Queensland Academy for Science Mathematics and Technology

Our Explicit Improvement Agenda 2024

Inspiring great minds **through the provision of a world-class education that nurtures personal excellence and develops young people who are able to contribute positively to an ever-changing world.**

When teachers SEE learning through the eyes of the student and When students SEE themselves as their own teachers

THE WHAT
Our Key Performance Indicators provide a set of explicit targets to measure our success in realizing our 'Moral Imperative'.
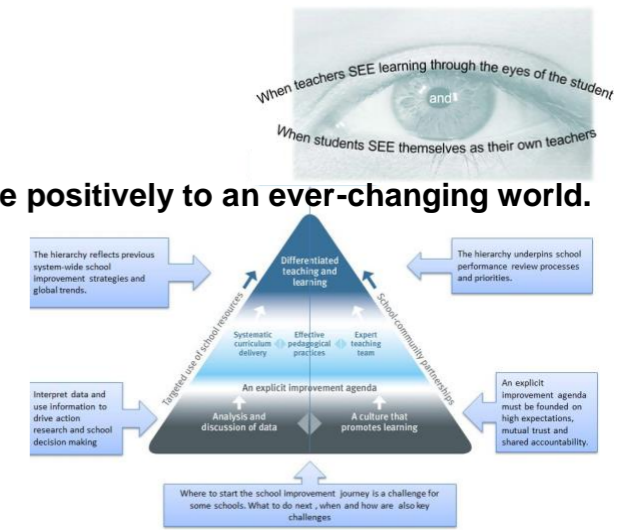
THE WHY
Our school improvement challenge is based on the premise that all students, teachers and leaders can learn and achieve success. Fullan (2011) describes this as our 'Moral Imperative'. Our QASMT moral imperative is to unlock every child's potential.

MISALIGNED SYSTEM — No Common Language or Model of Instruction
ALIGNED SYSTEM — Common Language or Model of Instruction

THE HOW
By **working together** and **focusing on our priorities** we will successfully nurture personal excellence and develop young people who can contribute positively to the world.

In order to grow we must "engage in focused innovation relative to higher order skills and qualities, test what works and spread effective practices" (Fullan, 2013).

The What ~ Our Key Performance Indicators

Confident Learners
- Every subject achieves their Subject Development Plan targets for GPA, Stretch and Lift
- 100% of students achieve an IB Diploma
- 30% or more of graduating students achieve an IB Diploma score of 40+
- 100% of students achieve U2B in NAPLAN strands Reading, Spelling, Grammar & Punctuation and Numeracy
- 100% of students achieve a QCE and a VET qualification
- 100% of students achieve a tertiary pathway

Collective Efficacy
- 97%+ student attendance and punctuality
- All teachers are actively engaged in co-teaching collaboration
- All teachers engage in the development of a structured ATL skills program across Years 7 – 12
- All teachers enact and strengthen valid, reliable and manageable assessment practices
- Staff seeking co-agency opportunities, actively engage with school leaders to explore shared priorities and/or participate in Working Parties and surveys
- Students seeking co-agency opportunities about student learning and wellbeing, communicate through student leaders or Working Parties
- Students and staff actively participate in the development and implementation of our new LMS, Schoolbox

Collaborative Culture
- All teachers actively participate in collective responsibility initiatives
- All teachers support student success through overcoming barriers to learning
- All teachers implement positive classroom practices, including ESCMs
- All staff advocate for the attributes embodied in the IB Learner Profile
- All teachers actively participate in our Professional Learning Community
- All students and staff recognise and improve sustainability practices
- All students, parents and staff engage with the Wellbeing Framework

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The How ~ AITSL National Professional Standards for Teachers aligned with the National Domains for School Improvement

National Domains for School Improvement	Our Teachers
An Explicit Improvement Agenda	• Know the AIP and EIA and reflect this with classroom practices • Promote and celebrate progress of the AIP and EIA in classroom and community • Support and share practices that allow teams to progress the AIP and EIA
Analysis and Discussion of Data	• Record student data for the school wide data set on OneSchool and Accelerus • Establish data walls to capture class data and provide ongoing student feedback • Use data walls to analyse class data and differentiate • Review, interrogate and analyse trends in class/Academy data with a view to an appropriate response • Engage in broader data discussion and analysis • Be able to identify and celebrate positive data trends
A Culture that Promotes Learning	• Plan for every student to be actively engaged in learning • Enact the Academy's Student Code of Conduct within the classroom context (make very visible) and use a flexible repertoire of classroom management strategies • Explicitly teach appropriate/expected student behaviours • Align incident data in OneSchool for minor, major and positive behaviours with agreed school protocols • Provide conscientious and diligent attendance data management (roll marking and follow ups)
Targeted Use of School Resources	• Enact Academy priorities in classroom practices • Develop, organise and plan to use a range of available resources to support effective teaching plans • Engage with and enhance the range of support personnel and services within and beyond the school to maximise the learning success of students
An Expert Teaching Team	• Commit to/engage in the Annual Performance Review processes • Engage in classroom feedback cycles (as recipient and 'deliverer') • Participate in classroom-based modelling, coaching and mentoring in order to develop expertise for self and others • Engage in the school pedagogical practices at a classroom level and provide meaningful 'feeding up' data to assist in review and refinement of strategies
Systematic Curriculum Delivery	• Ensure classroom planning is aligned to Academy curriculum documents • Monitor and share progress (with colleagues and line management) of classroom delivery, ensuring consistency and coherence • Ensure that classroom curriculum delivery includes a focus on Literacy and Numeracy • Identify personal curriculum expertise (strengths and deficits) and use this as a base for professional development
Differentiated Teaching and Learning	• Use diagnostic and achievement data to identify individual learning needs (in particular, higher achieving students as well as those with learning difficulties) • Enact curriculum adjustments needed for students • Develop/share professional expertise for teaching students with additional needs • Engage identified groups (e.g., Gifted and Talented, Indigenous, ESL and SWD) in targeted programs • Track, support and celebrate student progress towards achievement of their Personalised Learning Plan (PLP)
Effective Pedagogical Practices	• Engage in the established pedagogical framework (evidence based high yield strategies) • Provide routine evaluation of pedagogical practices to support professional learning (including WOWs, instructional snapshots, student voice, POPs) • Provide regular feedback to students to support actions that will progress learning
School Community Partnerships	• Engage professionally with colleagues, parents/carers and the community • Engage with parents to extend the classroom learning environment (into the home) • Report professionally on students' social and academic learning development (especially in the EIA) • Actively engage and manage the available opportunities for support and extension, to improve student learning • Model exemplary ethical behaviour in all dealings with students, colleagues and community