

Atherton State High School >>> ANNUAL IMPLEMENTATION PLAN 2022



Engaging Pedagogies

<i>STRATEGIES</i>	<i>ACTIONS</i>	<i>TIMELINE</i>	<i>RESPONSIBLE OFFICER/S</i>
Embed a culture of inclusion in which all staff are committed to facilitate the full engagement of all learners	<ul style="list-style-type: none"> • Use targeted resources to continue inclusion agenda • Investigate co-teaching model 	Ongoing	Principal Deputy Principals HOSES
Implement Universal Design (UDL) for learning as our signature practice	<ul style="list-style-type: none"> • Deliver quality professional development to all staff in the Universal Design for Learning pedagogy 	Term 2, 3,4	Deputy Principals PATALs
Develop teacher capability to differentiate teaching practices	<ul style="list-style-type: none"> • Staff access OneSchool Dashboards for their classes to proactively differentiate lessons for students • Identify staff with differentiation expertise and encourage collegial support to drive capability development and ensure quality differentiation is enacted across the school • Continually review opportunities to value add with Excellence programs, providing unique learning opportunities with students 	Ongoing	Deputy Principals HODs Highly Accomplished Teachers Lead Teachers
Further develop the process for systematic observation, feedback, mentoring and coaching, accessing experts on staff and external services	<ul style="list-style-type: none"> • Provide clear and concise communication to all staff, students, parents and community on UDL, differentiated curriculum, coaching and feedback to improve teacher capability and student educational outcomes • Embed peer observation and feedback processes linked to pedagogical practices (UDL) • Identify expertise within the teaching staff to develop mentors (HAT, LT) • Maintain the moderation processes in the school with the continued moderation days throughout the year 	Ongoing	Deputy Principals HODs Highly Accomplished Teachers Lead Teachers
All students identified through the NCCD receive adjustments to meet their individual learning needs	<ul style="list-style-type: none"> • Review and refine the school NCCD process model to ensure all students identified have adjustments made and recorded in OneSchool 	Term 2, 3	Deputy Principals HOSES HODs Teachers

Multi-Tiered Levels of Support

<i>STRATEGIES</i>	<i>ACTIONS</i>	<i>TIMELINE</i>	<i>RESPONSIBLE OFFICER</i>
Continue to implement Positive Behaviour for Learning	<ul style="list-style-type: none"> Ensure all staff have the foundational training in essential skills for classroom management Build capability of staff to manage classroom behaviour through strategic professional development including Positive Behaviour for Learning, Essential Skills of Classroom Management, Profiling and Universal Design for Learning Implement a clear Management Model with DP, HOD and House Masters 	Ongoing	Deputy Principals HODs Jnr and Snr PBL Team
Clarify and communicate expectations for behaviour	<ul style="list-style-type: none"> Provide clear and concise communication to all staff, students, parents and community on Positive Behaviour for Learning and ASHS behaviour management system, develop a policy and handbook Present the PBL focus of the week at Parades Reward students for their positive behaviour and positive interactions with others, notify parents/carers 	Term 1, 2 Ongoing	Deputy Principals HODs Jnr and Snr PBL Team
Rules and consequences presented positively, explicitly taught, consistently applied and regularly reviewed	<ul style="list-style-type: none"> Develop and explicitly teach behaviour expectations (using data informed practices) during dedicated lessons and reinforce these expectations in all lessons 	Ongoing	PBL Team
Ensure efficient and responsive intervention and support at all levels	<ul style="list-style-type: none"> Connect with community organisations to support students 	Ongoing	PBL Team
PBL team deliver evidence-based approaches that support student wellbeing	<ul style="list-style-type: none"> ARTIE and Deadly choices support programs implemented for First Nations' students Investigate proactive wellbeing programs for students, review what is on offer and prepare to implement 	Ongoing	Deputy Principals HODs Jnr and Snr PBL Team CEC
Create alternative pathways for students to achieve success	<ul style="list-style-type: none"> Review and update student pathways document through liaison with TPO, Youth Support Coordinator, VET Coordinator and HOD SS Establish and implement a work connections program for disengaged students 	Ongoing	Deputy Principals HODs Jnr and Snr PBL Team CEC, YSC, VET-Co, TPO
Introduce a whole-of-school approach to student wellbeing through the House Cup	<ul style="list-style-type: none"> Establish and implement the ASHS House Cup 	Ongoing	PBL Team Teachers
Enhance strategies for regularly reviewing and supporting student attendance, using a case managed approach that targets specific groups as needed.	<ul style="list-style-type: none"> Develop support teams for the complex case management of some students Introduction of the Community Liaisons Officer to support First Nations' attendance and engagement Investigate employment of an Attendance Officer 	Ongoing	PBL Team HODs Teachers

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