



# 2022 EXPLICIT IMPROVEMENT AGENDA

At Atherton State High School we provide exceptional education that enables success for all students.

**In 2022 we will work collaboratively to ensure “Every Student is Succeeding” with two key explicit improvement agenda items**

ENGAGING PEDAGOGIES	MULTI-TIERED LEVELS OF SUPPORT
<ul style="list-style-type: none"> <li>• Embed a culture of inclusion in which all staff are committed to facilitate the full engagement of all learners</li> <li>• Implement Universal Design (UDL) for learning as our signature practice</li> <li>• Develop teacher capability to differentiate teaching practices</li> <li>• Further develop the process for systematic observation, feedback, mentoring and coaching, accessing experts on staff and external services</li> <li>• All students identified through the NCCD receive adjustments to meet their individual learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to implement Positive Behaviour for Learning</li> <li>• Clarify and communicate expectations for behaviour</li> <li>• Rules and consequences presented positively, explicitly taught, consistently applied and regularly reviewed</li> <li>• Ensure efficient and responsive intervention and support at all levels</li> <li>• PBL team deliver evidence-based approaches that support student wellbeing</li> <li>• Create alternative pathways for students to achieve success</li> <li>• Introduce a whole-of-school approach to student wellbeing through the House Cup</li> <li>• Enhance strategies for regularly reviewing and supporting student attendance, using a case managed approach that targets specific groups as needed.</li> </ul>

**The actions we take will support the improvement of outcomes within the two key explicit improvement agenda items**

<ul style="list-style-type: none"> <li>• Use targeted resources to continue inclusion agenda</li> <li>• Investigate co-teaching model</li> <li>• Deliver quality professional development to all staff in the Universal Design for Learning pedagogy</li> <li>• Staff access OneSchool Dashboards for their classes to proactively differentiate lessons for students</li> <li>• Identify staff with differentiation expertise and encourage collegial support to drive capability development and ensure quality differentiation is enacted across the school</li> <li>• 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</li> <li>• Embed peer observation and feedback processes linked to pedagogical practices (UDL)</li> <li>• Identify expertise within the teaching staff to develop mentors (HAT, LT)</li> <li>• Maintain the moderation processes in the school with the continued moderation days throughout the year</li> <li>• Review and refine the school NCCD process model to ensure all students identified have adjustments made and recorded in OneSchool</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all staff have the foundational training in essential skills for classroom management</li> <li>• 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</li> <li>• Present the PBL focus of the week at Parades</li> <li>• 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</li> <li>• Develop and explicitly teach behaviour expectations (using data informed practices) during dedicated lessons and reinforce these expectations in all lessons</li> <li>• Reward students for their positive behaviour and positive interactions with others, notify parents/carers</li> <li>• Implement a clear Management Model with DP, HOD and House Masters</li> <li>• ARTIE and Deadly choices support programs implemented for First Nations’ students</li> <li>• Investigate proactive wellbeing programs for students, review what is on offer and prepare to implement</li> <li>• Connect with community organisations to support students</li> <li>• Develop support teams for the complex case management of some students</li> <li>• Review and update student pathways document through liaison with TPO, Youth Support Coordinator, VET Coordinator and HOD SS</li> <li>• Establish and implement a work connections program for disengaged students</li> <li>• Establish and implement the ASHS House Cup</li> <li>• Introduction of the Community Liaisons Officer to support First Nations’ attendance and engagement</li> </ul>
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## The improved outcomes we expect to see

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| <ul style="list-style-type: none"> <li>• All staff trained in UDL</li> <li>• All staff have differentiated curriculum for students in classes where required</li> <li>• Identified staff have worked collaboratively with colleagues to support the differentiation of the curriculum</li> <li>• Staff are actively seeking out teachers of best practice to observe and develop teaching capability</li> <li>• Our signature pedagogical practise (UDL) has been updated and included in our strategic/curriculum framework</li> <li>• Teacher-trainers (mentors) have been identified to work with HAT, LT's</li> <li>• Moderation days - all subjects, year levels have moderated (before/after/after/end) assessment and student work.</li> <li>• NCCD identified students have adjustments recorded in OneSchool</li> <li>• 90% A-C pass rate in all subjects years 7 - 10</li> <li>• 85% A-C pass rate in all subjects years 11 -12</li> <li>• 100% QCE/QCIA and Cert II/III attainment</li> </ul> | <ul style="list-style-type: none"> <li>• 100% of staff are trained in ESCMs</li> <li>• Behaviour Management Policy Handbook for staff and students is finalised and published</li> <li>• 100% of staff receive professional development that increases their capability to manage student behaviour</li> <li>• All staff teach, reinforce and model PBL practices in all school settings</li> <li>• All staff and students use the language of PBL when reflecting on behaviours</li> <li>• Decrease in office referrals by 10%</li> <li>• Decrease in school disciplinary absences by 10%</li> <li>• Increase in positive behaviour referrals of students to parents by 15%</li> <li>• Management model is clearly defined on the organisational chart and role descriptions have been updated to reflect the model</li> <li>• Increase in First Nations' student's attendance to 85%</li> <li>• Community organisations welcomed into the school to work with students on improving wellbeing, understanding where support outside of school can be accessed, connecting with locals</li> <li>• All complex case management has a team approach</li> <li>• Clear pathways document for staff and students to access</li> <li>• Team of staff have engaged in connecting with local organisations/businesses to develop a work connections program for disengaged students</li> <li>• ASHS House Cup has activities and events to engage all students across all year levels in multi-aged groups to work together</li> <li>• Community Liaison Officer (CLO) has been engaged and role description developed</li> </ul> |
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