Strategic Plan

2022 – 2025

THE GAP
G H S
OURS THE FUTURE
STATE HIGH SCHOOL

Learners who flourish

*To achieve the next lift of improvement across
an already high performing school
we need to create a culture where every
teacher/student believes they need to improve,
not because they are not good enough,
but because they can be even better.*

*When this happens there is no limit
to what we can achieve.*

Dylan Wiliam

Principal's Foreword

Since its foundation year in 1960, The Gap State High School staff have taken great pride in educating young people from the local community. During the last 60 years the school has changed and evolved into the vibrant learning environment it is today. In recent times, to facilitate student enrolment growth, the community has taken on many physical changes with new buildings and spaces to support all learners. It is envisaged that this will continue as part of our continuous improvement plans.

Our school has a reputation for academic excellence in all subject areas. Once students walk through the gates there are many opportunities to suit all interests. Inclusive of this is our bespoke Applied Psychology Program, which creates experiences for all students through a wellbeing, adventure and leadership lens.

What we believe and what we value are simple ways to guide the decision making across our school. This is underpinned by each individual's particular character strengths along with their own unique attributes. Our goal is to tap into those strengths and amplify them for each student, to ensure they have a strong sense of belonging; sense of self; that allows them to prioritise their wellbeing. This is incredibly important because when a young person has efficacy across these areas they are able to flourish in the academic arena.

Over the last four years our staff have been working hard to create a learning framework called, Teaching for Innovative Learning and Engagement (TILE). This framework deftly honours the high academic intentions and complexities of education in a changing world, while at the same time being contextual and meaningful to our local school community. TILE also weaves the fundamentals from our Wellbeing Framework with an explicit focus on developing every learner's self-regulation to support them to thrive, in their learning now, and into the future.

The explicit improvement agenda for the next four years features embedding practices that support: Differentiated Teaching and Learning, Systematic Curriculum Delivery and Feedback.

I am grateful for the ongoing support of students, parents, colleagues and members of the school's P&C and School Council. I am excited to invest time and energy into the next four years so that The Gap SHS will continue to grow and flourish in every aspect.

Anne McLauchlan
Principal

Leigh Passfield
P&C President

Tim Wark
School Council Chair

Learners who flourish

We believe in

Learners who flourish

We value

Thinking BIG

Stepping UP

Paying it FORWARD

Being KIND

We are

A high performing, co-educational, Independent Public School, that values diversity and supports full inclusion.

We trust that

Every student, every day, has the opportunity to feel a sense of belonging in our community (through teamwork, loyalty, fairness and leadership) and is able to engage in learning that sparks their engagement and curiosity, joy and passions.

We currently have four major areas that underpin what we value:

- Academic growth and excellence; Honours Program; developing levels of lead learners across core areas of strengths

- Being a leader in student wellbeing and student leadership at all levels through our unique Applied Positive Psychology program and bespoke Connect program; putting our values into practice

- Arts excellence including Advanced Music Program (AMPed); performing and visual arts

- Specialist Volleyball Program (SVP); developing physical toughness, mental toughness and discipline while working as a team player who is a role model for all students

As our student enrolment grows and our school matures into the next decade (2022-2032) we aspire to becoming a leader in:

- Wellbeing for students, staff, parents and community underpinned by our school's Wellbeing Framework

- STEAM teaching and learning (Science, Technologies, Engineering, Arts, Maths)

- Global teaching and learning; introducing more languages, increasing extra-curricular and co-curricular programs that allow students to learn and have experiences on a global level

- Sustainable practices within the school community with an aspirational goal of becoming carbon neutral by 2032

We will achieve this by:

- Implementing our school based, high quality teaching and learning framework, Teaching for Innovative Learning & Engagement (TILE) that supports student thinking, self-regulation and empowerment

- Systematically delivering the 7-12 Australian curriculum with fidelity and rigour by embedding strong moderation processes into practice

- Creating time for staff to intentionally collaborate about their pedagogy in order to improve every students learning engagement and opportunities

- Developing and maintaining every students' and staff members' wellbeing through a lens of positive psychology

At The Gap State High School

We aspire to grow students to become 'Learners who Flourish' by:

Creating a flourishing environment where thinking minds discover possibilities, push boundaries, and take charge of their learning.

WE VALUE:

- Thinking Big, Stepping Up, Paying it Forward and Being Kind
- Developing self-regulated and empowered learners with a growth mindset, capable of resilience and grit
- Cultivating critical and creative thinkers who will promote innovative practices
- Amplifying the power of character strengths to create a flourishing culture and school community
- Collaborating within a collegial and innovative environment
- Mindful reflection on personal engagement and learning outcomes

We aspire to grow staff to become 'Learners who Flourish' by:

Building a dynamic culture of collective efficacy to enable transformational practice and inspire a ripple effect of impact on all learners.

WE VALUE:

- Thinking big, Stepping up, Paying it forward and Being kind
- A collaborative and collegial mindset
- Engaging pedagogical practices
- A culture that promotes learning

We aspire to grow a community by:

Forging relationships that enrich and create limitless opportunities for The Gap community that create a sense of belonging and connectedness.

WE VALUE:

- Connected relationships that share common educational goals
- Partnerships to support positive learning outcomes and wellbeing for all

We aspire to grow our corporate community by:

Cultivating an agile environment conducive to igniting the aspirations of learners for an ever-changing world.

WE VALUE:

- Taking action and building resilience
- Enacting our social conscience
- Creating operational structures and policies to support learning and wellbeing
- Optimising ways to become innovative and creative citizens by working towards sustainable practices to achieve carbon neutrality by 2032

Differentiated Teaching and Learning (DTL)

WHY?

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.

WHAT?

Key Strategies

STAFF WILL:

1. Consistently implement elements of 'Teaching for Innovative Learning and Engagement' (TILE) in every lesson, every day
2. Confidently 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

HOW?

Initiatives

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 teams to confidently deliver a range of pedagogical strategies that all learners can access
6. Effectively model clear communication 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

MEASURES

Success Criteria

1. Rise in task value and a reduction in the cost of engagement
2. Increase for opportunities to demonstrate progress
3. Increase in student and staff self-efficacy
4. Students valuing a growth mindset and mastery approach to their learning
5. Teachers intentionally planning and implementing a range of high yield strategies
6. Increased alignment between year level/subject teachers
7. Increased student engagement – students on task, focus on mastery approach, autonomous aspects in tasks and/or lessons
8. Improved student outcomes – increases from Bs to As

REVIEW OF PROGRESS

Evaluation Plan

1. Formative/Diagnostic data being used to inform pedagogical choices and curriculum delivery
2. Using a range of data as evidence including:
   - LOA Achievement data for years 7-10, results for years 11 & 12
   - Attendance data
   - Behaviour data
   - Student Pulse
   - Teaching impact cycles
3. Information gathered from instructional rounds
4. Staff survey – access to resources and know the right strategies to use at the right times
5. Student Engagement Surveys – Pedagogical Coach feedback and data collections
6. Feedback cycles via teacher and student surveys – confidence, methods/strategies used/trialled before and after

BY WHO?

Principal, Deputy Principal Teaching and Learning, Director of Innovative Learning and Engagement, HODs, Pedagogical Coach

Priority Area 2

Systematic Curriculum Delivery (SCD)

WHY?

Implementing an aligned curriculum (intended and enacted) with fidelity to ensure continuity and comparability of the standards across classes and within cohorts

WHAT?

Improvement Measures

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

HOW?

Initiatives

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

MEASURES

Success Criteria

STAFF WILL:

1. Apply consistent achievement standards aligned to Learning Objectives, Today We Are, Indicators of Progress

2. Share and update all curriculum documents, teaching strategies and resources to improve curriculum alignment

3. Develop and employ best practice moderation practices

4. Feel confident in delivering curriculum with fidelity

5. Increase opportunities for students to demonstrate progress

6. Observe changes and improvements in student artefacts

STUDENTS WILL:

1. Foster a growth mindset and mastery approach

2. Interpret and apply marking guides to improve their outcomes

REVIEW OF PROGRESS

Evaluation Plan

STAFF WILL:

1. Improve student academic outcomes

2. Use formative/diagnostic data to inform curriculum delivery

3. Systematically review unit outcomes, confirmation and endorsement data to support enacting the intended curriculum with fidelity

4. Design sample work and use student exemplar work to showcase the achievement standards

5. Quality assure unit plans and assessment through best practice moderation processes supported by moderation meeting notes and observations

6. Increase their confidence in delivering the curriculum evidenced by the School Opinion Survey questions

BY WHO?

Deputy Principal Systematic Curriculum Delivery (SCD), HODs, Key Subject Teachers, Teachers

Feedback (FB)

WHY?

Create a culture where feedback is a learning opportunity for students and staff.

WHAT?

Improvement Measures

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?

Initiatives

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, Essential Skills Classroom Management (ESCM) profiling, instructional rounds, coaching cycles and peer feedback
3. Develop a common language and protocol to provide feedback between
   - Leaders to teachers
   - Teachers to leaders
   - Teachers to teachers
   - 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

MEASURES

Success Criteria

STAFF WILL:

1. Actively engage in a feedback culture to improve student outcomes
2. Improve student outcomes as a result of improved engagement and increased self-regulation due to quality teacher to student feedback linked to TILE framework

STUDENTS WILL:

1. Increase in self-regulation by taking responsibility for their learning by the explicit addition of autonomous aspects in tasks and/or lessons

REVIEW OF PROGRESS

Evaluation Plan

STAFF WILL:

1. Identify, track and monitor marker students across a year and the following year
2. Increase ways to use formative/diagnostic assessment (assessment for learning)
3. Measure Level of Achievement (LOA) data sets broadly
4. Track the number of students on track for Junior Certificate of Education (JCE) or Queensland Certificate of Education (QCE) across a school year
5. Monitor Queensland Certificate of Education (QCE) / Queensland Certificate of Individual Achievement (QCIA) outcomes
6. Track and trend KPI Performance Feedback data for school, teams, faculties
7. Track and trend KPI Student Motivation for year levels, subject areas

BY WHO?

ELT, HODs, DILE, Instructional Round Teachers, Grand Tour volunteers, Breakfast Series presenters, Action Research Core Subject Teams

Key Performance Indicators

STUDENT ENGAGEMENT

WHOLE SCHOOL MEASURES FOR ENGAGEMENT

EXTERNAL MEASURES	2022	2023	2024	2025
Attendance	91%	91%	91%	92%
< 85%	15%	15%	15%	15%
UE absences	< 10%	< 10%	< 10%	< 10%
Short SDAs	< 15%	< 15%	< 15%	< 15%
Exclusions	0.2%	0.2%	0.2%	0.2%

INTERNAL MEASURES	2022	2023	2024	2025
Attendance Students from 70-85%	< 20%	< 20%	< 20%	< 20%
Engagement UE Absences (daily avg)	< 12%	< 12%	< 12%	< 12%
% Repeated Student Behaviour impacting Student Privilege Policy	< 20%	< 20%	< 20%	< 20%

Key Performance Indicators

YEAR 12 ATTAINMENT AND NEXT STEP

EXTERNAL MEASURES	2020	2021	2022	2023	2024	2025
Year 12	**1st ATAR Year**					
QCE/QCIA	99%	100%	100%	100%	100%	100%
QCE/QCIA or VET	100%	100%	100%	100%	100%	100%
Cert II or higher	45%	45%	40%	40%	40%	40%
Cert III or higher	24%	20%	20%	20%	20%	20%
Next Step						
Students in Ed/ training/job	92.9%	90%	90%	90%	90%	90%
ATAR						
>95+	20%	17.8%	20%	20%	20%	20%
>90+	36%	33%	> 35%	> 35%	> 35%	> 35%
>60+	80%	94%	> 85%	> 85%	> 85%	> 85%
Median ATAR	88.30	85.40	85+	85+	86+	86+

YEAR 9 ATTAINMENT AND JET PLAN

Year 9 Measures for Attainment, Achievement and Improvement. Focus: top 5 B students in every class
Responsible for monitoring, analysing and implementing improvements needed: P & P DP with JS HOD

INTERNAL MEASURES / SUBJECT	2021	2022	2023	2024	2025
Year 9 Attainment at end of JS Trial					
JCE	> 85%	> 85.5%	> 86%	> 86%	> 87%

Learners who flourish