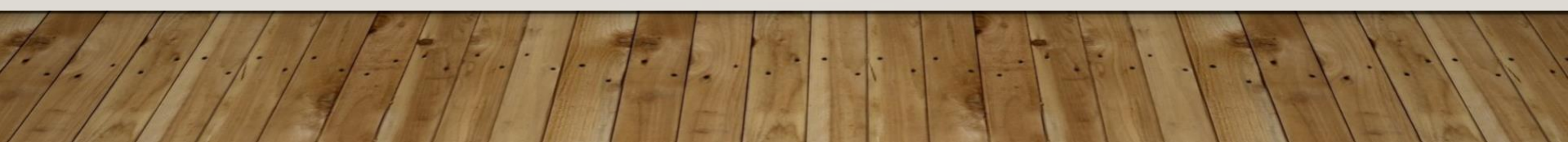

- **THE NEXT 4 YEARS
2019-2022 STRATEGIC
PLAN**

VISION

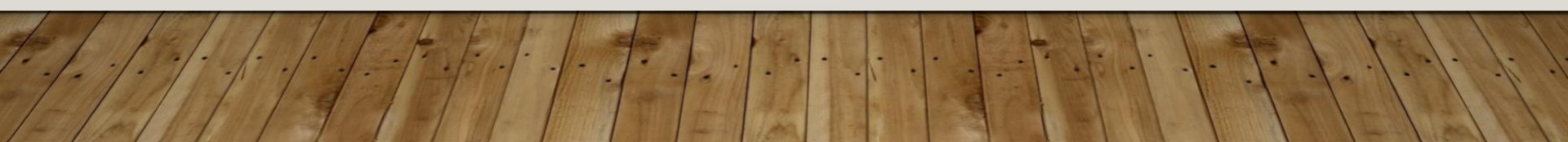
“Students at Aviation High School pursue academic excellence and social responsibility in a safe, supportive , nurturing environment”

What have we achieved?

- ASOT/ school pedagogical framework
 - Data/ Curriculum plan
 - Performance conversations/ Peer mentoring
 - Aviation context
 - ACARA
 - Arts
 - Explicit teaching (Fleming)
 - R2L/ Write that Essay
- 

-
- Welfare program
 - NAPLAN
 - Junior secondary /Local primary schools
 - Student leadership / Tutoring
 - Learning support / Student outcomes
 - Teaching and Learning team
 - IT support group

To build on-

- Successful Learners
 - Engaged partnerships
 - Great people
 - High Standards
 - All underpinned by **EMPOWERMENT**
- 

Aviation High School priorities

- ▶ DATA
- ▶ DIFFERENTIATION
- ▶ CONSISTENCY OF PRACTICE
- ▶ U2B

For teachers

- ▶ Planning is more **effective** than winging
- ▶ Feedback is more **focused** and not general
- ▶ Working towards a common goal **with** students
- ▶ Allows **students needs** to be identified and differentiated for
- ▶ **DATA** at the core

Reflection and Feedback

How will you know if students have understood the content of your lesson

- ▶ What strategies will you use to inform you about your lesson
- ▶ How will you give feedback to the students
- ▶ CORWIN/ HATTIE – Model of Learning

The outside factors

- Student engagement
- Student relationships
- Parent relationships
- High expectations
- Adherence to school rule and procedures
- TEACHER at the core with strategies to engage students in their own learning

Three questions for us as teachers:

- ▶ Why aren't they engaged?
- ▶ Why do I not have their attention
- ▶ What is wrong with **MY** pedagogy

Positive Teacher Demeanor

- Demonstrating enthusiasm- all the time
- Demonstrating intensity- some of the time
- Timing
- Verbal and non-verbal expressions
- Gestures

Research findings

- ▶ Are we **still** in a 30 minute lesson asking on average 50.6 questions, with students posing only 1.8 questions
- ▶ Most teachers questions are the **lowest cognitive level**- known as fact, recall , or knowledge
- ▶ Not all students are **accountable** to respond to questions. Teachers frequently call on volunteers and these volunteers constitute a select group of students
- ▶ Teachers typically **wait** less than one second after asking a question.
- ▶ Teachers often **accept** incorrect answers without probing
- ▶ Students ask very few **content** related questions
- ▶ **WHAT** are you **actually** going to do as a key leader to ensure good pedagogy?

Deliberate Practice is the only option

- Begins with self –audit around your engagement strategies
- Teacher reflective practice should be occurring everyday
- Avoids automaticity same attitude same class behaviour
- The goal is to continuously strive to achieve mastery
- Going out of your comfort zone
- Trial and error
- Jason Day works on the not yet attained theory. He challenges himself to keep getting better

WHAT THE STUDENTS SAY

- **What have I missed?**
- Tutoring – more resources; more seniors
- House point system is not even in teams – students not evenly distributed between houses
- Better resources (Wi-Fi); computers updated

WHAT THE STUDENTS SAY

- Better communication with Aviation Industries across all year levels
- Tutoring – affecting time travel for students that live away
- Uniforms – two types of sports hats
- Relief teachers don't have control of students
- Welfare system – house meetings don't have useful info
- Student commitments in clubs and Student Council – need to be more committed
- More explanation questions in revision
- Flight sims twice a week

WHAT THE STUDENTS SAY

Expectations for Teachers?

- Understanding – when not understanding the work/upset/unwell
- Support/ No yelling/ Suitable learning environment
- Colourful/exciting/fun work/PowerPoints/More interaction between teacher/students
- Control of the class- they named teachers/Taking in account different learning styles
- Engages all students/More feedback/Good communication to students
- Explains topics at a level students understand
- Teachers should give better feedback so we can get the A
- Explain how to get an A from what I've done

WHAT THE STUDENTS SAY

- Help after being away sick/ Time to relax after assessments
- HOD/teacher Support – if struggling/failing a subject then help us
- Teachers to ask/elaborate on questions and come back to students
- Set homework or study for next/last lesson
- More understanding/ feedback to students/less yelling at students
- More engaging lessons to reduce bad behaviour
- Interesting lessons/ Clear explanation/attention to each individual student
- Activities – partner work; group/team work; classrooms (outdoors)

WHAT THE STUDENTS SAY

Engagement

- Have breaks after work / brain breaks/Others not doing their work
- Teachers saying to do something but not caring if class is not on task
- Someone/some teachers do not respect or give us time to do work
- Teachers creating a fun classroom/ Noise levels in and around class
- Students – Motivation; Prepared; Relevance; Teaching method; Interest; Fun; Maturity; Enthusiasm
- Teacher explaining topic in a way students can't understand or follow
- Unenthusiastic teachers / unengaged students'/lesson's boring

WHAT THE STUDENTS SAY

- Students need to ask more questions/More leadership roles
- Need to be self-aware
- Fun education – more games / interactive/Rewarding – free time at end

What values are students bringing to the school?

- Equality/Relationships – friendships, understanding
- Kind / friendly language/ Enthusiasm/Respect (especially leadership)
- Positive attitude towards learning

WHAT THE STUDENTS SAY

- **Cyberbullying**

- Show students effects / consequences
- Parents need to be involved as they allow phone/data/Wi-Fi
- Private accounts – be aware/safe; know who and what you are following and who's following you
- Issues with parents etc. at home or school
- Students think they have a different identity online
- Included in Wellbeing classes
- Importance of online reputation/ Online footprint

WHAT THE STUDENTS SAY

- Awareness of peers online/ Checking on each other “Are you OK?”
- Respecting in every circumstance/ Cyber contract
- Parent Information night (cyber bullying)
- Don’t think there is a way to stop it, it’s just a part of life
- Separate document for an iPad cyber bullying agreement
- Cyber bullying on social media should result in the account being deleted and request that parents make sure child doesn’t bully people
- Suspend student for first offence; Expel student who continue to do it
- Get parents involved because if not then can’t get anywhere

WHAT THE STUDENTS SAY

Uniforms?

- Teacher uniforms/shirts/ Girls uniform very cold in winter
- Instead of cracking down on earrings....skirts need to be cracked down on with length. It looks bad for the school and parents are paying for full length skirts that are being pulled up
- Stricter uniform policy/ Caps/ Better Senior jerseys
- Summer uniforms – similar to sport uniform
- Winter uniforms – long pants; long shirts
- Girls allowed to wear pants/ Teachers properly dressed
- School bags start breaking early (separating fabric)

WHAT THE STUDENTS SAY

Recommendations/Improvements

SPORT

- Getting more involved
- Creating more excitement around swimming / cross country / athletics / Inter-school Sport

LEADERSHIP

- Creating more opportunities to show leadership at school (programs / courses)

AVIATION

- Engineering / Mechanical / Robotics / Coding (How the plane works, how to fix it)

WHAT THE STUDENTS SAY

DISCIPLINE/RESPECT

- Creating a respectful classroom environment better for learning
- Manners
- Uniform

CLUBS

- St Vinnies
- Homeless Outreach
- Aged Care

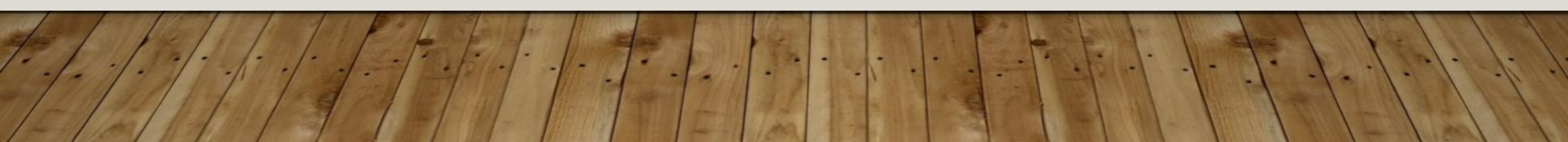
WHAT THE PARENTS SAY

- More community partnerships
 - \$
 - Learning
 - Work Experience
- Leadership program
- Tutoring clashes with extra-curricular activities
- Other times for tutoring

WHAT THE PARENTS SAY

- Homework Club / Tutoring times other than pm – lunch/morning tea
- Students being told/recommended to access tutoring
- Communication on where students are academically
- **Engagement**
- Canteen before school
- Tutoring in sports
- Cares Club in the morning

WHAT THE PARENTS SAY

- **What values are parents bringing to the school?**
-
- Alarms – minimum 45mins prior to leaving
 - Good night's sleep/No mobile devices/ Breakfast/ Transport
 - Organisation
 - Night before
 - Morning
 - Consequences for failing to meet expectations/ Setting an example
 - Consequences for choice made – letting them fail a little bit
 - Illness – parents knowing when kids are sick or acting
- 

WHAT THE PARENTS SAY

- Positive commitment
- Presence at school
- Routine at home
- Food & shelter
- Understanding of the school's goals
- Support and time
- Conversation (listening)
- Communication – school subject; peers/friendship groups

WHAT THE PARENTS SAY

- Assessment calendars – printed on the wall
- Eat together and chat
- Contact teachers
- Concept of study verses homework – need more explanation to students
- Assistance
- Schedule technology time
- Limit screen time

WHAT THE PARENTS SAY

- General care/ Diary – parents to check
- Bus/Transport – timelines
- Engage with students re school life
- Know student's timetable and teacher's **Teaching & Learning**
- Reduce the number of textbooks – BYOD for Seniors
- Texting has destroyed students ability to write/ Support for building blocks
- Rote Learning – Basics – understanding & minimum standard of Literacy & Grammar (writing ability is an issue names

WHAT THE PARENTS SAY

- Differentiation
 - Maths – practice questions – extras for higher level student
 - Exercises online – work on senior as well as junior (learning place/class one-note notebook); for students that links extra work/access
- Opportunities for practice
- Writing is the key
 - Planning & thoughts sorted into a logical order
 - More fearless in P/T interview on what can be worked on
 - Get to the nuts and bolts of what to do to get an A or B
 - Students test own work against the criteria sheet so they know where they are at
 - A year 11 boy should be able to write a reasonable essay with structure

WHAT THE PARENTS SAY

- **Cyberbullying**
- School
 - on enrolment issue & consequence & students sign as part of enrolment with school
 - Zero tolerance/ Further education/Strong policy of use – consequences
 - Communication to caregivers Increase presence with communication
 - Contact parents re incidents/Observing; Investigation
 - Provide counselling to students Resilience with ‘friends’ on social media

WHAT THE PARENTS SAY

- Parent/Guardian
 - Open communication discussions – what's acceptable & what's not
 - Face to face – conversational language only expectations
 - Charging station at home to prevent use at night
 - Keep computers/technology out of room
 - Support & Act
 - Online stuff has to have a real consequence with a record (make it legal)
 - Work through safety and risks with students
 - Where school can do it, just do it

WHAT THE PARENTS SAY

- Charging station at home to prevent use at night
- Keep computers/technology out of room/ Support & Act
- Online stuff has to have a real consequence with a record (make it legal)
- Work through safety and risks with students
- Where school can do it, just do it
- When they can have social media access and be part of it initially to monitor, support & guide
- Stay up to date – parent education on technology
- Time allocation/Phones – public transport
- Contact with parents, security/Translator
- Don't accept 'friends' if you don't know them/Modelling correct usage

WHAT THE PARENTS SAY

- **Recommendations/Improvements**
- Behaviour management
- Uniform standard – enforcing length of skirts
- Annual parent strategic meeting (to review & feedback)
- Unit plans published and advertised (QParents)
- Emails from ID Attend – more individualised with names
- Clearer explanation of clubs and experiences available
- iPads in classes

WHAT THE PARENTS SAY

- USSR
- Classroom App
- Gaps in communication from home
 - Some timing issues
 - From students to home
 - Teacher to home communication could be improved
- Lack of information on academic – increase individual academic focus
- Could implement “What is happening in subjects” each term

WHAT THE PARENTS SAY

- Information on curriculum updates – each subject
- Different information on QParent App and QParent desktop an issue
- Add information on subject in newsletters & Qparents
- **Positives**
- Wellbeing – social aspects/ Smaller classes/ Vertical form groups
- One point of information
 - Newsletters
 - Assessment planners to parents
 - invoices

THIS IS OUR ISSUE NOT THE STUDENTS

Maths / Science	English / Humanities	HPE / Arts	Business / IT / Technology	HODS
Explicit Feedback from teacher to student	Limited range of pedagogical strategies	Fixed mindset prevents growth / Teachers lack deep curriculum knowledge	Teaching learning styles	Teacher led classroom practice
Pedagogy of teachers	Lack of student engagement	Poor time management of teachers and students	Scaffolding	School culture of writing metalanguage not shared
Teacher planning	Negative student attitude	Pre-requisite knowledge lacking (students)	Support	Faculty process not shared
Lack of attendance	Students with disabilities	Lack of opportunity to demonstrate thinking	Attendance	Restricted planning time
Differentiation by teacher	Lack of skills from the students	Lack of quality and specific feedback	Workload	Teacher feedback to student
Student attitude (no motivation, behaviours, independent learning)	Low student attendance	Lack of knowing student to differentiate	Disengagement	Lack of student understanding and assessment
		Lack of modelling		Restrictive metacognitive skills
		Student engagement		Minimal planning strategies
		Student lacks self-belief / confidence		Student data around precision and clarity not shared

PEDAGOGY

GROR/ Fleming framework includes:

- Focused lessons-I do - purpose
- Guided instruction- we do it- strategic questioning, cues and prompts
- Productive group work- you do it together- consolidating thinking and understanding
- Independent tasks-you do it alone- applying learned information to demonstrate confidence
- ‘The zone of proximal development’. Structuring task’s difficulty level, jointly participating in problem solving, focusing the learners attention to the task and motivating the learner”- Design questions 3 and 4

PEDAGOGY

Robust Questioning

- Robust Questioning-requires students to problem solve and speculate- DQ3

Elicitation Q

- Backbone of Q for GI/Draws on skills and concepts previously taught

Divergent Q's

- Link / couple previously taught knowledge with new knowledge
- Apply previous information to figure out something new

Elaboration Q's

- EQ's used to find out more about the students reasoning

Heuristic Questions- (Rule of thumb)

- This is developed over a period of time of time/experiences and conversations
- You use this to determine the students ability to problem solve



Inventive Questions

- Use of knowledge to speculate or create
- Designed to teach students how to locate and formulate answers based on specific types of Q's often asked about a piece of text

QAR

- Clarifies how students can approach the task of reading texts and answering questions
- Teaches students to locate and justify answers by showing how to identify 4 types of Q's
- Encourages learning to identify a Q type and its relationship to the text that helps students build comprehension by monitoring and clarifying their reading

Summing up

- The core assumption of GI is that the student responses provide the teacher with insight into what the learner knows, does not know at this moment in time
- By posing robust Q's by the teacher exposes the student understanding or partial understanding requires anticipating misconceptions
- RQ's are purposeful and are designed to elicit information about previously taught concepts and to encourage linking previous knowledge to new

PROMPTING FOR COGNITIVE AND METACOGNITIVE PROCESSES-THINKING-PEDAGOGY

Defining Prompt

- Statements made by teachers to focus students on the cognitive and metacognitive processes needed to complete a learning task
- Prompting differs from Questioning techniques
- Q are delivered to determine what a student knows and doesn't know in order to then provide teacher with initial measures of what should occur next
- Prompts represents next steps that occur in GI and is focused on getting the students to do cognitive and metacognitive work required to complete the task

PROMPTING

- Questioning is about measurement

Prompts are about doing

- Prompts have 2 categories- cognitive-metacognitive
- Cognitive prompt is designed to trigger academic knowledge
– fact – processes
- Cognitive is about thinking and reasoning
- Metacognition is really thinking about thinking
- People predicting performance on various tasks and their current levels of mastery and understanding

PEDAGOGY

Differentiation through different strategies- whole school:

- Questioning styles/ Scaffolded activities
- Skill-building and enhancing activities/ Group work
- Peer-review and marking/ Think-Pair-Share
- Teachers use data wall and One School to find out about student capabilities and weaknesses
- Establishment of prior learning through use of activities, pop-quizzes and questioning techniques
- Types of questions
- R2L aimed beyond year level to extend and support all students
- Accelerated Yr. 9 and 10 Maths and Science courses
- Lunch time classes /“Extra for Experts” in class



PEDAGOGY

- GO/Parent meetings /AVT/ ILP to support adjustments/ conditions for students needs and to support SLO
- Probe, Reading adjustments / AVT/ LS staff
- Subject selection nights/Parent Teacher interviews/Open Day
- Responsibility of GO, Support staff with support from HODs as requested.
- Case management meetings/Review of One School data
- Lessons adjustments for student support
- Student goal setting for achievement/ Welfare lessons/ subject lessons
- Use of learning goals and tracking of content to ensure students have understood and are able to perform new skills

PEDAGOGY

- Professional readings and discussion at SLT/ faculty/ Admin levels
- ASOT and Fleming -pedagogical framework
- Questioning techniques, R2L, ~~new ASOT, Fleming lesson structure/ data and faces~~
- Clear expectations of effective teaching strategies that are required to be used by all teachers (e.g., USSR, I do/We do/You do, questioning techniques, etc.)
Posters around class wall to reinforce strategies
- Explicit teaching agenda and lesson structure.
- Learning intentions. Unit planning checklist – R2L, QAR/Questioning
- School leaders engage in performance observations and conversations on a regular basis



PEDAGOGY

- ASOT/Hattie's effect size/ Fleming class routines/Specific PD for staff around R2L and questioning
- Fisher and Frey – Surface, Deep, Transfer learning on going 2019
- QCAA/ASOT/ R2L/ QCAA/Strategy Key Ring/ QAR
- BYOD iPads training- teachers provided with IPADS to increase usage
- Feedback to students by teacher- Hattie's group
- Discussion with students re assessment criteria, high expectations standards.
- Sample assessment pieces
- Differentiation strategies – discussion and samples at Staff meetings.
- Performance observations/conversations routine
- HOD observations, peer observations/ PDP feedback