2022 Annual IMPLEMENTATION PLAN

THE GAP STATE HIGH SCHOOL — OURS THE FUTURE

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 **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	**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	**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 **Students will:** 1. Understand the Intellectual Principles to effectively understand teacher/peer feedback
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 **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 4. Factor in opportunities for reflection and discussion allocation from PD budgets
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
WHEN?	Check in each term by DTL HODs and ELT via Faculty meetings	Before moderation for every unit every term	Fortnightly SLT instructional rounds
QUALITATIVE OUTCOMES?	1. Rise in task value and a reduction in the cost of engagement 2. Improved student outcomes – increases from Bs to As 3. Increase for opportunities to demonstrate progress 4. Teachers intentionally planning and implementing a range of high yield strategies 5. Increased alignment between year level/subject teachers	1. Consistent application of 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. Best practice before moderation processes developed then implemented	1. Active engage in a feedback culture to improve student outcomes 2. Improved student outcomes as a result of improved engagement and increased self-regulation due to quality teacher to student feedback linked to TILE
QUANTITATIVE OUTCOMES?	By the end of 2022:	• 91% Attendance • 90% A-C all subjects	• 100% QCE 85% JCE • 30% As in core subjects

Anne McLauchlan — Principal

Leigh Passfield — P&C President

Tim Wark — School Council Chair