



Wavell State High School

2021 Annual Implementation Plan

Improvement Priority 1. Writing

Strategy:	Continue to promote whole school writing strategies with the support of a Literacy Coordinator employed through Investing for Success funding and prioritised in school professional development.		
Actions		Timeline	Responsible Officer(s)
All staff have access to training and resources for: 7 Steps to Writing Success program; Write That Essay (Ian Hunter); Skills Booklets; Skill Blitz's powerpoints.		Ongoing	Deputy Principal, HOD
Literacy Coordinator works with various faculties re. writing, vocab, technical skills, paragraphing and reading.		Ongoing	Deputy Principal, HOD
Literacy Coordinator works with individual staff – compiling and sharing literacy resources, activities and exemplars that are curriculum and year level specific.		Ongoing	Deputy Principal, HOD
Strategy:	All staff to use available qualitative and quantitative data (Classroom Dashboard, OneSchool Data, NAPLAN, A-E, DDA, WSC) to inform targeted teaching through the use of classroom snapshots and specialist support.		
Actions		Timeline	Responsible Officer(s)
Diagnostic vocabulary testing and spelling embedded into units of work. Testing data on OneSchool and whole school focus. (Education Perfect)		Ongoing	Deputy Principal, HOD
Continuously track student literacy progress. (Formative tracking).		Ongoing	Deputy Principal, HOD, HOSES
Whole School Literacy PD (Targetted)		Ongoing	Riognach Lee, Helen Smith
Analyse students' literacy development throughout One School data to target teaching and differentiation requirements.		Ongoing	Deputy Principal, HOD
Tailored spelling lists for Foundation students based on SAS test.		Ongoing	HOD
Strategy:	Develop strategies around effective and timely feedback to be utilised by all staff on classroom and assignment work.		
Actions		Timeline	Responsible Officer(s)
Ensure that students are given time to reflect on their efforts and outcomes. (Self and Peer feedback.)		Ongoing	Deputy Principal, HOD, HOSES
Ensure that all units of work provide students with the opportunity to rehearse necessary literacy skills and students are given timely feedback on their performance.		Ongoing	Deputy Principal, HOD, HOSES
Strategy:	Develop and implement a whole school writing guide for students, staff and parents to ensure consistency of practice across the school.		
Actions		Timeline	Responsible Officer(s)
School Writing Guide completed and implemented from 2019. Continue to reinforce its use.		Term 1	Riognach Lee, Helen Smith



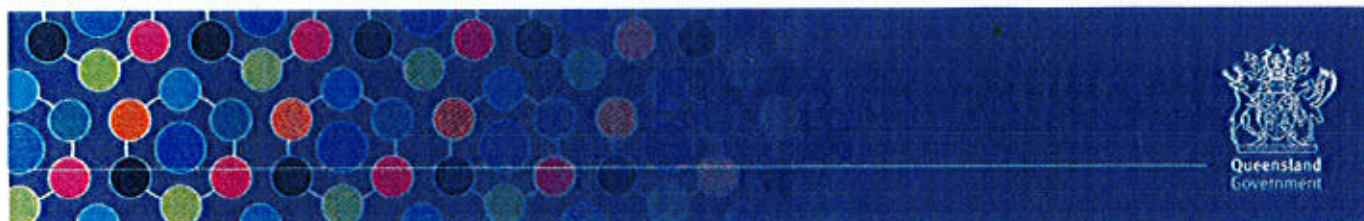


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Improvement Priority 1. Writing

Strategy:	Continue to implement strategies such as Author workshops and the IMPACT Centre Writing program for selected students in Years 7 & 9.		
Actions		Timeline	Responsible Officer(s)
Upper 2 Band students – Year 7 and 9 in 2021 (Terms 1 and 2). Writing and Reading workshops.		Ongoing	Deputy Principal, HOD
Strategy:	Continue to offer staff the opportunities to improve their capability to teach skills of writing with the context of their faculty through voluntary workshops and faculty meetings.		
Actions		Timeline	Responsible Officer(s)
Technical Skills workshops across the year with whole school.		Ongoing	Deputy Principal, HOD
Teacher PDs – Dr Ian Hunter "Write that essay" – teaching staff across all faculties. In-house PD offered 2020 onwards.		Ongoing	Deputy Principal, HOD
Eagle and Wolf Reading Strategies PD. Utilising the Eagle and Wolf strategy in the classroom – challenging texts (higher-order thinking) also as a writing strategy.		Ongoing	Deputy Principal, HOD
Create well-designed text exemplars across curriculum areas, highlighting the required literacy skills. (genre-specific information, language choices, language features, technical skills, editing).		Ongoing	Deputy Principal, HOD
Embed meta-cognitions into Learning Goals and everyday teaching of reading and writing.		Ongoing	Riognnach Lee, Helen Smith
Collaboration with Wooloongabba Reading Centre to investigate.		Ongoing	Riognnach Lee, Helen Smith
Whole school targeted Literacy PD		Ongoing	Riognnach Lee, Helen Smith
Working with ATSI and EALD students from Aduna Yumba room - improving literacy.		Ongoing	Riognnach Lee, Helen Smith
Strategy:	WEP and LAN initiatives continue to target literacy and in particular, writing, for students at risk of missing NMS. Literacy Coach and HOSES to ensure WEP and LAN programs are aligned with whole school focus on improving writing and literacy.		
Actions		Timeline	Responsible Officer(s)
Continue to work closely with year 7 Wavell Enrichment Program and year 8 Literacy and Numeracy program to provide support for students with Literacy and Numeracy deficits.		Ongoing	Deputy Principal, HOD





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Improvement Priority 2. Quality Teaching - Pedagogical Practices

Strategy:	Provide access to whole school professional development in ASOT - renew as required		
Actions	Timeline	Responsible Officer(s)	
Deliver mandatory whole staff twilight ASOT PD	Ongoing	Deputy Principal, HOD	
Strategy:	Investigate the nature and models of feedback to improve student outcomes.		
Actions	Timeline	Responsible Officer(s)	
All staff to participate in Whole School PD - SFD/Twilight - centered around routines & procedures for all teachers in class, Learning Goals and feedback, building relationships & high expectations.	Ongoing	Deputy Principal, HOD	
Strategy:	Active engagement with the New Art and Science of Teaching (ASOT)		
Actions	Timeline	Responsible Officer(s)	
All teachers focus on embedding new ASOT Design Questions 4 & 5.	Ongoing	Principal, Deputy Principal, HOD	
Using assessments and conducting practising and deepening lessons.	Ongoing	Executive Principal, Deputy Principal, HOD	
Strategy:	Develop a professional learning culture/hub that involves the inquiry cycle to guide peer coaching and professional sharing of effective practices.		
Actions	Timeline	Responsible Officer(s)	
All staff to participate in the Coaching for Improvement or Educator Impact programs to work towards goals to improve teaching practice.	Ongoing	Deputy Principal, HOD	
Strategy:	Develop email based processes to keep parents informed on curriculum goal setting and expectations.		
Actions	Timeline	Responsible Officer(s)	
Maintain an effective website, OneSchool, email and Q Parent opportunities to keep families informed about curriculum information, due dates and student goal setting and academic reviews.	Ongoing	Tiffany Byram, Meghan Gwynne	
Strategy:	Review Parent-Teacher interview structure to enable efficient communication pathways.		
Actions	Timeline	Responsible Officer(s)	
Whole school parent-teacher interview reviewed in terms of meeting needs for school to parent communication pathways.	Ongoing	Deputy Principal	



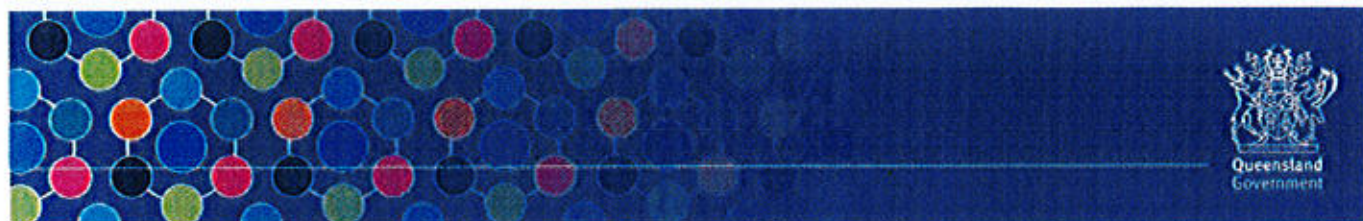


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Improvement Priority 3. Quality Teaching - Inclusive Practices

Strategy:	All teachers and support staff are provided with professional learning opportunities to deepen their knowledge and expertise in developing, documenting and implementing differentiation strategies.		
Actions		Timeline	Responsible Officer(s)
Provide equitable access to the curriculum for all students by accommodating individual learners through differentiation and specialisation.		Ongoing	HOD, HOSES
Differentiation Hub provides all staff with relevant, practical and informative Professional Development at Staff Meetings		Ongoing	Deputy Principal, HOSES
All staff are able to access an electronic resource centre with differentiation resources provided by the Differentiation Hub.		Ongoing	Deputy Principal, HOSES
Staff are provided with Professional Development to increase awareness of support programs in the school and students who access these programs.		Ongoing	Guidance Officer, HOSES
Strategy:	A centralised learning hub for differentiation and inclusive practices. Comprised of staff across all faculty areas.		
Actions		Timeline	Responsible Officer(s)
Members of the Differentiation Hub will utilise a buddy system to increase staff membership of the hub across faculties.		Ongoing	Deputy Principal, HOSES
Staff are exposed to good differentiated classroom practice through coaching and sharing at classroom, staff meeting and faculty level.		Ongoing	Deputy Principal, HOD, HOSES
Strategy:	Development of a whole school inclusive practices framework through the lens of the school improvement hierarchy.		
Actions		Timeline	Responsible Officer(s)
Relevant staff implement the Whole School Inclusive Practices model within the Learning and Wellbeing Framework for schools		Ongoing	Deputy Principal, Guidance Officer, HOSES, Year Coordinator
Staff are provided with professional development to understand the Whole School Inclusive Practices Framework and their role in the provision of a safe and supportive environment for all.		Ongoing	Deputy Principal, Guidance Officer, HOSES, Year Coordinator





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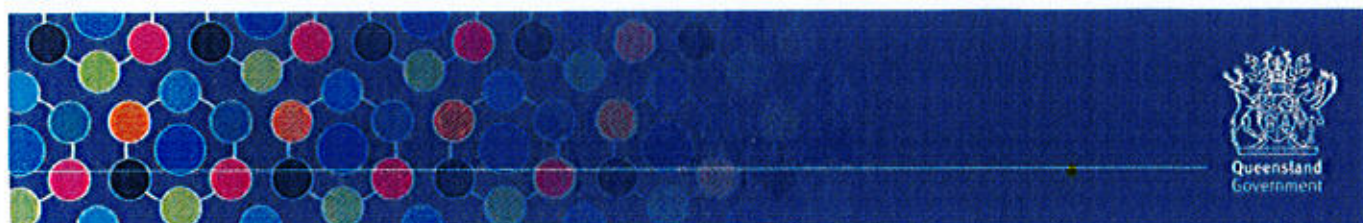
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Improvement Priority 3. Quality Teaching - Inclusive Practices

Strategy:	Staff to continue to engage with the OneSchool Dashboard creating class snapshots that are informed, dynamic and allow for practical application in the teaching and learning cycle. These will be reviewed by staff each semester.		
Actions	Timeline	Responsible Officer(s)	
All staff utilise available data and resources to complete Class Snapshots for all students in all classes, by week 3 of term 1 and 3	Ongoing	Deputy Principal, HOD, HOSES	
Staff are provided with Professional Development to develop knowledge of OneSchool processes, school support programs and the NCCD to ensure accuracy in Class Snapshots	Ongoing	Deputy Principal, Guidance Officer, HOSES, Year Coordinator	

Improvement Priority 4. Quality Teaching - Years 7 to 10 Curriculum

Strategy:	Implementation of ACARA is done with consistency across faculties – curriculum plans, instrument specific marking guides, exemplars and assessment review/ feedback sheets.		
Actions		Timeline	Responsible Officer(s)
HoD's and faculty teams use feedback from Junior School HoD to ensure ACARA is implemented with fidelity across all curriculum areas.		Term 1	HOD
Strategy:	Develop moderation processes within all faculties to ensure comparability of teacher judgements.		
Actions		Timeline	Responsible Officer(s)
Leadership team to develop school wide consistent assessment and moderation practices.		Term 1	HOD
Strategy:	Explore cross moderation of assessment tasks in Junior Secondary and engage in regional moderation where applicable.		
Actions		Timeline	Responsible Officer(s)
HoD's to investigate moderation opportunities and encourage among local schools and support teacher involvement.		Ongoing	HOD
Strategy:	Ensure collaboration prior to, during and after assessment tasks delivered to ensure comparability of task including conditions.		
Actions		Timeline	Responsible Officer(s)
Continue to implement faculty processes to ensure collaboration and comparability of teaching and assessment by all teachers.		Ongoing	HOD



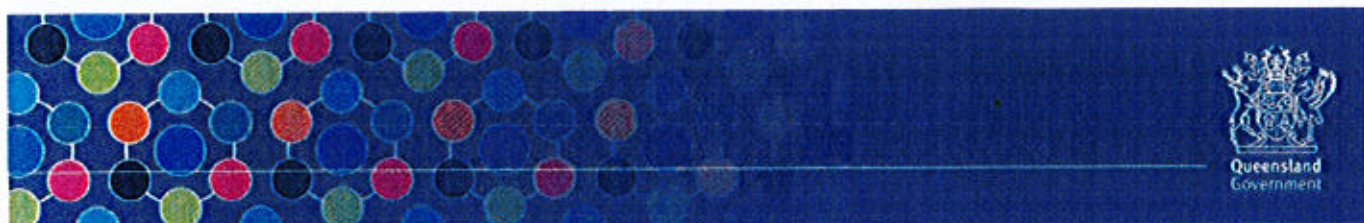


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Improvement Priority 5. Student Engagement

Strategy:	Ensure all staff understand and support attendance monitoring procedures and complete daily attendance checking in a timely fashion.		
Actions		Timeline	Responsible Officer(s)
Continue to educate staff on ID Attend. Follow up staff via emails of all unmarked rolls.		Ongoing	Melinda Bowker, Joe Bucher, Tiffany Byram, Tony D'Arcy, Gareth Lee, Geraldine Madden, Julianne Out, Glenda Price, Kate Samios, Stacey Searle
Strategy:	Track cohort performance for Year 7 - 12 each term. Record and monitor performance.		
Actions		Timeline	Responsible Officer(s)
Continue with current teaching systems of student attendance. Continue with cohort awards for attendance.		Ongoing	Deputy Principal, Year Coordinator
Strategy:	Seek parent and student feedback, through online survey and School Opinion Survey, on the effectiveness and areas of need in our current welfare and support programs at school.		
Actions		Timeline	Responsible Officer(s)
Continue to explore student support networks. Continued support and education offered through analysis of survey data.		Ongoing	Deputy Principal, Guidance Officer, Year Coordinator
Strategy:	Use online surveys to evaluate our current communication methods with parents around student engagement and attendance to ensure that messages are consistent and clear and within appropriate timeframes.		
Actions		Timeline	Responsible Officer(s)
Same day attendance communication to parents. Refine processes to ensure parents and students fully understand student engagement and attendance targets.		Ongoing	Deputy Principal
Strategy:	Evaluate methods to ensure parents and students are informed of all assessment and its due date/requirements for each year level/subjects by publishing on the school website.		
Actions		Timeline	Responsible Officer(s)
Communicate semester outlines with parents. Promote at all Parent Teacher nights etc.		Ongoing	Deputy Principal, HOD, Year Coordinator





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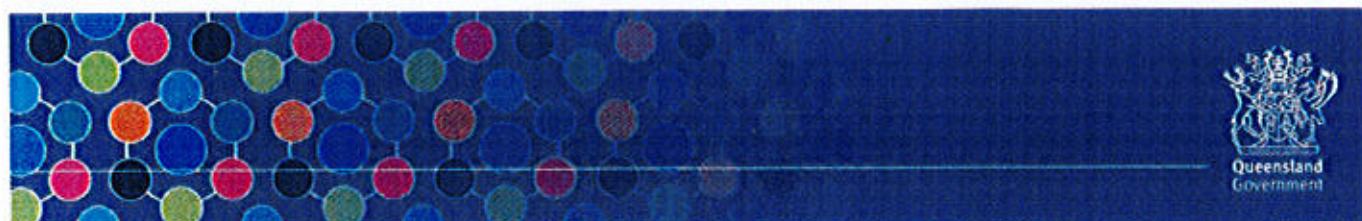
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Improvement Priority 5. Student Engagement

Strategy:	Promote to parents/caregivers the measures available to support student's welfare through email, Facebook, newsletter and school website.		
Actions		Timeline	Responsible Officer(s)
Further develop electronic communication methods. Continue to promote QParent access to parents.		Ongoing	Joe Bucher, Tiffany Byram, Robyn Forbes, Geraldine Madden, Stacey Searle
Strategy:	HPE and Arts departments to strengthen and maintain community partnerships, including local feeder schools and industry links to continue to raise the profile and relevance of Schools of Excellence programs.		
Actions		Timeline	Responsible Officer(s)
Continue to engage with all stakeholders to ensure partnerships are further developed and embedded. Build on various Indigenous partnerships.		Ongoing	Kate Battams, Megan Carlon, James Francis, Amanda Solomon
Strategy:	Student support team will review our WDP and student support programs (School Nurse, Chaplain, CEC, GOs, YLCs) to ensure student wellbeing and welfare programs meet student needs.		
Actions		Timeline	Responsible Officer(s)
Review current programs to ensure all support programs are streamlined and have clear line of sight from Years 7 - 12.		Ongoing	Nerissa Baker, Moir Bligh, Melinda Bowker, Tiffany Byram, Tony D'Arcy, Cameron Drew, Sarah Erskine, Kelly Free

Improvement Priority 6. The new Queensland Certificate of Education (QCE)

Strategy:	Establish processes to track student progress towards ATAR and the new QCE.		
Actions		Timeline	Responsible Officer(s)
Implement new Wavell Plan for 100% QCE. Teacher markbooks systematic updating of data to TrackEd for QCE. SATE assessment placemat used to inform subject changes & award of credit.		Ongoing	Deputy Principal, Guidance Officer, HOD
Strategy:	Continue to encourage teaching staff to engage as QCAA endorsers, confirmers, writers and markers to ensure our staff are best informed on the new system.		
Actions		Timeline	Responsible Officer(s)
Encourage all teachers of senior subjects to take on a role in QCAA processes.		Ongoing	HOD





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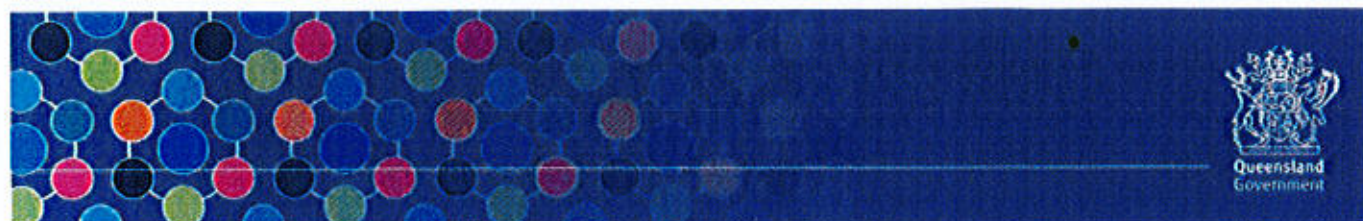
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Improvement Priority 6. The new Queensland Certificate of Education (QCE)

Strategy:	Implement with year 12 non ATAR students a Certificate II in Skills for Work and Vocational Pathways.		
Actions		Timeline	Responsible Officer(s)
Certificate II Skills for Work and Vocational Pathways implemented with at-risk students during exam blocks and tutorials. Update / rewrite WDP program to support Careers Education ATAR & Non-ATAR.		Ongoing	Cameron Drew
Strategy:	Ensure Year 11 school based course and assessments prepare students adequately for the requirements and rigour of exit and external assessment.		
Actions		Timeline	Responsible Officer(s)
Implement BYOx for all years. Mandatory for Years 11/12 students from 2020 to support the development of 21st Century Skills.		Ongoing	Meghan Gwynne
Support faculties introduction to cognitive verbs with Wavell Development Program.		Ongoing	HOD

Improvement Priority 7. Student Transition

Strategy:	Continue to develop and strengthen primary school partnerships to ensure smooth transition to high school for year 7s.		
Actions	Timeline	Responsible Officer(s)	
Seek and strengthen opportunities for cross sector involvement through cluster connections to achieve "collective efficacy". Principal, Deputy Principal, HOD's and Yr Co. Curriculum and Transition.	Ongoing	Principal, Deputy Principal, HOD, Year Coordinator	
Maintain a strong enrolment and transition process with Feeder schools. Provide information, Open Day, School tours, high school talks, enrolment weeks, individual enrolment interviews.	Ongoing	Executive Principal, Deputy Principal, Guidance Officer, HOD, HOSES, Year Coordinator	
Transition days for students with disability and behavioural transition. Year Co-ordinator to visit primary schools to collect additional information on students to support transition.	Term 4	Deputy Principal, Guidance Officer, HOSES, Year Coordinator	
Access behaviour support services, Guidance Officers, AVTs and other external agents to support transition in partnership with parents, students and teachers.	Term 4	Deputy Principal, Guidance Officer, HOD, HOSES, Year Coordinator	





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Improvement Priority 7. Student Transition

Strategy:	Engage Cluster Pathways officer to assist with senior student pathways for school disengaged students.		
Actions		Timeline	Responsible Officer(s)
Pathways Officer effectively and regularly utilized to provide appropriate pathways and support for exiting or disengaged year 10/11/12 students		Ongoing	Deputy Principal, HOD
Provide Pathways Officer with office space to utilise when visiting school.		Ongoing	Deputy Principal
Strategy:	Continue strategies to support students into pathways post school - Guidance officer, Senior Schooling meetings with students and parents, QTAC evenings and interviews, Rugby League mentoring, etc.		
Actions		Timeline	Responsible Officer(s)
Senior Schooling processes reviewed and refined to ensure efficient tracking and support of students in year 11/12.		Ongoing	Deputy Principal, HOD
Year 10 Senior Pathways evening prepared with new QCE process explained clearly to parents and students.		Term 1	Deputy Principal, HOD

Improvement Priority 8. Closing the gap between outcomes of indigenous and non-indigenous students

Strategy:	Continue to develop tracking processes to ensure Indigenous students achieving expected standard particularly in attendance and academic performance.		
Actions		Timeline	Responsible Officer(s)
Increase in class support for Years 7 - 9 students with a focus on Literacy in Semester 1 and Numeracy in Semester 2. Track indigenous cohort performance from year to year to measure gain / loss.		Ongoing	Maira Bligh, Joe Bucher
Strategy:	Continue focus to support Indigenous students with Community Education Counsellor assisting teachers to form productive partnerships and relationships with families of Indigenous students.		
Actions		Timeline	Responsible Officer(s)
CEC to encourage all indigenous families to attend all school curriculum events, especially Parent Teacher nights and Subject Selection evenings. Explore partnership with new organisation.		Ongoing	Maira Bligh, Joe Bucher
Strategy:	Continue mentoring programs to support Indigenous student achievement and build aspiration (AIME).		
Actions		Timeline	Responsible Officer(s)
ATSI students supported through subject selection, SET Plan and Performance Reviews processes.		Ongoing	Maira Bligh
Strategy:	Continue teacher aide support for indigenous students to close the achievement gap.		
Actions		Timeline	Responsible Officer(s)
CEC students will be provided with additional in class teacher and teacher Aide support both in the classroom and during specific withdrawn lessons.		Ongoing	Maira Bligh, Joe Bucher





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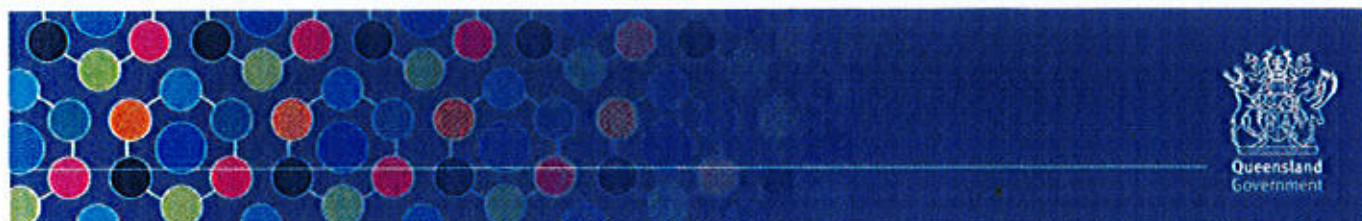
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Improvement Priority 8. Closing the gap between outcomes of indigenous and non-indigenous students

Strategy:	Continue to provide staff professional development and coaching in the teaching of literacy and numeracy.		
Actions	Timeline	Responsible Officer(s)	
All CEC staff to attend all whole of school Literacy and Numeracy Professional Development. Additional PD funding will be available to meet each CEC member's annual APDP. (Ian Hunter WR strategies)	Ongoing	Moiria Bligh, Olive Tone	

Improvement Priority 9. Science, Technology, Mathematics and Engineering (STEM) Education

Strategy:	Maintain our existing strong relationship the Queensland Minerals and Energy Academy (QMEA).		
Actions		Timeline	Responsible Officer(s)
Will continue to work closely with the QMEA.		Ongoing	HOD
Strategy:	The school, in partnership with QMEA, provide a wide variety of enrichment activities in a range of STEM fields.		
Actions		Timeline	Responsible Officer(s)
Through the QMEA, at least one enrichment activity will be available for identified students in each year level 7 -10.		Ongoing	HOD
Continue to participate in camps and competitions on offer for students in Years 11 and 12.		Ongoing	HOD
Science department and Junior Secondary work with ANSTO to provide opportunities for students to engage with Physicists.		Ongoing	HOD
Introduce the use of online learning platform to provide students access to virtual labs, collaborative inquiry lessons and diagnostic testing for STEM skills.		Ongoing	HOD
Strategy:	Development of robotics and coding units in the year 7 – 10 ICT and BIT curriculum.		
Actions		Timeline	Responsible Officer(s)
Continue to implement robotics and programming in Year 9 and 10 Digital Technologies in line with Australian Curriculum.		Ongoing	HOD





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Improvement Priority 9. Science, Technology, Mathematics and Engineering (STEM) Education

Strategy:	Increase opportunities for students to engage with STEM extension programs eg. Robotics club, young engineers, problem solving challenge days, QMEA activities etc.		
Actions		Timeline	Responsible Officer(s)
Engage with a variety of providers e.g. Junior Engineers, UQ (ambassadors), QUT (enrichment days, internships), QMEA, EQ and others to provide opportunities for students to participate.		Ongoing	HOD
Improve opportunities for students to engage in STEM activities in elective subjects by undertaking a review of the Advanced Academic Program offerings as well as further development of ITD subject.		Ongoing	Kirsten Baker, Gabrielle Butt, Jasmin Donnelly, Kelly Free, Bruce McLauchlan, Melissa Neilsen
Strategy:	Investigate opportunities to introduce career education formally in Junior secondary.		
Actions		Timeline	Responsible Officer(s)
Continue to provide examples of relevant career paths when relevant in lessons.		Ongoing	HOD
Career information is present in textbooks.		Ongoing	HOD
Career information booklets are provided at no cost to students covering Science, Health, Engineering and IT.		Ongoing	HOD
Review of Junior Secondary WDP to incorporate career education elements.		Ongoing	Kelly Free

Endorsement

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

Principal

P and C / School Council

Endorsed ARD

RGP Pollock

