THE GAP STATE HIGH SCHOOL
OURS THE FUTURE

2022-2025 STRATEGIC PLAN

SCHOOL PRIORITIES	Differentiated Teaching and Learning — DTL	Systematic Curriculum Delivery — SCD	Feedback — FB
WHY? Purpose	*Build staff capacity to deliver evidence-based pedagogical strategies consistently to make learning accessible, challenging and empowering for all.* *Build student capacity to become self-regulated and collaborative learners.*	*Implement an aligned curriculum (intended and enacted) with fidelity to ensure continuity and comparability of the standards across classes and within cohorts*	*Create a culture where feedback is a learning opportunity for students and staff*
WHAT? Key Strategies	**Staff will:** 1. Consistently implement elements of 'Teaching for Innovative Learning and Engagement' (TILE) in every lesson, every day 2. Staff confident to deliver a range of differentiated learning strategies to grow all learners 3. Provide clarity and precision in both pedagogy and inclusion through the meaningful use of data, which will be driven by purposeful collaboration. **Students will:** 1. Undertake self-reflection on their engagement and learning outcomes 2. Improve their mastery of skills, cognitions and learning behaviours through task analysis and goal setting 3. Feel engaged, challenged and empowered to self-regulate their learning behaviours	**Staff will:** 1. Align and emphasise the importance of planning to ensure clarity and consistency of curriculum delivery within and across year levels 2. Align usefulness, interest and raise task value of curriculum delivery 3. Develop quality lesson resources, assessment and marking guides 4. Embed the general capabilities, cross curricular priorities, respect for the environment	**Staff will:** 1. Use Intellectual Principles to provide student feedback 2. Develop the TGSHS way to provide quality feedback 3. Build positive relationships that enhance collegiality through feedback 4. Develop precision with using data, to inform pedagogical and curriculum decision making by setting SMART goals. 5. Engage with feedback positively by identifying opportunities for growth 6. Feel valued and have an improved sense of belonging 7. Use performance feedback to improve self-efficacy **Students will:** 1. Understand the Intellectual Principles to effectively understand teacher/peer feedback 2. Use performance feedback to improve self-efficacy
HOW? Actions	**Staff will:** 1. Know the students and how they learn 2. Observe best practice - walk throughs, grand tours, grand tours lite, breakfast series 3. Teachers and inclusion staff are partners in supporting students, in planning and delivery 4. Engage collegially within and across faculties about their pedagogical practices 5. Take pedagogical risks by trialling and reflecting on new strategies as individuals and team to confidently deliver a range of pedagogical strategies that all learners can access 6. Clear model (effectively communicated) driven by HOD leadership 7. Dedicate time for intentional collaboration – trial in 2022 in four core areas **Leaders will:** 1. Develop an effective model for communication created by SLT leadership.	**Staff will:** 1. Collaborate to improve the precision of moderation 2. Privilege time for moderation for every unit in every subject, eg. before moderation before the unit begins 3. Continue to map years 7-12 curriculum vertically and horizontally **Leaders will:** 1. Develop clear direction and consistent processes led by Curriculum HOD	**Staff will:** 1. Have a strong focus on coaching. Design a strength-based model that evolves into an instructional model with coaching to improve practice 2. Choose from a menu of professional learning opportunities for feedback including: walk throughs, grand tours, grand tour lites, ESCM profiling, instructional rounds, coaching cycles and peer feedback. 3. Develop a common language and protocol to provide feedback between a. Leaders to teachers b. Teachers to leaders c. Teachers to teachers d. Students to teachers 4. Factor in opportunities for reflection and discussion allocation from PD budgets 5. Establish a resource bank of good practices for all teachers to use and share
WHO?	P, DP T&L, DILE, DTL HODs, Ped Coach	DP SCD, SCD HODs, Key Subject Teacher, Teachers	ELT, DTL HODs, DILE, Instructional Round Teachers
OUTCOMES? By the end of 2025:	• 92% Attendance • 90% A-C all subjects	• 100% QCE 87% JCE • 35% As in core subjects	