



Aviation High School Strategic Plan 2017-18

This is a review that has taken place based on our endorsed Strategic Plan from 2015-18:

Green- embedded

Orange - working towards

Red- stop doing, need revising, or need to build capacity

School Profile-

The current plan is a four year plan which the school community endorsed in 2015. This updated plan is based on our revision to date and our plans for the final two years

Aviation High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students from years 7 to 12 have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Opened in 2007, Aviation High School was established to provide direct pathways for students seeking careers in the aviation and aerospace industries in Queensland. The school curriculum at Aviation High School was significantly influenced and supported by the aerospace and aviation industries and provided wonderful opportunities for students. The aerospace context has now grown to the extent that the school has structured a new faculty, led by a separate Head of Department, to cater for those students who wish to pursue careers in the industry. With the introduction of the national curriculum, the school is now delivering that same quality education across all Learning Areas to all students, whatever their aspirations

With 420+ students and 40 teaching staff, this quality secondary school is proudly creating traditions as a school of excellence in academic outcomes for students.

These outcomes are enhanced by our quality Junior Secondary Education, indicated by our NAPLAN results being above or similar to the national mean in all areas.

At Aviation High School, our unrelenting focus on student learning and improvement will continue with three priorities identified and planned for:

- Literacy and Numeracy Enhancement
- Explicit Teaching – evidence-based teaching strategies
- A Culture that promotes learning in every classroom

Students can gain an Overall Position (OP), a Queensland Certificate of Education (QCE) and VET qualifications while at school. We offer a wide range of senior subjects, both Authority and Authority Registered, with our specialized programs being: Diploma of Aviation leading to a Commercial Pilots Licence; Aerospace Studies (Authority subject); Aeroskills; Aircraft Maintenance Engineering (Certificate II, articulating into completion of the full Certificate IV following year 12) UAV Certificate III. Some students choose to take up a school based traineeship or apprenticeship while enrolled at Aviation High School.

The school's facilities include an Aeroskills and Aeronautics Trade Training Centre, a wind tunnel, flight simulator Centre, radio room and aircraft themed catering facility as well as

aircraft control systems and physics laboratories.

Aviation High School offers many opportunities for students to be active participants through cultural, sporting and academic pursuits. It is through these extra-curricular pursuits that students develop a deeper connection to our school. Some of the ways students can be active participants in the life of our college include:

- Academic competitions including ICAS Mathematics and Science Competitions , National Chemical Quiz, RACI Titration Competition, Unmanned Aerial Vehicle (UAV) Competition, Australian Youth Rocketry competition
- Instrumental Music program and school bands
- Arts Festival
- Student Council
- Student tutorial program
- Years 7-12 interschool sporting competitions
- School trips – NASA Science trip to the USA and our European trips
- We value input from parents and believe that the stronger the relationship between the school, the home and the student, the more likely students are to succeed.

Vision

'Pursue Excellence'

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

Values

The school's five core values are embedded in every endeavour that the students undertake. We value students who demonstrate: Responsibility Integrity Respect Learning Passion for Aviation High supported through welfare / form classes. Each year has a Welfare Leader who advocates for their students

Priorities

Core Priority: Reading

| Performance Measure | Target |
|--|---|
| An increase in students' reading skills through the introduction of 'Reading to Learn' Program | 98% NMS; 25% U2B by 2018 No student below NMS by 2018 in all NAPLAN domains |
| Reciprocal reading | 98% NMS; 25% U2B by 2018 No student below NMS by 2018 in all NAPLAN domains |
| All staff professional development in Reading to Learn program | 98% NMS; 25% U2B by 2018 No student below NMS by 2018 in all NAPLAN domains |
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| Strategy | Implementation Years |
| Uninterrupted Student Sustained Reading | ☑ 2015 ☑ 2016 ☑ 2017 ☐ 2018 |
| Implement Reading to Learn Program | ☑ 2015 ☑ 2016 ☑ 2017 ☑ 2018 |
| Identify ways of preparing students to meet the curriculum demands presented by NAPLAN and QCS | ☑ 2015 ☑ 2016 ☑ 2017 ☑ 2018 |
| Analyse whole school, faculty and individual student data in order to action programs | ☑ 2015 ☑ 2016 ☑ 2017 ☑ 2018 |

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| suited to students' learning needs | |
| Using individual and class data from ONESCHOOL (Dashboard) to help differentiate teaching and learning strategies | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Implement strategies to improve individual and whole school performance in areas of literacy and numeracy | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Literacy, Numeracy and CCE requirements identified and embedded in all junior school units and assessment items- under review due to R2L process | ✓ 2015 ✓ 2016 ✓ 2017 ✓ |
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Core Priority: Writing

| Performance Measure | Target |
|--|-----------------------------|
| Increase in students' literacy skills | 85% NMS; 25% U2B by 2018 |
| Strategy | Implementation Years |
| All faculties share responsibility for supporting the writing improvements that we strive for – more staff need to do this explicitly | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Emphasis on paragraph writing (TEEL) | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| On-demand writing in every subject | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Literacy, Numeracy and CCE requirements identified and embedded in all junior school units and assessment items- Arts faculty needs to review student work | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Implement Reading to Learn Program | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Analyse whole school, faculty and individual student data in order to action programs suited to students learning needs | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Using individual and class data from ONESCHOOL (Dashboard) to help differentiate teaching and learning strategies. School Data Room set up – Arts faculty to review | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Implement strategies to improve individual and whole school performance in areas of literacy and numeracy | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
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Core Priority: Numeracy

| Performance Measure | Target |
|---|-----------------------------|
| Increase students numeracy skills | 94% NMS; 35% U2B |
| Strategy | Implementation Years |
| Explicit teaching strategy – need to encourage teachers outside maths/science to be aware of the numeracy strategies they can employ in their classrooms | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |

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| Translation of word sentences to mathematical sentences – address this through junior secondary numeracy/literacy program | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Numeracy requirements identified and embedded in all junior school units and assessment items | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Implement Reading to Learn Program | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Analyse whole school, faculty and individual student data in order to action programs suited to students learning needs – Data room created | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Using individual and class data from ONESCHOOL (Dashboard) to help differentiate teaching and learning strategies | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Implement strategies to improve individual and whole school performance in areas of literacy and numeracy | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Identify ways of preparing students to meet the curriculum demands presented by NAPLAN and QCS | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
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Core Priority: Science

| Performance Measure | Target |
|--|--|
| • Incorporate R2L- Science are developing | 90% + Academic achievement across the whole school |
| • Explicit teaching of spelling including use of common Latin roots | 90% + Academic achievement across the whole school |
| • Maintain a variety of assessment tools to ensure communication skills develop in a range of formats i.e. on demand writing, analysis of primary and secondary scientific data. | 90% + Academic achievement across the whole school |
| • Embed perspectives of other cultures in assessment items. | 90% + Academic achievement across the whole school |
| • uninterrupted sustained silent reading for all lessons | 90% + Academic achievement across the whole school |
| Strategy | Implementation Years |
| • Improve scientific literacy and reading comprehension- work in progress, R2L skills/confidence | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| • Improve communication skills (written, tabular, graphical) | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| • Increase awareness of sustainability including from Aboriginal & Torres Strait Islander perspectives. | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |

Core Priority: Retention

| Performance Measure | Target |
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| Welfare Leaders and HODs to review weekly class reports and attendance data to identify disengaged students and liaise with parents | Remain above the state in all selected year levels |

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| and guidance officer | |
| Broaden industry and university partnerships to create greater choices, opportunities and pathways for student into career pathways | |
| Strategy | Implementation Years |
| Develop productive partnerships with students , staff , parents and industry Implement 'flying start' reforms through getting ready for secondary school Plan for the retention, attainment and transition of students | <input checked="" type="checkbox"/> 2015 <input checked="" type="checkbox"/> 2016 <input checked="" type="checkbox"/> 2017 <input checked="" type="checkbox"/> 2018 |
| Use data and Senior School Academic reviews processes to identify early and track senior school students at risk of not attaining QCE, OP, VET Develop communication and marketing strategies to create a positive outlook for the community | <input checked="" type="checkbox"/> 2015 <input checked="" type="checkbox"/> 2016 <input checked="" type="checkbox"/> 2017 <input checked="" type="checkbox"/> 2018 |
| Use parent email list and social media in general to communicate stories, school priorities and goals continue curriculum planning to ensure ACARA is operational for 2015 and beyond Target appropriate Junior Secondary staff Continue primary school associations to promote Aviation High School | <input checked="" type="checkbox"/> 2015 <input checked="" type="checkbox"/> 2016 <input checked="" type="checkbox"/> 2017 <input checked="" type="checkbox"/> |
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Core priority: Attainment

| Performance Measure | Target |
|---|--|
| Increase in students Literacy and Numeracy skills Increase in Senior students leaving school with appropriate qualification and skills to access the further Education/Training /employment | Incremental Improvement in U2B 25% plus No student below NMS in all NAPLAN domains All senior students exiting with 100% QCE alongside OP 1-15 or Certificate 2 and above |
| Strategy | Implementation Years |
| Analyse whole school, faculty and individual student data in order to action programs suited to students learning needs | <input checked="" type="checkbox"/> 2015 <input checked="" type="checkbox"/> 2016 <input checked="" type="checkbox"/> 2017 <input checked="" type="checkbox"/> 2018 |
| Implement strategies to improve individual and whole school performance in areas of literacy and numeracy | <input checked="" type="checkbox"/> 2015 <input checked="" type="checkbox"/> 2016 <input checked="" type="checkbox"/> 2017 <input checked="" type="checkbox"/> 2018 |
| Using individual and class data from ONESCHOOL (Dashboard) to help differentiate teaching and learning strategies | <input checked="" type="checkbox"/> 2015 <input checked="" type="checkbox"/> 2016 <input checked="" type="checkbox"/> 2017 <input checked="" type="checkbox"/> 2018 |
| Identify ways of preparing students to meet the curriculum demands presented by NAPLAN and QCS | <input checked="" type="checkbox"/> 2015 <input checked="" type="checkbox"/> 2016 <input checked="" type="checkbox"/> 2017 <input checked="" type="checkbox"/> 2018 |
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Core Priority: Transition

| Performance Measure | Target |
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| Implementation of the GRFSS | All six education Queensland dimensions met |

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| Processes in place to support student subject selection | Reduce subject changes across the school- SETP involvement |
| Successful transition to desired learning pathway | All year 12 students attaining a QCE/ Above Region for OP 1-15/100% certificate completion for VET |
| Strategy | Implementation Years |
| Implement AH GRFSS action plan | ✓ 2015 ✓ 2016 ✓ 2017 □ 2018 |
| Review yearly our processes for appropriate pathways and subject choice options in both Junior and Senior schools | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Promote and market Aviation High School as a preferred destination for local primary feeder schools by aligning with them through practices such as 'Reading to Learn', Accelerated Reader and Primary School Partnerships- setting up programs with Nundah SS initially then expanding to include other feeder schools | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Set up effective and accountable SET planning processes which are transparent to the student and parent | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Analysis of Next Steps survey data to help inform effective subject offerings for all students be they OP or VET | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| 100% completion of all Vocational Training Courses | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |

Core Priority: Attendance

| Performance Measure | Target |
|--|-----------------------------------|
| Increased school attendance rate | 4% increase over the next 4 years |
| Strategy | Implementation Years |
| 24 hour absence line for parents and carers to notify the school on their child's absence | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Rolls are marked at roll group and during every lesson during the day and recorded in ID attend program | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| A text messaging system is in operation to parents and care givers whose student has been marked absent | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| If a student is absent for longer than 3 days without notification the welfare leader or Deputy Principal will make contact with the family | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| If a student misses 3 lessons then the teacher will seek to contact family | ✓ 2015 ✓ 2016 ✓ 2017 □ 2018 |
| Individual lesson absences are formally recorded for each DP and then followed up with individual student | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Students truanting school or are late without permission from home are required to make up the learning time they have missed | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| If students have unexplained absences, this will be addressed by the Welfare Leader fortnightly. A list of unexplained absences will also be posted to parents at the end of | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |

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| each term | |
| Compulsory schooling policy enacted if a student's absence is of concern | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Communication to the school community regarding "Every Day Counts" through newsletters articles, electronic notice board and whole and year level assemblies | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Congratulatory letters are now to be sent home with 100% attendance record | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| non-attendance managed in line with the DET policies, SMS-PR-029: Managing student absences and SMS-PR-036: Roll marking in State Schools, which outline processes for managing and recording student attendance and absenteeism | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |

Core priority: Closing the GAP between attendance and outcomes of indigenous and non-indigenous students

| Performance Measure | Target |
|---|---|
| Build confidence with local indigenous community groups and the school | Increase levels of engagement and interaction with community groups |
| Increased levels of parent and community engagement with school | Academic and vocational senior scholarships offered by the P&C, business and community organisations |
| Increased university places, work placement and employment opportunities for our students | 10% increase per year of our students receiving a certificate 11 qualifications 5% increase per year of our students receiving a certificate 111, SBA, SBT 5% increase per year of our students receiving and OP 1-15 |
| Increased confidence in public education and the school's ability in delivering excellent outcomes for students | 100% of parents satisfied that this is a good school 94% of the parents would recommend this to school to other parents |
| Strategy | Implementation Years |
| Implement Education Queensland's Parent and Community Engagement Framework | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Create meaningful and enriched learning opportunities beyond the classroom to further engage our students in their learning | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Identify and promote mentoring and volunteer opportunities for students and the school community | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Continue to explore wider opportunities to improve the schools ability to communicate with parents at all levels | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Strategy | Implementation Years |

Core Priority: High Expectations in Every Classroom, Every day to Maximise Student Achievement

| Performance Measure | Target |
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| Successful implementation of the school pedagogical framework ASOT | 90% observable practice |
| A consistent and documented approach to differentiation across the school including the school's capability in catering for students with learning difficulties- student support team and improved teacher | Student targets are set and met each term 55% A=B, D+E+N less than 11% |

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| uptake | |
| Improvement in schooling results | OP 1-15 above regional average 100% QCE attainment 100% VET completion |
| Increased school attendance rate | 4% increase over the next 4 years |
| Improved student behaviour and increase in the number of students receiving positive recognition through a targeted welfare program | Reduce short term and long term SDA's by 10% per year |
| Enhance the use ICT's in the classroom to support student learning | 80% teaching staff to demonstrate innovative and untried eLearning practices |
| Strategy | Implementation Years |
| Develop a time frame and methodology for implementation of ASOT | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| The use of data to facilitate the 'moral imperative' to drive 'Fleming' teaching strategies in the classroom practice and implement continual school improvement | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Develop and implement an action plan to increase student attendance- DP/ Welfare | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Review BMP and adopt effective behaviour management practices and standards and examine ways to promote positive student behaviours | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Review the scope of senior school subjects and vocational pathway offerings | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Examine options for alternative pathways of education through parent, business and community links | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Implement the recommendations and the school teaching and learning and discipline audits | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |

School Priority: Building Aviation High School Staff Capability

| Performance Measure | Target |
|---|---------------------------------|
| Performance Development Plans implemented by teaching staff and school in preparation for the new teacher review process | 100% PDP completion |
| All staff involved in collegial conversations about teaching practice | 100% engagement |
| All HODS involved in performance conversations with staff around our explicit teaching framework | 100% engagement |
| All experienced and senior teachers are engaged in mentoring and supporting teachers- teachers to engage in peer tutoring | 100% senior teacher involvement |
| Each faculty will have a teacher involved in literacy, numeracy, Reading to Learn, eLearning committees | 100% |
| Strategy | Implementation Years |
| All staff are engaged in supportive teams, professional self-reflection, conversation and using collegial coaching in the implementing ASOT | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |
| Using the performance framework as a tool to align teacher capability with the whole | ✓ 2015 ✓ 2016 ✓ 2017 ✓ 2018 |

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| school priorities | |
| Utilising lead teachers to mentor and share best practices and experiences | <input checked="" type="checkbox"/> 2015 <input checked="" type="checkbox"/> 2016 <input checked="" type="checkbox"/> 2017 <input checked="" type="checkbox"/> 2018 |
| Allocate resources for the capability development of the Senior Leadership Team in leading instruction, coaching and explicit feedback | <input checked="" type="checkbox"/> 2015 <input checked="" type="checkbox"/> 2016 <input checked="" type="checkbox"/> 2017 <input checked="" type="checkbox"/> 2018 |
| Form eLearning steering Committee and implement the school's eLearning Action Plan in preparation for the ICT audit | <input checked="" type="checkbox"/> 2015 <input checked="" type="checkbox"/> 2016 <input checked="" type="checkbox"/> 2017 <input checked="" type="checkbox"/> 2018 |
| Form a Numeracy Committee with an explicit focus on reading and comprehension | <input checked="" type="checkbox"/> 2015 <input checked="" type="checkbox"/> 2016 <input checked="" type="checkbox"/> 2017 <input type="checkbox"/> 2018 |
| Continue the roll out of the literacy committee action plan in aligning Reading to Learn program and existing literacy and numeracy programs | <input checked="" type="checkbox"/> 2015 <input checked="" type="checkbox"/> 2016 <input checked="" type="checkbox"/> 2017 <input checked="" type="checkbox"/> 2018 |