Aviation High Strategic Plan 2023- 2030

School Profile

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 follows the national guidelines but has context and influence and much support through associations with aerospace and aviation industries that provide wonderful opportunities for students.

There is school-wide commitment to every student's success and strong support for the school's vision that 'students pursue academic excellence and social responsibility in a safe, supportive and nurturing environment' is apparent. Our students affirm a clear belief and feeling that our teachers genuinely care for them, which is mirrored by teachers noting their care for students. The school community shares a strong sense of optimism and resilience for the future. A culture of academic performance and high expectations is nurtured at the school. This is reflected in exceptional student achievement data when compared with schools across the nation.

Our school has instigated processes to support teaching and learning activities that set high expectations for students, promote deep learning and encourage students to be active learners and take risks. 'Student dispositions' and personal investment in academic success support the development of school-identified student attributes of self-motivation, perseverance and reflection, in addition to the mastery of difficult material. Our school leaders see the importance of supporting the technical and soft skills required for the future workforce.

The school provides direct pathways for students seeking careers in the aviation and aerospace industries. The aviation stream is supported with curriculum options from Year 7 to Year 12, a suite of extracurricular activities, excursions, resources and industry partnerships. A number of teachers at the school have industry qualifications. The school has consistently been recognised at the annual Aviation Aerospace Awards for both teachers and students. This includes being a six-time winner of the coveted aerospace teacher of the year award and best aerospace studies program in the state. The school has a growing alumnus of students who have successfully transitioned into the aviation industry.

Our school adheres to the national curriculum and delivers quality education across all Learning Areas to all students, whatever their aspirations. With 700 students and 60 teaching staff, the 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. 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 Australian Tertiary Admission Rank (ATAR), a

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Queensland Certificate of Education (QCE) and VET qualifications while at school. We offer a wide range of senior subjects, both SATE and ATAR Registered, with our specialized programs being: Aerospace Studies (Authority subject; Aero skills; Cert III Unmanned Aerial Vehicle (UAV), Aircraft Maintenance Engineering (Certificate II, articulating into completion of the full Certificate IV following year 12) and Data Analytics.

The school places a high priority on building partnerships to enable young people to acquire the knowledge, skills and attributes to be successful. Students have a strong connection to clubs such as cadets, student council and Rotary, and speak positively of the Interact club's charitable work. Instrumental music and sporting options are highly regarded. The aviation specialisation is supported with Aero and Fly to Learn clubs, coding club, the aviation group and junior flight sims club. Parents are actively invited to partner in their children's learning, and are particularly supportive of the out of school hours' tutoring program and academic improvement program. Students express valuing the access to this additional learning opportunity supported through a school partnership with university and alumni students. Participation in school clubs is well sought after and our students and parents appreciate the time and effort school staff take to support these out-of-hours activities.

Aviation High is a school that believes strong relationships are at the core of all success. 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 wellbeing / form classes. Each HOUSE has a Wellbeing Leader who advocates for their students

Green – embedded

Orange – Developing

Red- not seeing

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School Priorities

Culture

The most powerful influence we can have on our students – it is our norms, values, beliefs and traditions that are built over time as people work together.

For us, it is our high expectations and collective efficacy to teach our students an invisible curriculum. The one that exemplifies drive, respect, responsibility, integrity and care for others.

Long term targets				
• **Building a shared mindset of high expectations** • **Developing an expert teaching team through a collective mindset** • **Build teacher efficacy through consistency** • **Build student efficacy and agency through common language by both students and staff**				
Strategies	**2023**	**2024**	**2025**	**2026**
Consistent common language ASOT / Fleming Formal coaching in triads • Accountability for the data – video evidence, student feedback, academic data • Framework for improved pedagogy • Personalised goal setting for individual growth	√	√		
Collaborative development of the Aviation High Student Graduate • Teaching and Learning Team • The Colts • Thinking team	√	√		
Value adds programs: • *After school tutoring Mon – Thurs. 3pm – 4.45pm – staff volunteer to attend* • *Academic improvement program – ensures Y10/11 achieve a C standard – teachers volunteer*	√	√		
A human centred approach – Leading Humans	√	√		

• Self-reflection and build interpersonal skills to interact with other staff • Student wellbeing programs – neuroplasticity of the brain • Student coaching conversations				
Implementation and reflection of the school culture plan • Clear communication at all levels is the focus to reduce confusion			√	
Measures: • Reduction in SDA / behaviour referrals • Increase in Positive OS contacts • Increase in staff and student feelings of wellbeing	√	√		

School Priorities

Reading

Long term targets				
• **Increase NAPLAN U2B** • **Increase Student Academic Achievement U2B level to 70%**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Uninterrupted sustained silent reading	√	√		
• USS Writing	√	√		
• Reading to Learn to assist LS/EALD students	√	√		
• Best practice used to prepare students to meet curriculum demands by NAPLAN, SATE, ATAR- Wednesday afternoon	√	√		
• Best practices identified through coaching model to improve the individual and whole school performances in achieving A standard in Literacy and Numeracy	√	√		
• Junior school literacy, numeracy and cognitive verbs identified and embedded in all plans	√	√		
• Track Ed and one school data used to triangulate information to differentiate the teaching and learning	√	√		

Writing

Long term targets				
• **All student written assessment planning in Writers Toolbox** • **All JS written assignments in Writer's Toolbox** • **Uninterrupted Sustained Silent Writing (USSW) completed by all students every day** • **Writing Professional Learning Team lead schoolwide writing program** • **Increase in U2B for both English and NAPLAN** • **80% students completing USSW every day**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Continued staff training in Writer's Toolbox – new staff & refresher	√	√		
• Expert writing teachers in each faculty through the writing PLT- COLTS				
• Assessment exemplars written in Writer's Toolbox – using the appropriate year level and includes writing strength	√	√		
• One pager to support staff and student choice of paragraph styles that demonstrate cognitive verbs	√	√		
• Senior classes use Writer's Toolbox to plan and draft all written work	√	√		
• Writing PLT develop gradual release model for planning writing of assessment pieces	√	√		
• Students increasingly plan own writing pieces and select own paragraphs 7-10	√	√		
• Junior students complete all learning journey course elements in Writer's Toolbox by end of year 10	√	√		
• Track improvements using Milestone tasks at end of each year (first 3 weeks of Term 4)	√	√		
• Track number of USSW tasks completed each year	√	√		

School Priorities

Numeracy

Long term targets				
• **Literacy, Numeracy and Cognitive verbs requirements identified and embedded in all junior school units of work and assessment pieces** • **Implement coaching focus best practice strategies to improve the individual and whole school performances in achieving 'A' standard in Literacy and Numeracy.** • **Shared practice that is sustainable and evident across all faculties**				
Strategies	**2023**	**2024**	**2025**	**2026**
• translation of word sentences to mathematical sentences	√	√		
• Numeracy requirements identified and embedded in all junior school units and assessment items evidence across faculties	√	√		
• Use individual and class data from one school and other sources in order to triangulate information in order to differentiate for teaching and learning e.g. class mats/ case management	√	√		
• Literacy, Numeracy and Cognitive verbs requirements identified and embedded in all junior school units of work and assessment pieces evidence in all faculties	√	√		
• Implement best practice strategies to improve the individual and whole school performances in achieving 'A' standard in literacy and numeracy through explicit teaching	√	√		
• Identify best practice in preparing students to meet the curriculum demands	√	√		

School Priority

Science

Long term targets				
• **Increased student engagement through varied representation, action, and expression of curriculum**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Alignment of assessment tasks to Australian Curriculum v.9, in 7-10 science	√	√		
• Improved communication skills (written, tabular, graphical), including more effective use of Writer's Toolbox	√	√		
• Embedded inclusion strategies in 7-10 Science	√	√		
• Increased awareness of Aboriginal and Torres Strait Islander perspectives within 7-10 Science	√	√		
• Improved, consistent feedback strategies (student-student; student-teacher; teacher-student) in 7-10 Science	√	√		
• Use of 5E's (evidence-based) inquiry model in junior Science	√	√		
• Improved use of DQ4 (collection of evidence) in 7-10 Science	√	√		
• Improved thinking skills in 7-10 Science	√	√		

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School Priority

Differentiation

Long term targets				
• To support students who learn in different ways and at different rates • To improve student outcomes for all students • To improve teacher efficacy through improved pedagogy • To build a culture of pedagogical sharing across the school				
Strategies	2023	2024	2025	2026
Content Differentiation: • based on student readiness, interests and learning profile, teachers provide varied information and ideas, enabling students to reach their learning goals	√	√		
Process Differentiation: • based on student readiness, interests and learning profile, teachers vary delivery depending on how students understand and engage with the content	√	√		
Product Differentiation: • based on student readiness, interests and learning profile, teachers provide students diverse opportunities to show what they know, understand, and can do	√	√		
Affect/ Environment Differentiation: • based on student readiness, interests and learning profile, teachers adjust the climate or tone of the classroom	√	√		
Targeted use of data: • student data used to identify targeted differentiation strategies used by teachers (Track Ed, NAPLAN, PAT testing, school-based reporting data, inclusion data, such as PLPs and ICPs)	√	√		
Case management of targeted students: • movement of students into U2B using differentiation and coaching goals	√	√		

School Priorities

Industry Partnerships

Long term targets				
• **Build on mutual benefits of partnerships** • **Provide opportunities for industry and the education sector to work together** • **Establish employment pathways for students**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Maintain school and industry steering committee	√	√		
• Monitor external environment	√	√		
• Industry involvement throughout the school calendar year	√	√		
• Industry involvement at annual awards night	√	√		
• Align curriculum objectives with industry practice				
• Teacher release to industry	√	√		
• Work experience program	√	√		
• Regular communication with stakeholders	√	√		
• Clear management of expectations from industry involvement	√	√		
• Promotion of industry links	√	√		
• Development of Year calendar of events	√	√		

School Priorities

Teaching and Learning—continual improvement of our expert teaching team

Long term targets				
• **Moving students in their learning by more than a year's growth– e.g. 1/3 of a band supported by tracking throughs- Power BI…..Quadrants** • **Students reflecting on their learning behaviours** • **Students reflecting on their learning of the content/curriculum** • **Build teacher Efficacy through explicit pedagogy** • **Increase U2B** • **Explicitly teach writing in all subjects** • **Increase rigour in curriculum audit (Australian Curriculum) requirements to include marking guides and assessment alignment planners Build on mutual benefits of partnerships** • **Provide opportunities for industry and the education sector to work together** • **Establish employment pathways for students** • **Increase rigour in curriculum audit (Australian Curriculum) requirements to include marking guides and assessment alignment planners**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Teachers creating and using learning progress trackers that include behaviour and curriculum learning with classes	√	√		
• Students reflecting in the learning progress tracker	√	√		
• Student dispositions	√	√		
• Evidence based pedagogical strategies	√	√		
• Teachers reflecting on teaching practice through coaching triads and Annual Capability Goals	√	√		
• Provide optimal caring and supportive environments for students	√	√		
• Professional learning teams focussed on school non-negotiables—writing, thinking, pedagogy	√	√		
• Departments follow school Australian Curriculum processes - consistency	√	√		
• Provide optimal caring and supportive environments for students	√	√		
• Curriculum audits conducted	√	√		
•				

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School Priorities

Thinking- DQ 4/5

Long term targets				
• **Focus on student dispositions – the Aviation High Graduate** • **Meta cognitive processes students can identify** • **Build collective teacher Efficacy through improved pedagogical practices**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Embed Values of Inquiry for feedback				
• Build strategy banks for teachers to develop thinking in the classroom	√	√		
• Student learning journals – tracking student thinking	√	√		
• Consistency of language	√	√		
• Embedded developed questioning frameworks – QAR, Types of questions, Q-Matrix	√	√		
• Cognitively complex tasks	√	√		
• Develop errors in reasoning	√	√		
• Meta cognitive WALT & WILF structures	√	√		

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School Priorities

Attendance

Long term targets				
• **95% whole school attendance**				
Strategies	**2023**	**2024**	**2025**	**2026**
• 24-hour absence line for parents and carers to notify the school on their child's absences	√	√		
• Rolls are marked in the morning and for every class and recorded in COMPASS	√	√		
• A text messaging system is in operation to parents and care givers whose student is absent in the morning	√	√		
• 100% attendance recognised on whole school assemblies and letters of congratulations	√	√		
• Non -attendance managed in line with DET policies, SMS-PR-209: Managing student absences and SMS-PR-036: Roll marking in State Schools, which outlines processes for managing and recording student attendance and absenteeism	√	√		
• If a student is absent longer than 3 days without notification the DP/ Welfare Leader will follow up	√	√		
• If student is absent longer than 3 days without notification the DP/ Welfare leader will make contact the family TEXT sent requesting medical certificate from office staff	√	√		
• If a student misses 3 lessons, then the classroom teacher will inform HOD who will then contact DP	√	√		
• Compulsory schooling policy enacted if students' absences are of a concern	√	√		
• Every day counts communicated to the school community on a regular basis, newsletters, text messaging, digital noticeboard, whole school and year level assemblies	√	√		

School Priorities

High Expectations to succeed in every class every day

Long term targets				
• **A consistent, inclusive and documented approach to differentiation across the school - students targets across the school term- 75% U2B- 35% A standard- D, E, NR less than 5%** • **Increased attendance across the school and individual year levels- 4% increase in attendance over the next 4 years.** • **Increase the number of students receiving positive recognition through the HOUSE SYSTEM- reduce short- and long-term SDA's by 10%- reduce referrals and work within code of Conduct framework** • **100% VET completion, 100% QCE** • **ICT's as a teaching tool to support school pedagogical framework to support student and teacher learning- 80% teaching staff to utilise e-learning in the classroom**				
Strategies	2023	2024	2025	2026
• Develop strategies through coaching and mentoring to enhance delivery of NEW NASOT mentoring, coaching DQ 3 and 4, Feedback, Writer's Toolbox, Junior Secondary HOD	√	√		
• IMPACT cycle coaching model to facilitate the continuing use of our FLEMING teaching structure in all class practices	√	√		
• Continue to review effectiveness of our updated Student Code of Conduct in order to promote positive school attendance and interaction	√	√		

School Priorities

New ASOT Design Q 4/5

Long term targets				
• **Students practice and deepen their understanding of new knowledge.** • **Continue to pursue excellence in all Design Questions.** • **Examine similarities and differences and identify errors.** • **Use of home learning and academic notation to deepen student understanding**				
Strategies	2023	2024	2025	2026
• Comparing-classifying- creating similes and metaphors- creating analogies- identifying errors. • Use of Venn diagrams, sentence stem, double-bubble diagrams, comparison matrix, • classifying charts, metaphors- life is a stage, visual prompts for analogies, use of categories for errors in thinking	√	√		
• Structure practices spaced close together- chunking information to build fluency. • Cooperative Learning Groups to build on listening, thinking and sharing. • Real-world learning tasks and peer critiquing	√	√		
• Have students systematically revise make corrections in their notebooks. • Understanding that home learning builds declarative knowledge. • Making notations interactive in order to revisit and revise • Use of proficiency scales to check for understanding	√	√		
• Modelling- teacher first - presenting any skill, strategy, or process to students. • Guided practice- well-structured opportunities to practice new skills, strategies or • processes.	√	√		
• Close monitoring- highly structured practice environments- monitoring of students' actions to correct early misunderstanding. • Frequent structured practice teacher demonstrates first and provides frequent opportunities to practice discrete elements of the skill or process.	√	√		

• Fluency practice- independent practice in order to perform skill or process skilfully, accurately, quickly and automatically. • Worked examples- while practicing with problems that they have worked out so they receive a clear image of the correct procedure.	√	√		
• Practice sessions prior to testing- practice schedule to review skills or processes before they are tested or retested on them	√	√		

School Priorities

New ASOT Design Q4/5

Long term targets				
• **Teach students to support claims and assertions with evidence** • **Hypothesis testing and High -order thinking** • **Engage students in task design, cooperative learning and self- evaluation**				
Strategies	**2023**	**2024**	**2025**	**2026**
• presenting the formal structure of claims and support-a formal level, support for a claim • should include grounds, backing, and qualifiers	√	√		
• Providing grounds- teachers ensure that student state the claim with the word 'because' • at the end and then finish the sentence. The portion of the sentence after 'because' is the grounds for the claim	√	√		
• Providing backing- utilising the types of backing: expert opinion, research results, or factual information	√	√		
• Generating qualifiers- - this is the collection of evidence for acclaim- 2 categories-evidence for or against the claim-this can be sorted into grounds (general) and backing (more specific). Students learn to use evidence that does not support the claim to generate qualifiers	√	√		
• Formally presenting claims-orally or written-- Orally means time for opportunities to raise • questions of the class or receive comments as the presenter	√	√		
• problem solving task-this helps to set goals, identify obstacles or constraints to reaching the goal, predict, find solutions, test solutions or predictions, examine results, evaluate and reflect	√	√		
• Decision - making tasks- helps identify possible alternatives, outline the criteria for which each alternative will be judged, apply the criteria to	√	√		

each alternative and select the most appropriate alternative				
• Investigation tasks- to identify a concept, past event or future hypothetical event to be investigated; identify what is known, identify confusions or contradictions and develop plausible resolutions to the confusions or contradictions	√	√		
• Use of Student Tracker- this will monitor progress and understanding over the course of a cognitively complex task.	√	√		
• Providing resources - these resources will be informational - books, websites, videos, diagrams, models or building materials	√	√		
• Teaching research skills - provide direct instruction in how to independently find resources and information that will help them complete COGNITIVELY complex tasks	√	√		
• Creating cognitive dissonance- the teacher will seek out information that does not align with student hypothesis and presents to students to help them identify and correct errors in their thinking	√	√		

School Priorities

Feedback- DQ 1/2

Long term targets				
• **Focus on student dispositions- Perseverance, Reflection, self-motivation, - to raise the U2B** • **Build student self-reflective skills as life-long learners; feedback to self** • **Ensure rise in academic results due to improved Effort, Behaviour and Curriculum knowledge reflection; self-feedback** • **Ensure that there is a whole school efficacy, due to common language over all curriculum areas** • **Improvement in Effort and Behaviour will ensure students reaching their potential; a rise in achievement data- feedback to self for self-awareness and improvement in results** • **Raise the results due to the rise in Industry and Concentration in class** • **Align to curriculum with VOI and Cognitions** • **Also, to be aligned with the curriculum content- Unit co-ordinators to populate the app at the start of the term for the new units of work**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Establish Learning Progress Tracker as an **Aviation High school LPT** app	√	√		
• Building the app- with focus on the student dispositions and student effort and Behaviour (in the first instance)	√	√		
• Collaboration across departments for the rolling out of the app- as an effort and Behaviour tool	√	√		
• Ensuring that all students have access to the app and would use it across the school as a plenary tool- at least once a week in each subject– *non-negotiable*	√	√		
• All staff doing PD on the use of the app, and its benefits for student self-reflection	√	√		
• Making sure that the LPT app will gather the results and track the data in a quantitative data	√	√		
• Ensuring clear expectations to students on the importance of self-reflection as a 21st century skill and a key to personal success	√	√		
• Ensuring clear expectations on *when/how to* complete the self-reflective feedback. There	√	√		

may be termly, weekly and or daily applications				
• Using the quantitative data as a feedback tool- to aim for a rise in the effort data-	√	√		
• Align the improvement and awareness of effort and behaviour to the improvement in results- and the students should be able to see a direct correlation- success breeds success.	√	√		
• Curriculum content knowledge will pin point to students where they need extra support- self referral to tutoring and asking questions for clarification.	√	√		
• Motivating students to track their growth independently reflecting on their performance	√	√		
• Feedback to self- independent learning- self regulators; expert learners	√	√		
• Establish an inclusive culture where students have ownership and can track their Learning to improve outcomes.	√	√		

School Priorities

Marking Guides- DQ 1/2

Long term targets				
• **Focus on exemplars as a non-negotiable for every task** • **Build teacher efficacy through collaboration with colleagues** • **Ensuring alignment** • **Ensuring that new teachers are supported to write effective marking guides**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Establish knowledge and understanding of *how* to write an effective marking guide	√	√		
• Building word banks for staff to use as a starting point when writing marking guides	√	√		
• Collaboration when writing marking guides	√	√		
• Ensuring that all assessments have exemplars *– non-negotiable*	√	√		
• New staff doing PD on writing marking guides	√	√		
• Making sure that teachers understand how to align the task	√	√		
• Ensuring clear expectations on *how* to align the task	√	√		
• Ensuring clear expectations on *when/how to* align the task	√	√		
• Keeping up to date with any directives on marking guides	√	√		
• Clarifying all timelines on expectations (exemplars, alignment etc)	√	√		
• Expectations on giving other staff feedback on their marking guides	√	√		

School Priorities

Student Dispositions

Long term targets				
• **Embed student disposition as school culture and everyday language** • **Build student disposition learning tracker for each subject** • **Motivate student learning by implementing and recognising the 3 dispositions in each subject**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Make student dispositions visible by having posters all around the school	√	√		
• Constant reminding students of disposition in and out of the classroom	√	√		
• Set expectation for the class using dispositions	√	√		
• Recognise students who show dispositions by awarding certificates, house points and vouchers on assembly, once per term.	√	√		
• Record student who shows disposition and analyse the data and trends	√	√		
• Monitor students who is having a trouble following student dispositions	√	√		
• Build a bank of question for teachers to remind students about disposition in their subject	√	√		
• Encourage teachers to discuss with students their effort and behaviour using student disposition concepts.	√	√		
• Once a term, set questions related student dispositions as a writer's toolbox task. E.g. Upon reflecting on your study habits this term, write a slam dunk paragraph on how you could motivate yourself next term to improve study habits.	√	√		

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School Priorities

Retention

Long term targets				
• **Wellbeing leaders, DP's HODs and GO to review weekly class report around behaviour, attendance data to identify students and liaise with parents** • **Broaden industry, SATS and university partnerships to create greater choices, opportunities and pathways for students to engage with** • **TRACK ED- to case manage all students** • **Industry Partnerships leading the way – (P-Tech)**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Develop productive partnerships with students, parents and the community	√	√		
• use data and senior school academic reviews to identify early and track senior students at risk of not attaining QCE/ VET/ ATAR (TRACK Ed)	√	√		
• Working closely with marketing company GOA to improve strategies that help the local and wider community see us as a school of first choice	√	√		
• Continue to explore wider opportunities to improve the school's ability to communicate	√	√		
• Utilise social media for positive outlook towards the school, parent emails, newsletters to generate a positive story about the school and its community	√	√		
• Build staff efficacy in creating a school where staff and students wish to remain	√	√		

School Priorities

Attainment

Long term targets				
• **Increase student's Literacy and Numeracy skills- no student below NMS in all NAPLAN domains** • **Increase senior students leaving school with measures and appropriate qualifications and skills to access further education/ training/ employment- 100% QCE/ VET / ATAR** • **Case management front and centre**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Analyse whole school, faculty and individual student data to identify and action programs suited to students learning needs	√	√		
• Implement inclusive strategies to improve individual and whole school performance in the areas of literacy, numeracy and in particular writing skills- e.g., EALD, Gender, Indigenous and disabilities	√	√		
• Utilise individual and whole school data (ONESCHOOL) and other sources in order to support differentiation across teaching and learning	√	√		
• identify inclusive strategies in preparing students to meet the curriculum demands of ACARA and SATE	√	√		
• Development of faculty strategies to improve student outcomes from B's to A's	√	√		

School Priorities

Transition

Long term targets				
• **Processes in place to guide and support student subject selection - JS Toolkit** • **Implement support strategies across the year to guide and support students from primary to secondary school** • **Successful transition to desired learning pathways- all year 12 students attaining a QCE/ VET/ ATAR score** • **Buddy Program**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Implement Aviation High School's getting ready for High School program- JS toolkit	√	√		
• Review yearly processes for appropriate pathways and subject choices for both junior and Senior school students' pathways	√	√		
• Promote and market Aviation High School as a preferred destination for local Primary feeder schools by aligning with them through best practices learning goals, Excellence Programs and STEM programs	√	√		
• Implement effective and accountable SET planning processes which are transparent to student and parent	√	√		
• 100% completion by students of VET courses	√	√		
• Yearly SATE/ ATAR curriculum offerings VET/Pathways reviews to support students NEXT STEP	√	√		
• attract more girls into the School Aviation Pathways	√	√		
• House Buddy program	√	√		
• Analysing and interpreting attendance/behaviour/SDA data.	√	√		
• On entry to High School Data is valued and used as a benchmark of the child's capability. This is triangulated with A-E English and school based formative assessment, attendance and behavioural data.	√	√		
• Orientation days are held in small groups with students participating in classroom visits and	√	√		

parents and school leaders meeting to share information.				
• local providers to identify and support/connect students in advance with high level needs. For other students we use a range of strategies that start with personalised tours with the school leadership team. This opportunity allows 1:1 interactions or very small group discussions between parents and the team.	√	√		
• Students with disabilities undergo a formalised transition program which includes weekly visits to spend time if required in a class, interacting in morning tea and lunchtime playground and visiting the library.	√	√		
• Success mainly comes from relationships and direct feedback via the range of channels we have. The establishment of these relationships often comes from other school strategies including interviews, orientations etc. A daily presence at the gate and around the playground connecting with parents. Relationships have already commenced via school processes before day one. This is continued with the support of our School Liaison Officers, GO and the leadership team who support parents and students on day one. • P&C work directly with new parents through the provision of opportunities to connect them into our school. • Many of our families identify as EALD we have staff available that can assist where needed.	√	√		

School Priorities

Closing the Gap- Inclusivity

Long term targets				
• **Build sustainable relationships with our local indigenous community groups and the school** • **Increase parental and community engagement with the school** • **Increase university placements, work placement and employment opportunities for our students**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Create meaningful and enriched learning opportunities beyond the classroom for the students and the school community	√	√		
• Implement the Parent and Community Engagement Framework	√	√		
• Identify and promote mentoring and volunteer opportunities for students and the school community	√	√		
• Continue to explore wider opportunities to improve the school's ability to communicate with parents and carers at all levels	√	√		
• ATSIAP challenges SS and JS	√	√		
• Teacher advocacy for indigenous students to pursue excellence	√	√		

School Priorities

Building Staff Capability through Collective Efficacy

Long term targets				
• **Performance Development Plans implemented and reviewed twice yearly- aligned to school, regional priorities and teacher priorities** • **All staff part of collegial conversations, mentoring and performance about teaching practice- PEDAGOGY** • **DP's and HODs involved in performance conversations, mentoring and coaching against our explicit teaching model** • **School to support Teaching and Learning group, COLTS and ICT breakfast Hubs** • **Each faculty to have a key teacher for Numeracy, Literacy, Writing, SATE and ACARA**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Professional self -reflection, supportive teams, collegial coaching and mentoring in the implementation of the NEW ASOT- writing, thinking and feedback	√	√		
• Lead teachers to mentor and support new and beginning teachers- best practices and experiences	√	√		
• Priorities in developing coaching, mentoring and explicit feedback to staff and ultimately students- use of Leading Humans/ Impact Cycle	√	√		
• ICT breakfast Hub supports BYOD	√	√		

School Priorities

Pathways to Technology

Long term targets				
• **Development of STEM portfolio to all industry connections** • **Formalise graduate opportunities and pathways** • **Industry experiences imbedded with curriculum** • **Integration with all curriculum portfolios**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Codify subject selection forms to match pathways	√	√		
• Structured flight training courses e.g. RPL class	√	√		
• Liaison with industry for determination of desired Aircraft engineering qualifications	√	√		
• Data Analytics curriculum alignment – Year 9 - 12	√	√		
• Coding/programming curriculum alignment – Year 7-12	√	√		
• Industry mentors for curriculum and clubs	√	√		
• Industry site visits	√	√		
• Experiential learning e.g. Think Tanks	√	√		
• Case management of students with potential towards industry employment outcomes	√	√		
• Alumni group	√	√		
• Develop Social Media presence – marketing, good news stories	√	√		
• Steering Committee structure – school/industry	√	√		
• Monitor external environment to determine future partnerships	√	√		
• Regular communication to all stakeholders – students, staff, industry	√	√		
• Work experience opportunities	√	√		
• Desired industry soft skills explicit in curriculum				
• Staff Professional Development and upskilling	√	√		
• Teacher release to industry	√	√		

School Priorities

Inclusivity

Long term targets				
All targets for priority groups are the same as targets for general students i.e. U2B, As, Attendance, Behaviour, Effort • **96% pass rate (A-C)** • **"A" standard – 35%** • **U2B – 75%** • **Effort – 96%** • **Behaviour – 98%** • **Attendance – 95%** **Priority groups include: NCCD, ATSI, EAL/D, disability** **Teachers own inclusion in their classrooms** • **Teachers develop PLPs and adjusted assessments in consultation with students/parents/carers/STARS** • **Teachers save evidence for NCCD as part of the NCCD process**				
Strategies	**2023**	**2024**	**2025**	**2026**
Extension Opportunities • Clubs • Differentiation • Participate in classes higher than current year level	√	√		
Improvement tutoring • Tutoring after school to enable 1:1 support of students in priority groups run by tutors, teachers, and TA's • Target any students failing English and Mathematics to offer Academic Improvement Classes – small group intensive teaching after school hours run by teachers	√	√		
Clubs – meeting needs and interests of all priority groups • Rainbow club • ATSIAP – invitation only • STEM Extension	√	√		
Professional Development • Leaders of inclusion • Inclusion Capability Facilitators (12 months to end 2025)	√	√		

• Develop and implement a PD schedule tailored to develop inclusivity and align to whole school Explicit Improvement Agenda				
Policy and Processes • **Document Inclusion Framework** • **Create a skeleton inclusion framework** • **As processes evolve add to inclusion framework** • **Create a Staff Handbook for inclusion**	**√**	**√**		
Teaching and Learning • **Embed quality differentiated teaching practice in all classrooms** • **Use formative and summative assessment to identify strengths and areas for growth and goal setting across all subjects** • **Analyse data to support the teaching and learning of priority students** • **Use student snapshots to plan for quality differentiated teaching in classes of priority students** • **Build on the school's signature pedagogy to encompass EALD, disabilities and indigenous strategies and reflect on their impact through case management** • **Use Class Dashboard TrackEd student profiles and Class Mat to "know the learners"** • **Educate the class about different disabilities so that students know how to support each other**	**√**	**√**		
Curriculum Processes • **Planning – demonstrated consideration of all priority groups/students in planning** • **Curriculum – engagement at the same level as similar aged peers** • **Moderation – prioritise adjusted curriculum moderation process - moderated on during moderation process (includes all steps of consultation) (before, after, after, end)** • **Review – impact of differentiation and adjusted assessment on student achievement**	**√**	**√**		
Faculty Processes • **Faculty sharing of inclusive practices in the classroom each faculty meeting to keep inclusion as a schoolwide priority**	**√**	**√**		
Consultation processes • **Consult with students, parents/carers resulting in informed decision making for support and** • **adjustments being provided for learning, engagement, and wellbeing**	**√**	**√**		

Accessible enrolment processes • **Adjust enrolment processes for accessibility of both parents/carers and students**	√	√		
Case Management • **1 student from a priority area is case managed each term by all class teachers** • **Establish learning goals improvement strategies for individual students and whole class**	√	√		
STARS processes embedded and enacted • **Create an inclusion handbook for staff** • **Handbook is utilised by all staff and driven by HODs**	√	√		
Inclusion Review • Based on unit planning, PD, differentiation, surveys, student feedback and data	√	√		
Coaching • Embed inclusive practices in whole school coaching process • HODs / DPs to conduct walkthroughs to observe learning of priority groups	√	√		
NCCD • Refine and develop processes and procedures to support inclusive practices and NCCD	√	√		
Environment • Consider universal design—the design of products and environment—in all new facilities	√	√		
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Aviation High Strategic Plan 2023- 2030

School Priorities

Strategic Plan Summary-

Long term targets- Our School My Responsibility- 7 mindsets				
• **Consistency and delivery of our Classrooms in Action - Fleming/ ASOT** • **DATA** • **Differentiation** • **Inclusivity and Wellbeing program** • **Whole School Academic achievement- 96% A to C** • **Whole School Industry achievement - 96% A to C** • **Whole School Behaviour achievement- 99% A to C** • **A standard whole school 35%** • **Upper Two Bands 75%** •				
Strategies	**2023**	**2024**	**2025**	**2026**
• DQ 1/2- 4/5	√	√		
• Writing (WTB)	√	√		
• Thinking and feedback	√	√		
• Data to inform practices	√	√		
• Impact Cycle coaching model	√	√		
• Partnerships- industry and community	√	√		
• Inclusivity across the school	√	√		
• Student and teacher wellbeing	√	√		

School Priorities

Continual improvement through the use of Data

Long term targets				
• **Moving students in their learning by more than a year's growth.** • **Teacher reflecting on their Teaching Practices.** • **Students reflecting on their learning of the content/curriculum.** • **Build teacher Efficacy through teachers knowing and understanding their data.** • **Increase U2B and A-C LOA, Behaviour, Effort.** • **Increasing Attendance to above 95% in all year levels through Students and Parents knowing their Data.**				
Strategies	**2023**	**2024**	**2025**	**2026**
Teachers using learning progress trackers that include behaviour and curriculum learning with classes.	√	√		
Students reflecting in the learning progress.	√	√		
Teachers reflecting on their LOA & teaching practice through coaching triads and PDPs	√	√		
Departments follow school Australian Curriculum processes – consistency	√	√		
Teachers talk through effect size from previous 3 years data in PDP with HODs.	√	√		

Teacher Data Plan
Term 1
Class Placemats(TrackED)
Differentiated students
Learning Support
Behaviour
U2B
Case Management
Coaching
PDP
Exam Support
Term 2
Reporting Data
Case Management Review
Progress Tracker
Exam Support Requests
Student Survey Data
Term 3
Reporting Data
Case Management Review
Progress Tracker
Exam Support Requests
PAT Testing
Term 4
Reporting Data
Case Management Review
Progress Tracker
PDP Review
Exam Support Requests
Attendance Data
Attendance Data is OSMR
Form Class Data Conversation
Attendance Health Check Letter

School Priorities

Explicit Teaching

Long term targets				
• **Classroom in Action based on Fleming Structure** • **Continue to reinforce last 7 years of implementing Design Questions 1,2, 5, 6, and 8** • **Evidenced through lesson observations**				
Strategies	**2023**	**2024**	**2025**	**2026**
• Classroom in Action Framework	√	√		
• DQ 1/2	√	√		
• DQ4/5	√	√		
• Thinking	√	√		
• Feedback	√	√		
• Impact Cycle coaching Framework	√	√		

School Priorities

Teacher Mindsets

Long term targets				
• **Focus on teachers' mindsets- teachers are aware of and are implementing all 7 mindsets** • **Build student dispositions through a learning tracker/app on all 3 dispositions for all 6 subjects they have (could be once a week to start, then every lesson)**				
Strategies- for good teacher mindset	**2023**	**2024**	**2025**	**2026**
• Demonstrations and presentations at whole staff and faculty meetings on each mindset (we have only covered Growth Mindset so far this year)	√	√		
• Weekly quotes/notices to all teaching staff	√	√		
• Resources in an easy to access place i.e. flight manual link	√	√		
• Reminder posters of the 7 Mindsets in each staffroom	√	√		
• Using consistency of language with coaching observations/video and general conversations	√	√		
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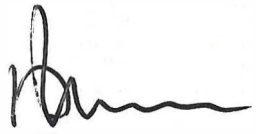
Endorsement

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



David Munn

Principal

Umar Scott-Smith

School Council