mains power usage by 25% by 2022	✓	✓	✓	✓

School Improvement Targets 2021

Indooroopilly State High School

Strand	Year Level	Measure	Actual	Actual	Actual	Actual	Actual (Target)	Actual (Target)	Target
			2015	2016	2017	2018	2019	2020*	2021
READING	Year 7	NMS	99%	99%	99%	98%	98.1% (100%)	Not tested (100%)	100%
		U2B	52%	58%	49%	60%	53.3 (60%)	Not tested (60%)	60%
	Year 9	NMS	98%	97%	96%	97%	96.7% (100%)	Not tested (100%)	100%
		U2B	39%	44%	37%	51%	39.5% (55%)	Not tested (55%)	50%
WRITING	Year 7	NMS	93%	96%	95%	95%	96.3% (100%)	Not tested (100%)	100%
		U2B	22%	26%	25%	27%	25.6% (30%)	Not tested (30%)	30%
	Year 9	NMS	88%	92%	87%	86%	87.1% (95%)	Not tested (95%)	92%
		U2B	26%	18%	19%	22%	15.1% (25%)	Not tested (25%)	28%
SPELLING	Year 7	NMS	96%	98%	98%	98%	98.1% (100%)	Not tested (100%)	100%
		U2B	46%	51%	55%	52%	44.8% (55%)	Not tested (55%)	55%
	Year 9	NMS	96%	94%	95%	94%	97.7% (100%)	Not tested (100%)	100%
		U2B	35%	39%	35%	46%	32% (50%)	Not tested (50%)	50%
GRAMMAR & PUNCTUATION	Year 7	NMS	97%	97%	98%	98%	96.8% (100%)	Not tested (100%)	100%
		U2B	53%	56%	45%	56%	57.1% (60%)	Not tested (60%)	60%
	Year 9	NMS	96%	97%	97%	97%	95.7% (100%)	Not tested (100%)	100%
		U2B	35%	43%	43%	50%	40.9% (55%)	Not tested (55%)	50%
NUMERACY	Year 7	NMS	99%	99%	99%	99%	99.2% (100%)	Not tested (100%)	100%
		U2B	50%	63%	56%	51%	60.1% (55%)	Not tested (60%)	65%
	Year 9	NMS	100%	99%	100%	100%	99.7% (100%)	Not tested (100%)	100%
		U2B	46%	47%	45%	55%	41.5% (60%)	Not tested (55%)	50%
YEAR 12 OUTCOMES *	Year 12	Percentage of students awarded a QCE/QCIA at the end of Year 12	89%	94%	99%	98%	99%	93% (100%)	100%
		Percentage of Year 12 OP/IBD-eligible students with OP 1-15 or an IBD	80%	85%	76%	79%	81%	---	---
		Percentage of Year 12 OP/IBD-eligible students with ATAR 99.95 –60.00 or an IBD (previously OP 1–15)	---	---	---	---	---	87% (85%)	85%
		Percentage of Year 12 students awarded one or more VET qualifications (includes SAT)	30%	36%	46%	49%	42%	38% (50%)	50%
		Percentage of Year 12 students who are completing/completed a SAT or awarded — QCE, IBD, VET qual.	89%	97%	99%	98%	98%	97% (100%)	100%
INDIGENOUS EDUCATION	Close the gap in student attendance	The gap between Indigenous and non-Indigenous attendance rates.	2%	12%	6%	10%	0%	7% (0%)	0%
	Close the gap in Year 12 retention	The gap between Indigenous and non-Indigenous apparent retention 10 to 12	88%	-7%	18%	-4.8%	0%	48% (0%)	0%
ATTENDANCE AND RETENTION	Years 7-12	Average attendance rate for students	92%	91%	93%	91.5%	94%	91% (94%)	94%
		Apparent retention of students from Years 10 to 12	88%	93%	84%	95.2%	96%	104% (97%)	96%
SATISFACTION MEASURES	Years 7-12	Percentage of students satisfied/agree that they are getting a good education at school. (S110/S2048)	97%	96%	94%	94.4%	95.1%	(98%)	98%
		Percentage of parents/caregivers satisfied/agree that their child is getting a good education at school. (S109/S2016)	97%	95%	94%	96.7%	96.3%	(98%)	98%
		Percentage of parents/caregivers satisfied/agree that this is a good school. (S100/S2035)	98	97%	95%	95.3%	97.6%	(98%)	98%
		Percentage of school staff who agree that they have good access to quality professional development. (S076)	83	82%	77%	86.2%	86.5%	(90%)	90%
		Overall percentage of school staff who agree with the individual staff morale items. (composite measure based on S2084, s3222)	88	88%	74%	77.5%	69%	(85%)	90%

* From 2020 forwards, Year 12 data from the QCAA and QTAC includes data of temporary visa students which were not included in data sets before this date. From 2020 forwards, Year 12 students studied under the new ATAR system replacing OP scores, with changed rules for QCE attainment.