

Senior Schooling Reflection Tool





This artwork, titled "Metro Cultural Connections", has been created by Carole Grant, Mandandanji woman, who lives and work in our Region as a school-based Community Education Counsellor.

Acknowledgement of Country

We acknowledge the Traditional Custodians of the lands across Metropolitan Region, where the fresh water flows into the salt water. The blending of these waters signifies the interconnectedness of all First Nations people and the lands where schools and workplaces of this Region are situated.

We pay our respects to Elders past and present, who are the keepers and preservers of the cultural knowledges, languages and traditions.

We all have a role in creating workplaces, schools and communities that recognise, uphold and value the contribution of First Nations peoples.

Learning Goals

1. How this came about?
2. Senior Schooling Reflection Tool
3. Application of Tool (Systematic Curriculum Delivery)
4. TAG - Feedback

Background

- Pine Rivers Special School (DP / P)
- Woody Point Special School (DP)
- Redcliffe Special School (P)
- Mitchelton Special School (P)

Kaizen

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change

good

Acknowledgement

Honour the past whilst designing for the future

All schools at different stages of Senior School Curriculum Framework

All schools have made their own sense of Senior School Curriculum / QCIA

ICEBREAKER

Senior School Context

One thing our school does really well is.....

A black and white photograph of Ricky Gervais. He is wearing a dark suit, a white shirt, and a dark tie. He has a beard and is smiling slightly. His arms are outstretched to the sides, palms up. The background is a plain, light-colored wall.

Be happy. It really annoys negative people.

Ricky Gervais

Senior Schooling Special School Reflection Tool

- The Senior Schooling Special School reflection tool has been developed to assist school communities to work towards improved pathway and attainment outcomes for all students.
- It is aligned with the **National School Improvement Tool** and the department's School Improvement Hierarchy to guide schools in reflecting on current practice across the nine domains and prioritising areas of focus.
- It is not intended to be used as a checklist, but rather to provide prompts for strategic conversations.



Senior Schooling Special School Reflection Tool – Every Student Succeeding - QCIA

The Senior Schooling Special School reflection tool has been developed to assist school communities to work towards improved pathway and attainment outcomes for all students. It is aligned with the National School Improvement Tool and the department's School Improvement Hierarchy to guide schools in reflecting on current practice across the nine domains and prioritising areas of focus. It is not intended to be used as a checklist, but rather to provide prompts for strategic conversations. This reflection tool provides stimulus to facilitate professional conversations between schools, curriculum leaders and teachers about building student success in Years 11 and 12 for a successful transition to post school options.



What do you see?

What does that make you think?

What are you wondering about?

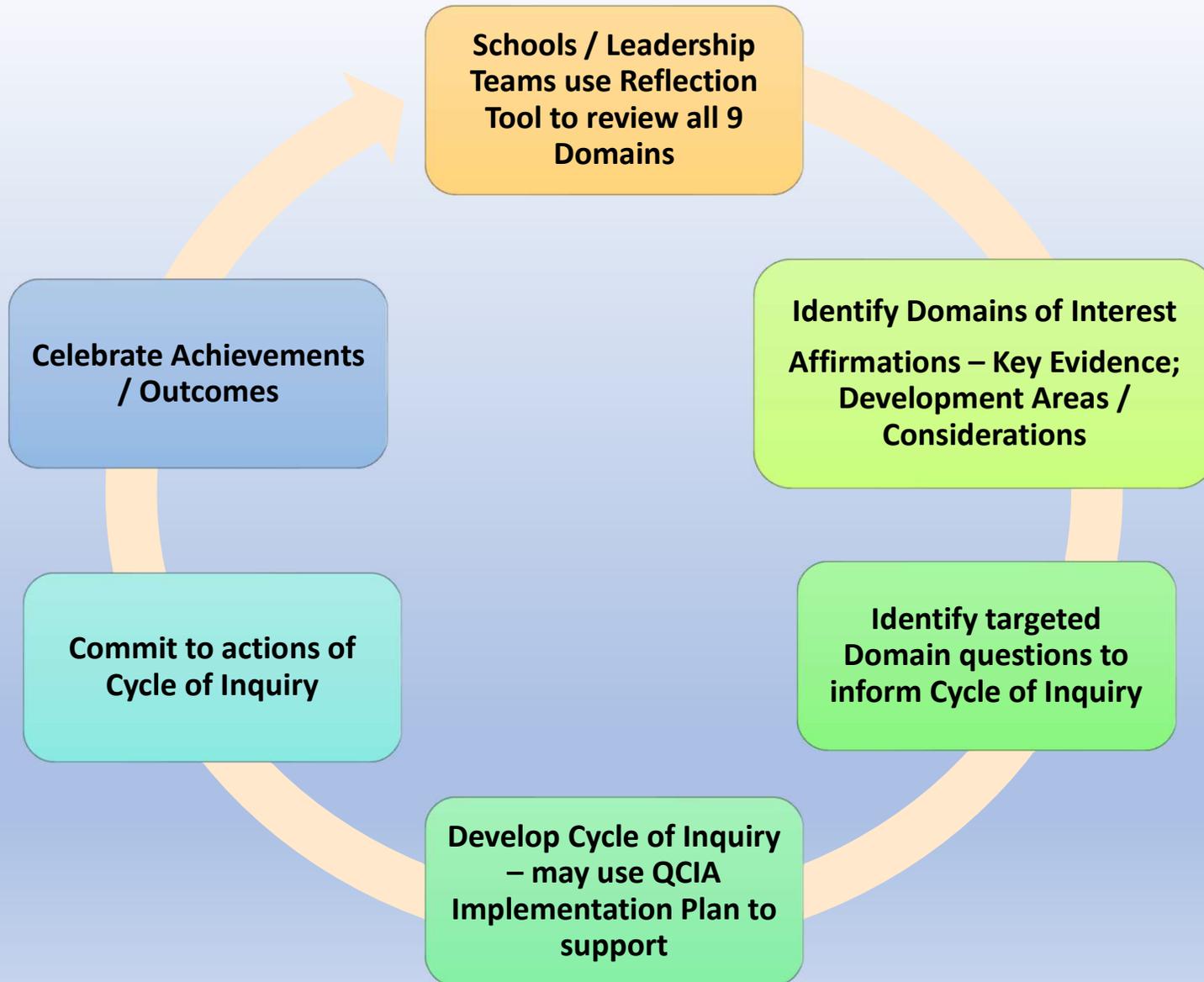
PROCESS

Make observations and gather evidence about current Senior Schooling practices and culture in the school

Conduct strategic conversations around each focus area (School Improvement Hierarchy)

Develop vision and plan that aligns with Every Student Succeeding in QCIA (Inquiry Planner Tool)

Embed strategies in school planning



Inquiry planner — Every student succeeding in the QCIA

Inquiry cycle



The purpose of this inquiry planner is to support school leaders and their teams when undertaking a review of pathway programs within their school. It is not intended to be used as a checklist, but rather to provide prompts for strategic conversations.

Schools may choose to use the inquiry planner (with or without the provided examples) to align the **Meaningful pathways key messages** with the school context:

- Schools further strengthen approaches to pathway planning, in conjunction with career education, in a way that is purposeful and sustainable, and prepares students for their future in a changing world.
- Students are informed partners in their learning and pathway options, leading them to QCIA attainment and successful transition from school to further education, training or employment.
- Stakeholders work together to strengthen partnerships between schools, industry and training providers in order to provide meaningful pathway opportunities for students.

The Evidence Hub's [Engage in inquiry](#) webpage provides advice for how to work through each phase of the inquiry cycle to guide, capture and record conversations and develop the inquiry planner.

Note: Grey shading indicates the continuous progression of one example in each phase of inquiry.

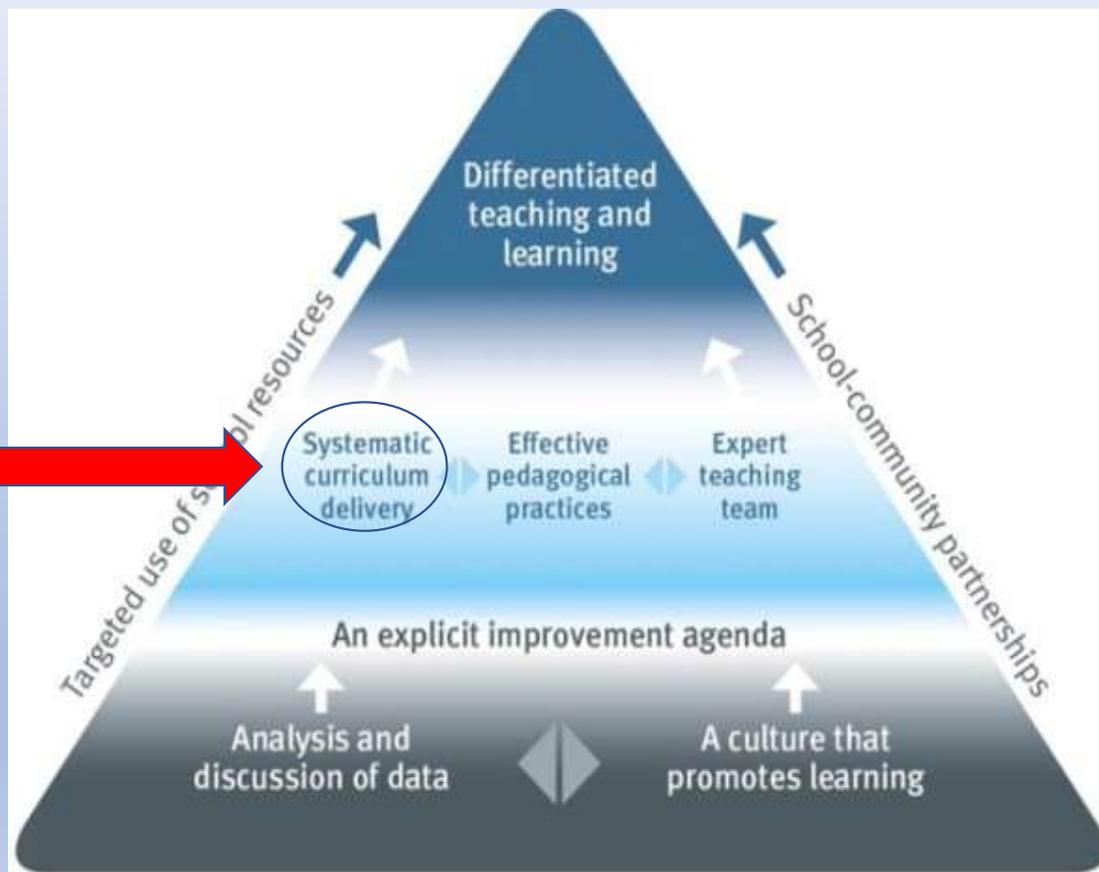
Scan and assess	Prioritise	Develop and plan	Act (Resources, collaboration, stakeholder feedback)	Monitor or review (Precision, shared accountability, evidence of impact)		
Focus	Improvement priority	Inputs	Activities	Outputs		
Focus	Improvement priority	Inputs	Activities	Outputs	Short-term outcomes	Long-term outcomes
<p>Every student succeeding in the QCIA (A life of choice not of chance)</p> <p>Example Meaningful pathways for all students will support QCIA attainment and enhance students' post-school transition success.</p> <p>Informing evidence</p> <p>How are our students doing? How do we know?</p> <p>Examples of evidence:</p> <ul style="list-style-type: none"> • DOE Strategic Plan, State Schools Improvement Strategy, SH domains — what can we see evidence of in our plans? What is 'new' for consideration? • School's Strategic Plan, AIP, Budgets • Senior Curriculum Offerings — General, Applied, VET and other • Partnerships supporting curriculum delivery and post-school transitions • School data sources (<i>Headline Indicators, Attendance data, SDA data, VET Cert Data / Next Step data, Wellbeing data</i>) • School data plan— knowing our students- Leadership Team, HODs, Teachers, Students • SETP process • Case management approach • Career education program • Qualitative data sets, e.g. Student feedback on curriculum offerings and pathway opportunities 	<p>Prioritised problem of practice</p> <p>Example: Our student cohort has changed, but our pathway opportunities have not.</p> <p>Possible explanation - Is the issue:</p> <ul style="list-style-type: none"> • Sourcing pathway and partnership opportunities? • School curriculum design • Advice on pathways and perception of an appropriate pathway? • Knowing what's possible – examples? <p>Initiative/s and evidence base</p> <p>Examples:</p> <ul style="list-style-type: none"> • Future requires creative thinking, decision making, problem-solving, interpretation of information and personal interaction — are our pathways meaningful? (<i>The Future of Jobs Report, World Economic Forum, 2018</i>) • Future job market trends indicate... • Our local community employs... • VET qualifications that are linked to future job market are ... • The percentage of my students headed towards is <p>Objective / inquiry question</p> <p>If we students will</p> <p>OR</p> <p>If we will students</p>	<p>Example: Human</p> <ul style="list-style-type: none"> • Time sourcing suitable partnerships (HR) • HR model supporting senior school • Cost/time of PD — staff qualifications to deliver courses <p>Example: Physical</p> <ul style="list-style-type: none"> • Delivery on site or off site of particular VET courses — what are the physical requirements? • Transport costs if delivered off site (students/school) <p>Example: Financial</p> <ul style="list-style-type: none"> • What will be the cost to our students? • What will be the cost to our school? • What could the school invest towards xxx? • What grants are available to support xxx? 	<p>What can we do to improve student learning and engagement on a meaningful pathway?</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Support of targeted academic improvement for pathway success (adoption of a coaching model) • Career education program that is meaningful and ongoing. • SETP process that is supported through ongoing monitoring and reviewing of goals. • Partnerships established with RTOs/TAFE/local businesses and industries to support a range of VET pathways for students. • Data — Who are our students? What pathways are meaningful for them? What do our stakeholders believe is a meaningful pathway? Why? • Human resources are realigned to support senior schooling processes for broadening student pathways. • Physical space created to support students' flexible engagement in meaningful pathways. • Communication strategy for school community regarding <i>Every student succeeding in the QCIA system</i>. <p>QCIA Tracking Tool Year 11-12</p>	<p>Example:</p> <ul style="list-style-type: none"> • Modification of VET curriculum offerings with the addition of Health, to link with: <ul style="list-style-type: none"> - TAFE; - industry partners (e.g. local hospital), and - local businesses (e.g. pharmacy, aged Care facility) 	<p>How do we know it's working?</p> <p>Example:</p> <ul style="list-style-type: none"> • SETP review with students allows student engagement with their reporting data and or competency completions to determine if they are on track for success. • Student feedback indicating engagement in meaningful pathway and targeted goal setting. 	<p>How do we know it's working?</p> <p>Example:</p> <ul style="list-style-type: none"> • Next Step Data indicates a reduction in NEET data • Students' successful post-school transition is linked with a school industry partnership/ service providers • Year 12 Outcomes indicate an increase in Cert II and III qualifications awarded and are linked with successful post-school transitions <p>Sustained improvement in student outcomes</p>
<p>Identified problems of practice</p> <p>Examples:</p> <ul style="list-style-type: none"> • Senior curriculum pathways not leading to successful post-school transition outcomes. • Our student cohort has changed, but our pathways have not. • We do not have enough partnerships supporting our students' pathways opportunities. 	<p>Baseline and comparison measures (and targets)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Baseline data: <ul style="list-style-type: none"> - QCIA attainment - VET completion data - Next Step data (particularly NEET) - Partnerships supporting either engagement or pathways for students - Attendance data - SDAs - Qualitative data — e.g. student/parent survey • Targets: School targets in Strategic Plan/AIP 	<p>Input measures</p> <p>Example:</p>	<p>Interim indicators</p> <p>What am I going to look at to know that I am on track?</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student learning indicators: <ul style="list-style-type: none"> - Any data set (quantitative or qualitative) to monitor engagement/achievement • Staff capability indicators: <ul style="list-style-type: none"> - SDS data - Any other qualitative data set 	<p>Outcome measures</p> <p>Endpoint data examples:</p> <ul style="list-style-type: none"> • QCIA attainment • Next Step data • Yr 12 outcomes report • School data profile • VET enrolment and completion data • Attendance data • SDAs • Work experience data • Qualitative data — e.g. student/parent survey 		



Systematic Curriculum Development

Deeper dive





P–12 curriculum, assessment and reporting framework

- The [P–12 Curriculum, assessment and reporting framework \(PDF, 2.7MB\)](#) specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12.

Requirements for Queensland state schools in Years 11 and 12

All Schools are required to

- provide students with a **program of learning** that enables them to attain a [Senior Education Profile](#), which may include a: Senior Statement [Queensland Certificate of Education](#) (see eligibility requirements) or [Queensland Certificate of Individual Achievement](#)

Curriculum plans

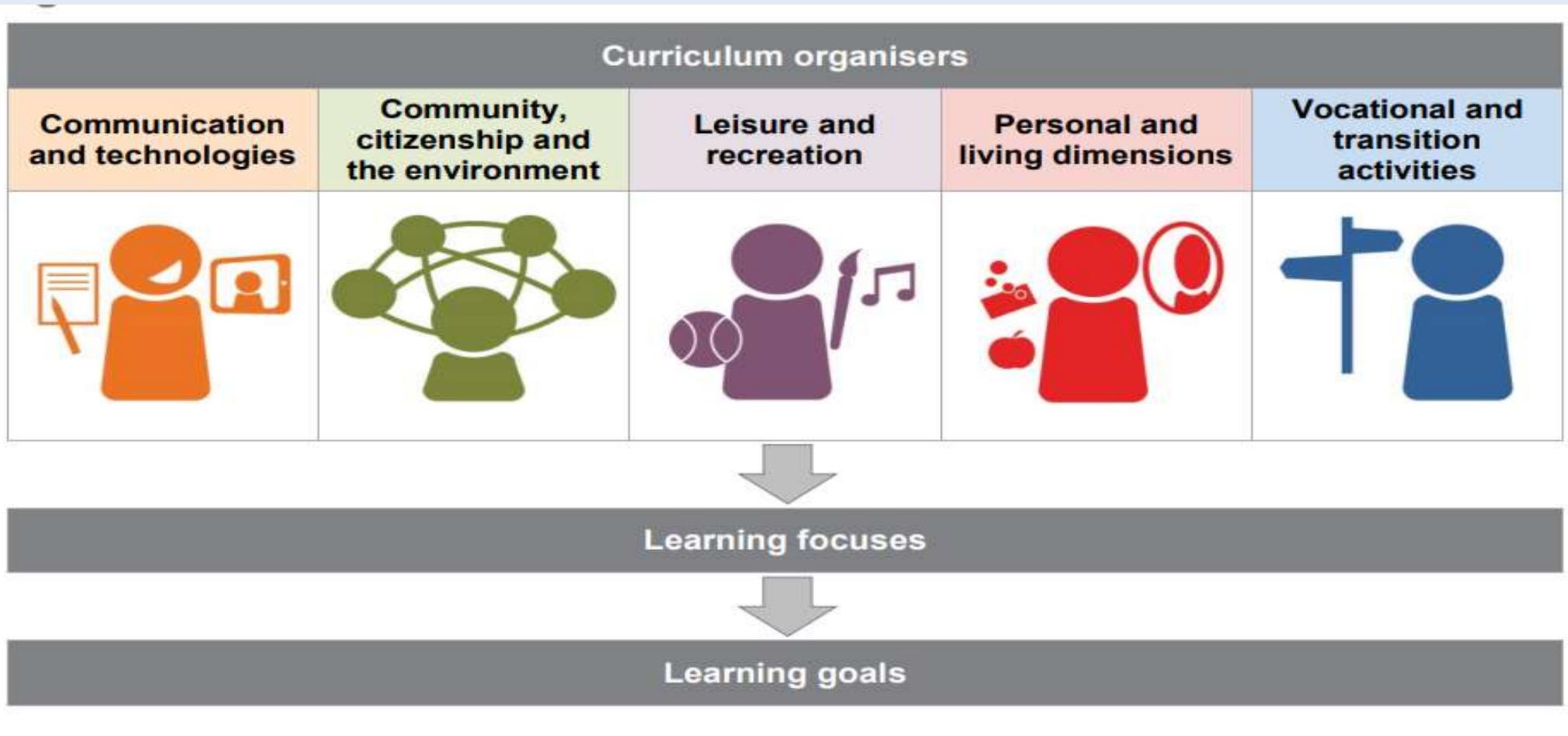
- The purpose of a curriculum plan is to identify 20–30 intended learning goals a student may achieve towards the end of senior schooling.
- Learning goals identify the **highest level of knowledge or skill** for each student.
- Schools develop a curriculum plan based on information from the GIL for each eligible student.
- The GIL consists of curriculum organisers, learning focuses and learning goals for developing QCIA curriculum plans for students.

What is QCIA?

Provocation

QCIA is the end point not the starting point.

QCIA Curriculum Organisers



Learning Focus

- The learning focuses are identified and developed from the curriculum organisers and reflect the significant components of each curriculum organiser.

Curriculum organiser	Learning focuses	Code ¹
 Communication and technologies		CT
<p><i>Curriculum organiser description:</i> Students gain knowledge, understanding and skills in literacy and digital and other technologies. Communication involves the student learning to comprehend language in listening, reading and viewing. Students learn to use language to communicate with others through speaking, writing and creating. Technologies involves the student learning to operate digital and other technologies, including those for listening, reading, viewing, speaking, writing and creating language and texts, and calculation. They learn technical and social protocols for appropriate use of digital technologies to interact with others.</p>	<ul style="list-style-type: none"> Language comprehension <ul style="list-style-type: none"> Listening Navigating, reading and viewing Interpreting Responding 	CT1 CT1.1 CT1.2 CT1.3 CT1.4
	<ul style="list-style-type: none"> Language use <ul style="list-style-type: none"> Communicating behaviours Interacting and composing Presenting 	CT2 CT2.1 CT2.2 CT2.3
	<ul style="list-style-type: none"> Operation of digital and other technologies <ul style="list-style-type: none"> Purpose of and audience for technologies Using technologies Troubleshooting 	CT3 CT3.1 CT3.2 CT3.3
	<ul style="list-style-type: none"> Technical and social protocols for appropriate use of digital technologies 	CT4

Learning goals

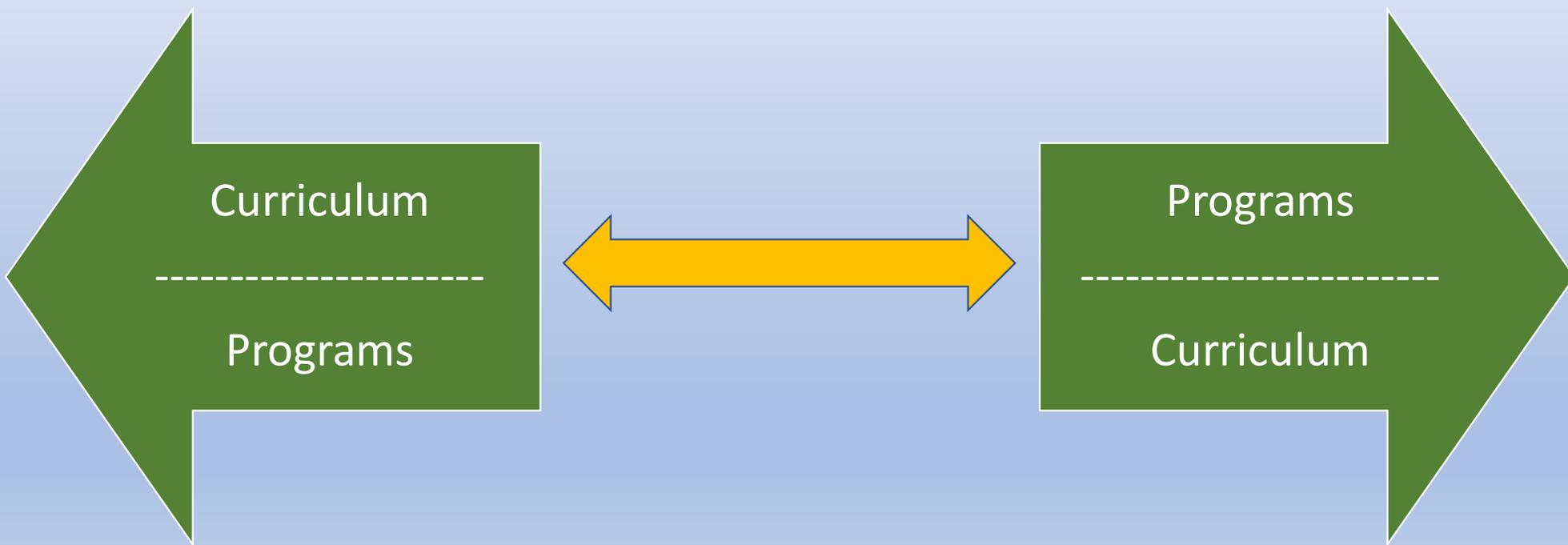
- Learning focuses are described through learning goals. They are organised to reflect a range of learning.
- Learning goals are designed to build from awareness or recognition through to use and application of particular knowledge, understanding and skills, and are found on a student's individualised curriculum plan.

Language comprehension	CT1
Listening	CT1.1
<i>Learning goals:</i> <ul style="list-style-type: none">• Listen and respond to questions and requests.• Listen and respond to questions and statements.• Listen to and identify key information in spoken and multimodal texts.• Listen to and recall information about topics being learned in spoken texts.• Listen to and recall information in simple spoken texts.• Listen and respond to detailed spoken instructions for undertaking learning tasks.• Listen and respond to one- and two-step instructions.• Listen to and comprehend information presented in spoken texts and texts read aloud.	

What has been your experience of how Senior School curriculum has been developed / enacted?

1. Curriculum Organisers - Learning Focus – Learning Goals – Certificate
2. Learning Goals – Learning Focus – Curriculum Organisers – Certificate

Senior Schooling in Special Schools



QCIA Curriculum Plan

Curriculum then the individual or **Individual then the curriculum**

- Learning Goals are derived from the Achievement Standards from the Australian Curriculum
- *Learning Goals have been mapped against Year levels by a number of schools*
- *Use of student's Curriculum Access point from Year 10*

Example - Senior School Curriculum

Communication and Technologies		Community, Citizenship and the Environment		Leisure and Recreation		Personal and Living Dimensions		Vocational and Transition Activities		
English	Cert 1 Workplace Skills Work Skills	Social and Community 1	Science	Sport and Recreation	Art Practices	Maths	Social and Community 2	VET Cert 1 Work Exp	Industrial Technology Practices	Business Practices
Essential English Applied Senior Syllabus 2019	Workplace Skills Work Skills	Social and Community Studies Applied Senior Syllabus 2019	Science in Practice Applied Senior Syllabus 2019	Sport and Recreation Applied Senior Syllabus 2019	Arts in Practice Applied Senior Syllabus 2019	Essential Mathematics Applied Senior Syllabus 2019	Social and Community Studies Applied Senior Syllabus 2019	Agrifoods AVP Hospitality Active Volunteering	Industrial Technology Skills Applied Senior Syllabus 2019	Business Studies Applied Senior Syllabus 2019

Learning Goals - mapped examples

C&T

Language comprehension (CT1)

Listening CT 1.1

1B	1C	1D	Foundation Partial	Year 1 Partial	Year 2 Partial	Year 3 Partial	Year 4 +
<ul style="list-style-type: none"> Listen and respond to questions and requests 	<ul style="list-style-type: none"> Listen and respond to questions and statements 	<ul style="list-style-type: none"> Listen to and recall information in simple spoken texts 	<ul style="list-style-type: none"> Listen and respond to one- and two-step instructions Listen to and comprehend information presented in spoken texts and texts read aloud. 	<ul style="list-style-type: none"> Listen to and identify key information in spoken and multimodal texts 	<ul style="list-style-type: none"> Listen to and recall information about topics being learned in spoken texts. 	<ul style="list-style-type: none"> Listen and respond to detailed spoken instructions for undertaking learning tasks. 	

PLD

Applying concepts of time PLD3.4

1B	1C	1D	Foundation Partial	Year 1 Partial	Year 2 Partial	Year 3 Partial	Year 4 +
		<ul style="list-style-type: none"> Sequence familiar actions and events in a variety of ways. Recognise that instruments are used to show the time, e.g. clocks, watches, phones, tablets, calendars. 	<ul style="list-style-type: none"> Recognise that time is used to organise and describe daily events, e.g. 'before' and 'after'; 'earlier' and 'later'; 'day' and 'night'; 'yesterday', 'today' and 'tomorrow'. Sequence familiar actions and events using the everyday language of time. Describe the sequence of daily activities using suitable descriptions or units of time. 	<ul style="list-style-type: none"> Recognise that time is measured in units, including hours, minutes, seconds, days, weeks, months, seasons and years. Identify digital and analogue displays. Understand and estimate how much time is required for daily activities and special events. 	<ul style="list-style-type: none"> Use terminology for measuring time, e.g. 'o'clock', 'half past', 'quarter to', 'am' and 'pm'. Read calendars to identify month, day and date. 	<ul style="list-style-type: none"> Read digital and analogue clocks to the hour, half-hour, quarter-hour and minute. Read calendars to locate events and compare their timing. 	<ul style="list-style-type: none"> Convert between hours and minutes, 12- and 24-hour systems. Interpret and use timetables to explain travel options.

Question for Reflection

Do you have a whole school curriculum plan that is readily accessible and clearly demonstrates a line of sight in delivery of the Senior Curriculum to sustain curriculum alignment across Years 7 to 12?

Mitchelton Special School

Our Framework progression

2022

- Investigated the mapping Learning Goals to curriculum access points
- Semester 2 2022 – C&T / English Unit 2: Texts and human experiences

2023

- Semester 1 2023 – C&T / English Unit 4: Representations and popular culture texts - Topic 1: Responding to popular culture text
- Semester 1 2023 – PLD / Maths Unit 2: Money, travel and data - Topic 1: Managing money & Topic 2: Time and motion

DRAFT		MSS Senior Secondary Phase - Two Year Cycle		UNITS OF WORK:	
Core Threads		Develop a sense of Self	Develop a sense of belonging to Community	Develop a sense of Self	Develop a sense of belonging to Community
Context for Learning		<p>Communicating in the real world</p> <p>Students explore a variety of concepts in real life, lifelike and explicit teaching situations, through exploring, and communicating using different ways to communicate with others about their emotions and interests, using technology, money, time when engaging in different social situations within their local community.</p>	<p>Responsible Citizen</p> <p>Students explore a variety of concepts in real life, lifelike and explicit teaching situations, through communicating roles and responsibilities through helping others in the local community.</p>	<p>Responsible Me</p> <p>Students explore a variety of concepts in real life, lifelike and explicit teaching situations, through exploring and communicating about roles, responsibilities and personal actions to become an active citizen.</p>	<p>Active Citizen</p> <p>Students explore a variety of concepts in real life, lifelike and explicit teaching situations, through communicating about life after school, where they will live and what they will do for a job.</p>
GIL Learning Organisers		Alignment to: Senior Secondary QCAA Applied Senior Subjects			
Communication and Technologies	Language Comprehension Language Use	<p><u>Essential English Applied Senior Syllabus (2019)</u></p> <p>Unit 1: Language that works</p>	<p><u>Essential English Applied Senior Syllabus (2019)</u></p> <p>Unit 2: Texts and human experiences</p>	<p><u>Essential English Applied Senior Syllabus (2019)</u></p> <p>Unit 4: Representations and popular culture texts</p> <p>Topic 1: Responding to popular culture text</p>	<p><u>Essential English Applied Senior Syllabus (2019)</u></p> <p>Unit 3: Language that influences</p> <p>Topic 1: Creating and shaping perspectives on community, local and global issues in texts</p>
	Operation of Digital and other technologies Technical and social protocols for use of digital technologies	<p><u>Information and Communication Technology Applied Senior Syllabus (2019)</u></p> <p>Topic 1: Hardware Topic 2: Software Elective 8: Online communication</p>	<p><u>Information and Communication Technology Applied Senior Syllabus (2019)</u></p> <p>Topic 1: Hardware Topic 2: Software Elective: 6: Document Production Elective 9: Website production</p>	<p><u>Information and Communication Technology Applied Senior Syllabus (2019)</u></p> <p>Topic 3: ICT in society Elective: 6: Document Production Elective 9: Website production</p>	<p><u>Information and Communication Technology Applied Senior Syllabus (2019)</u></p> <p>Topic 3: ICT in society Elective 8: Online communication</p>

Community, Citizenship and Environment	Active citizenship in the local and wider community (Places, environment and people)	<u>Social and Community Studies (2019)</u> Core topic 2: Interpersonal Skills Elective 6: Into relationships	<u>Social and Community Studies (2019)</u> Core topic 1: Personal Skills Elective 10: Today's Society	<u>Social and Community Studies (2019)</u> Core topic 3: Citizenship Skills Elective 7: Legally, it could be you	<u>Social and Community Studies (2019)</u> Elective 11: The world of work
	Identity Health and Wellbeing				
Personal and Living Dimensions	Everyday numeracy skills	<u>Essential Mathematics Applied Senior Syllabus 2019</u> Fundamental topic: Calculations Unit 3: Measurement, scales and data Topic 1: Measurement Topic 2: Scales, plans and models	<u>Essential Mathematics Applied Senior Syllabus 2019</u> Fundamental topic: Calculations Unit 1: Number, data and graphs Topic 2: Representing Data Topic 3: Graphs	<u>Essential Mathematics Applied Senior Syllabus 2019</u> Fundamental topic: Calculations Unit 2: Money, travel and data Topic 1: Managing money Topic 2: Time and motion	<u>Essential Mathematics Applied Senior Syllabus 2019</u> Fundamental topic: Calculations Unit 2: Money, travel and data Topic 1: Managing money Topic 2: Time and motion

GIL Learning Organizers		ELECTIVE PROGRAMS			
		Alignment to: Senior Secondary QCAA Senior Subjects			
Leisure and Recreation		Elective: Interschool Sport Sports and Recreation Applied Senior Syllabus (2019)	Elective: Recreational Sport Sports and Recreation Applied Senior Syllabus (2019)	Elective: Arts Visual Arts in Practice Applied Senior Syllabus (2019)	Elective: Swimming Royal Life Saving Club Program
		Elective: Community Based Instruction Social and Community Studies (2019)	Elective: Kitchen Operations Hospitality Practices Applied Senior Syllabus(2019)	Elective: Gardening Agricultural Practices Applied Senior Syllabus (2019)	
Vocational and transition Activities					

Precision

- 2 year curriculum plan for Year 11 / 12
- Use of Applied Senior Subjects **MODIFIED**
- Started with Essential English / Essential Maths

Alignment

- Mapping the GIL – Learning Goals to Curriculum Access points
- Tracking of student achievement in Senior School
- School assessment policy (including quality assurance processes around assessment and moderation)
- Moderation – M1-M4 used in Senior School

TAG Feedback





Senior Schooling Special School Reflection Tool – Every Student Succeeding - QCIA

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National School Improvement Tool – Nine Domains

Explicit Improvement Agenda	Analysis and Discussion of data	A Culture that promotes learning	Targeted use of school resources	An expert teaching team	Systematic curriculum delivery	Differentiated teaching and learning	Effective pedagogical practices	School-community partnerships
<p>The school leadership team and/or governing body has established and is driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes.</p> <p>Explicit and clear school-wide targets for improvement have been set and communicated to parents/carers and families, teachers and students, with accompanying timelines.</p>	<p>A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing.</p> <p>Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.</p>	<p>The school is driven by a deep belief that every student is capable of successful learning.</p> <p>A high priority is given to building and maintaining positive and caring relationships between staff, students and parents/carers.</p> <p>There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents/carers are treated as partners in the promotion of student learning and wellbeing.</p> <p>The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.</p>	<p>The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs.</p> <p>Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.</p>	<p>The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom.</p> <p>Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements</p>	<p>The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.</p> <p>The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice.</p> <p>This plan is shared with parents/carers and families.</p>	<p>The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students.</p> <p>Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.</p>	<p>The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school.</p> <p>They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.</p> <p>All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.</p>	<p>The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.</p> <p>Parents and families are recognised as integral members of the school community and partners in their children's education.</p> <p>Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school.</p> <p>All partners are committed to the common purposes and goals of partnership activities.</p> <p>Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.</p>



Guiding Questions – Provided as school improvement conversation starters

Explicit Improvement Agenda (EIA)	Analysis and discussion of data	A culture that promotes learning	Targeted use of school resources	An expert teaching team	Systematic curriculum delivery	Differentiated teaching and learning	Effective pedagogical practices	School-community partnerships
<p>What are your strategies to ensure your school community has a shared understanding of your school's EIA? Does it support/align with Every Student Succeeding in QCIA</p> <p>What are your strategies for implementing EIA targets, monitoring and measuring their success?</p> <p>What does 'Every student succeeding' look like in your school?</p> <p>What effective key actions and strategies have you facilitated to achieve this?</p> <p>How is the value of QCIA attainment communicated and shared with the school and parent/carer community?</p> <p>Is the school's Strategic Plan and Annual Implementation Plan (AIP) clearly articulated with defined roles and responsibilities?</p> <p>How do school community members demonstrate commitment to supporting individualised pathways for all students to succeed and a commitment to the school's EIA narrative towards certification?</p>	<p>Where in your whole school data plan do you scan and assess senior schooling data and what are your subsequent actions/strategies that come from this? How is this led and shared with all stakeholders in your school community?</p> <p>What are the data literacy expectations of your staff in the senior phase and how are you continuing to build capability in this area?</p> <p>What processes are used by the school and teachers to actively monitor, track and case-manage individual student progress towards certification? How is this information collectively owned at all levels?</p> <p>What formative data is collected at the beginning of each semester to determine curriculum levels which is then used to select goals for curriculum plans and plan for student learning?</p> <p>How are you sharing the positive impacts of student outcomes across the school?</p> <p>How has Level of Achievement (LOA) data from Year 10 been reviewed, shared and acted upon both through a teaching and learning lens and a case management lens?</p> <p>How do staff members use curriculum levels / student achievement and engagement data to intentionally plan for all students?</p>	<p>How have you embedded a shared commitment for successful QCIA attainment within the school and wider community?</p> <ul style="list-style-type: none"> □ What is your communication strategy? <p>How effectively do your Senior Education and Training (SET) planning processes support students to build aspirations, identify preferred pathways and prepare them for life-long learning?</p> <ul style="list-style-type: none"> □ How do you regularly review and refine SET plans (if needed) throughout senior secondary with students and parents/carers to ensure a successful transition to post-school education, training or work? <p>What proactive interventions are put in place for students disengaging from education or at risk of not achieving QCIA?</p> <ul style="list-style-type: none"> □ What strategies have you used to engage parents/carers to be active participants in their child's learning and pathway? <p>Are all staff members committed to every student succeeding?</p>	<p>How do you use school resources to maximise student outcomes in the senior school?</p> <p>What range of targeted support services are provided to 'students at risk'?</p> <p>How do Case Management processes reflect a systemic whole school approach to supporting student learning?</p> <p>How have you maximised the potential of your available resources (human, financial and physical) to benefit student pathways, case-management and attainment?</p> <p>How have you innovated in this domain?</p>	<p>What processes do you have in place to ensure that staff have the knowledge and skills required for the senior phase of learning, including a deep understanding and application of:</p> <ul style="list-style-type: none"> □ ensure that all teaching, learning and assessment (including internal and external assessment) programs comply with the requirements of the relevant authorities □ Understanding of the Applied Subject Syllabus and how they can be implemented for diverse learners □ QCIA system policies and procedures (e.g. assessment; academic integrity; access arrangements and reasonable adjustments; internal quality assurance processes, etc.); and □ Vocational Education and Training. <p>How do school leaders and teachers take shared responsibility for student learning and success around student pathways and attainment?</p> <p>How are all teachers provided with opportunities to develop and enact a deep understanding of student success and the QCIA?</p>	<p>What evidence do you have that you are equipping all students with the knowledge and skills they require to be successful learners in the QCIA system?</p> <p>How are you ensuring that teachers of junior and senior secondary are intentionally collaborating to develop a deep understanding of year-level appropriate curriculum, teaching, learning and assessment to prepare students for success in the QCIA system?</p> <ul style="list-style-type: none"> □ How are you providing teachers with opportunities to strengthen and build on continuities and connections between the Years 7–10 Australian Curriculum and the Queensland Curriculum and Assessment Authority (QCAA) senior syllabuses to ensure rigorous, cohesive and authentic coverage of knowledge processes and skills across Years 7 to 12? □ Do you have a whole school curriculum plan that is readily accessible and clearly demonstrates a line of sight in delivery of the Senior Curriculum to sustain curriculum alignment across Years 7 to 12? 	<p>Who is responsible for the implementation of intensive case management processes and the development of individual student improvement plans to support all students?</p> <ul style="list-style-type: none"> □ How are these plans shared with all relevant stakeholders? <p>How are you ensuring that your teachers design learning experiences that:</p> <ul style="list-style-type: none"> □ provide differentiated teaching and learning for all students; and □ enable all students to clearly understand the curriculum expectations and experience success? <p>What targeted information are you providing to parents/carers and families about student progress in their learning, progress over time and pathway goals?</p> <p>How has the school identified specific curriculum, teaching and learning implications for identified groups and has enacted targeted programs to support success for students?</p> <p>What range of educational supports are provided to optimise students' success in their pathways?</p>	<p>How are you enabling intentional collaboration to ensure teachers implement effective teaching, learning and assessment to prepare students for success?</p> <ul style="list-style-type: none"> □ What support mechanisms are in place for early career teachers or teachers on gradual return to employment? <p>How are you ensuring that pedagogical and assessment practices are developmentally appropriate and aligned to the intent of relevant year-level curriculum?</p> <p>How are you ensuring that teachers are making connections between developing students' general capabilities linked via the GIL in junior secondary and their 21st century skills in senior secondary?</p> <ul style="list-style-type: none"> □ What strategies or techniques are used? <p>Is consistent language and high-quality pedagogical practices a seen and heard in every classroom across the school?</p> <p>Is the school's pedagogical framework evidence based, incorporates high yield strategies and is focused on the success of all students?</p>	<p>How are you providing opportunities for students to engage with Vocational, Education and Training (VET), industry pathways and other services?</p> <ul style="list-style-type: none"> □ What processes have you established to monitor and evaluate the impacts of these partnerships to ensure sustainability and quality outcomes for your students? □ What is your communication strategy for maintaining these school community partnerships and promoting pathway value? <p>How are SET plans, student pathways, interventions and case management processes negotiated in partnership with teachers, parents/carers, support workers and students?</p> <p>What examples are evident demonstrating how the community shares high expectations of QCIA attainment and values all student pathways?</p> <p>Does the school have strategic partnerships with a wide range of external agencies, industry and community groups?</p> <p>How are external pathway commitments of all students identified?</p>



Explicit Improvement Agenda (EIA)	Analysis and discussion of data	A culture that promotes learning	Targeted use of school resources	An expert teaching team	Systematic curriculum delivery	Differentiated teaching and learning	Effective pedagogical practices	School-community partnerships
	How is each student's pathway progress closely monitored and adjustments informed through evidence-based collaborative decisions between students and parent/s/carer/s?	Are systems and language that promote and maintain positive and trusting relationships between staff, students and parents/carers clearly and consistently articulated and enacted? Is the EIA around every student succeeding in QCIA, visible in school dialogue and processes, across leaders, teachers and students?		Are collaboration and co-teaching signature practices across the school used to support the EIA? How does the school engage with cluster schools to share practice, build capability and engage with quality assurance processes?	Does the whole school curriculum plan clarify a clear line of sight in the delivery of the Senior Curriculum with fidelity to underpin preparation for learning across and in senior pathways e.g. backward mapping of Applied Senior Syllabuses through use of the GIL?	How are quality pathway options for all students considered? How is assessment planned to support access arrangements and reasonable adjustments as required for individual students? How are SET plans and Curriculum plans reviewed with staff and parents/ carers to ensure that student learning is on track with Post School goals, goals are adjusted/changed as needed?	Is the teacher the leader of learning and an eager participant in the learning process?	

Evidence – School Actions: what this could look like or associated artefact

Explicit Improvement Agenda (EIA)	Analysis and discussion of data	A culture that promotes learning	Targeted use of school resources	An expert teaching team	Systematic curriculum delivery	Differentiated teaching and learning	Effective pedagogical practices	School-community partnerships
Possible school artefacts: <ul style="list-style-type: none"> Strategic plan and AIP Roles and responsibilities Senior school case management document Senior School handbook Whole school curriculum plan (embedded) Staff induction processes Wellbeing framework 	Possible school artefacts: <ul style="list-style-type: none"> Whole school data plan Curriculum decision making tool for Senior Schooling – school based Senior School Case Management Student tracking profiles Student data wall Headline Indicator Data QCAA – Student Management VET Reports NEXT Steps data 	Possible school artefacts: <ul style="list-style-type: none"> Senior School Case Management Whole school curriculum plan School's Student Code of Conduct 	Possible school artefacts: <ul style="list-style-type: none"> I4S plan School budget Workforce plan Professional learning plan Flexible timetabling 	Possible school artefacts: <ul style="list-style-type: none"> Workforce plan Professional learning plan VET Professional development plan TAE trained Industry PD days Staff induction processes Communication with SETA, compliance meetings termly Regular in-school PD sessions - QCIA system policies and procedures 	Possible school artefacts: <ul style="list-style-type: none"> Whole school curriculum plan Alignment to P–12 CARF Literacy and Numeracy Curriculum Plan GIL mapping School assessment policy (including quality assurance processes around assessment and moderation) Assessment mapping and schedules VET Certificate information 	Possible school artefacts: <ul style="list-style-type: none"> Whole school curriculum plan Senior School Case Management School assessment policy PATH Plan on One School under Personal Learning Record SET Plans on One School under Personal Learning Record Tailored supports recorded on One School – Support Provisions 	Possible school artefacts: <ul style="list-style-type: none"> Whole school pedagogical framework Embedded 21st century skills Embedded cognitive verbs 	Possible school artefacts: <ul style="list-style-type: none"> Marketing material for partnerships supporting student pathways School register of RTO Partners Work experience providers Senior School handbook Support services for Case Management VET course options PATH plans SET Plans



Resources that may assist you

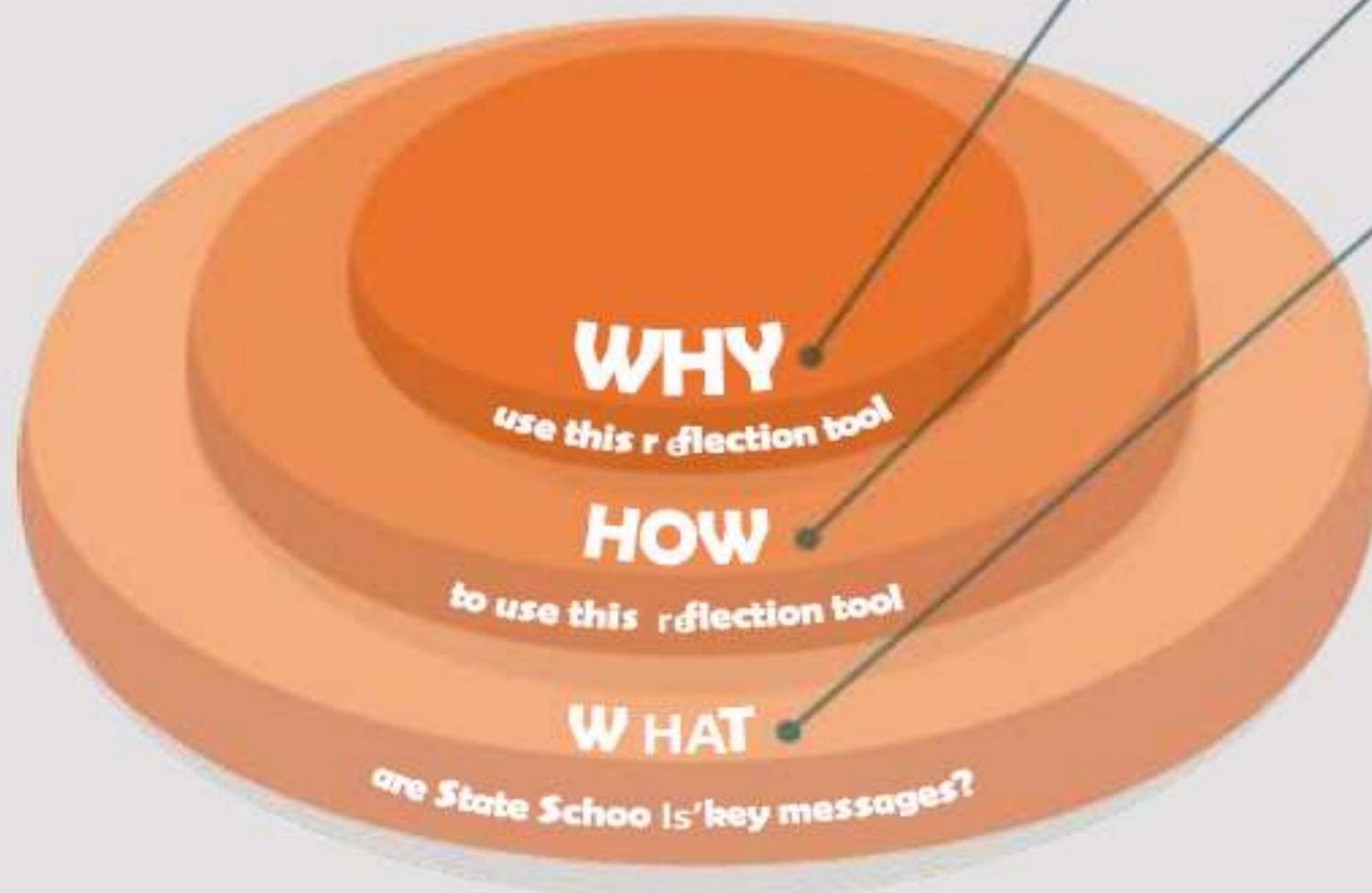
- [Every student succeeding State School Strategy – 2022 - 2026](#)
- [Every student with a disability succeeding](#)
- [Everybody's Business – Student engagement and re-engagement in Queensland school](#)
- [Advancing Education – An action plan for education in Queensland](#)
- [Senior schooling pathways](#)
- [Advancing rural and remote education in Queensland state schools](#)
- [National School Improvement Tool](#)
- [P–12 curriculum, assessment and reporting framework](#)
- [P–12 curriculum, assessment and reporting framework document](#)
- [Meaningful pathways forums](#)
- [QCAA - QCIA](#)
- [QCAA – QCAA – Curriculum – Guide to Individual Learning](#)
- [QCAA – Senior Syllabus – Applied Syllabuses](#)
- [QCAA – 21st century skills](#)



How to use this reflection tool:

To ensure every student succeeds in Years 11 and 12 in preparation for post school transition

Use the guiding questions, example strategies and evidence to facilitate collaborative conversations between schools, curriculum leaders and teachers



1. Implementation of the Australian Curriculum (achievement standards and content) in Years 7 to 10 is the best preparation for success in Years 11 and 12.
2. Pedagogical practices used with students in Years 11 and 12 should be age appropriate and learner appropriate to provide the content, skills, and dispositions for success.
3. Assessment practices in Years 11–12 should gather evidence against the QCIA / GIL goals and build the assessment literacy needed for success in Years 11 and 12.



Inquiry planner — Every student succeeding in the QCIA

Inquiry cycle



The purpose of this inquiry planner is to support school leaders and their teams when undertaking a review of pathway programs within their school. It is not intended to be used as a checklist, but rather to provide prompts for strategic conversations.

Schools may choose to use the inquiry planner (with or without the provided examples) to align the [Meaningful pathways key messages](#) with the school context:

- Schools further strengthen approaches to pathway planning, in conjunction with career education, in a way that is purposeful and sustainable, and prepares students for their future in a changing world.
- Students are informed partners in their learning and pathway options, leading them to QCIA attainment and successful transition from school to further education, training or employment.
- Stakeholders work together to strengthen partnerships between schools, industry and training providers in order to provide meaningful pathway opportunities for students.

The Evidence Hub's [Engage in inquiry](#) webpage provides advice for how to work through each phase of the inquiry cycle to guide, capture and record conversations and develop the inquiry planner.

Note: Grey shading indicates the continuous progression of one example in each phase of inquiry.

Scan and assess	Prioritise	Develop and plan	Act (Resources, collaboration, stakeholder feedback)	Monitor or review (Precision, shared accountability, evidence of impact)		
Focus	Improvement priority	Inputs	Activities	Outputs	Short-term outcomes	Long-term outcomes
<p>Every student succeeding in the QCIA (A life of choice not of chance)</p> <p>Example: Meaningful pathways for all students will support QCIA attainment and enhance students' post-school transition success.</p>	<p>Prioritised problem of practice</p> <p>Example: Our student cohort has changed, but our pathway opportunities have not.</p> <p>Possible explanation - Is the issue:</p> <ul style="list-style-type: none"> • Sourcing pathway and partnership opportunities? • School curriculum design • Advice on pathways and perception of an appropriate pathway? • Knowing what's possible – examples? 	<p>Example: Human</p> <ul style="list-style-type: none"> • Time sourcing suitable partnerships (HR) • HR model supporting senior school • Cost/time of PD — staff qualifications to deliver courses 	<p>What can we do to improve student learning and engagement on a meaningful pathway?</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Support of targeted academic improvement for pathway success (adoption of a coaching model) • Career education program that is meaningful and ongoing. • SETP process that is supported through ongoing monitoring and reviewing of goals. • Partnerships established with RTOs/TAFE/local businesses and industries to support a range of VET pathways for students. • Data – Who are our students? What pathways are meaningful for them? What do our stakeholders believe is a meaningful pathway? Why? • Human resources are realigned to support senior schooling processes for broadening student pathways. • Physical space created to support students' flexible engagement in meaningful pathways. • Communication strategy for school community regarding <i>Every student succeeding in the QCIA system</i>. 	<p>Example:</p> <ul style="list-style-type: none"> • Modification of VET curriculum offerings with the addition of Health, to link with: <ul style="list-style-type: none"> - TAFE; - industry partners (e.g. local hospital); and - local businesses (e.g. pharmacy, aged Care facility). 	<p>How do we know it's working?</p> <p>Example:</p> <ul style="list-style-type: none"> • SETP review with students allows student engagement with their reporting data and or competency completions to determine if they are on track for success. • Student feedback indicating engagement in meaningful pathway and targeted goal setting. 	<p>How do we know it's working?</p> <p>Example:</p> <ul style="list-style-type: none"> • Next Step Data indicates a reduction in NEET data • Students' successful post-school transition is linked with a school industry partnership./ service providers • Year 12 Outcomes indicate an increase in Cert II and III qualifications awarded and are linked with successful post-school transitions.
<p>Informing evidence</p> <p>How are our students doing? How do we know?</p> <p>Examples of evidence:</p> <ul style="list-style-type: none"> • DOE Strategic Plan, State Schools Improvement Strategy, SIH domains — what can we see evidence of in our plans? What is 'new' for consideration? • School's Strategic Plan, AIP, Budgets • Senior Curriculum Offerings — General, Applied, VET and other • Partnerships supporting curriculum delivery and post-school transitions • School data sources (<i>Headline Indicators, Attendance data, SDA data, VET Cert Data / Next Step data, Wellbeing data.</i>) • School data plan— knowing our students- Leadership Team, HODs, Teachers, Students • SETP process • Case management approach • Career education program • Qualitative data sets, e.g. Student feedback on curriculum offerings and pathway opportunities 	<p>Initiative/s and evidence base</p> <p>Examples:</p> <ul style="list-style-type: none"> • Future requires creative thinking, decision making, problem-solving, interpretation of information and personal interaction — are our pathways meaningful? (<i>The Future of Jobs Report, World Economic Forum, 2018</i>) • Future job market trends indicate... • Our local community employs... • VET qualifications that are linked to future job market are ... • The percentage of my students headed towards..... is ... 	<p>Example: Physical</p> <ul style="list-style-type: none"> • Delivery on site or off site of particular VET courses — what are the physical requirements? • Transport costs if delivered off site (students/school) 	<p>Example: Financial</p> <ul style="list-style-type: none"> • What will be the cost to our students? • What will be the cost to our school? • What could the school invest towards xxx? • What grants are available to support xxx? 	<p>QCIA Tracking Tool Year 11-12</p>		
<p>Identified problems of practice</p> <p>Examples:</p> <ul style="list-style-type: none"> • Senior curriculum pathways not leading to successful post-school transition outcomes. • Our student cohort has changed, but our pathways have not. • We do not have enough partnerships supporting our students' pathways opportunities. 	<p>Objective / inquiry question</p> <p>If we students will</p> <p>OR</p> <p>If we.....will students.....</p>					
	<p>Baseline and comparison measures (and targets)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Baseline data: <ul style="list-style-type: none"> - QCIA attainment - VET completion data - Next Step data (particularly NEET) - Partnerships supporting either engagement or pathways for students - Attendance data - SDAs - Qualitative data – e.g. student/parent survey • Targets: School targets in Strategic Plan/AIP 	<p>Input measures</p> <p>Example:</p>	<p>Interim indicators</p> <p>What am I going to look at to know that I am on track?</p> <p>Examples:</p> <ul style="list-style-type: none"> • Student learning indicators: <ul style="list-style-type: none"> - Any data set (quantitative or qualitative) to monitor engagement/achievement • Staff capability indicators: <ul style="list-style-type: none"> - SOS data - Any other qualitative data set 	<p>Outcome measures</p> <p>Endpoint data examples:</p> <ul style="list-style-type: none"> • QCIA attainment • Next Step data • Yr 12 outcomes report • School data profile • VET enrolment and completion data • Attendance data • SDAs • Work experience data • Qualitative data – e.g. student/parent survey 	<p>Sustained improvement in student outcomes</p>	

SENIOR SCHOOLING TAG Feedback

T

Tell them something
you like about the work

- The best part of the work is.... because...
- I really like this part of the work because....
- One thing the work delivers on is....
- Thought and effort went into

•

A

Ask them something
about the work

- One thing that is not clear to me is
- What do you mean by....
- Why is....
- I am confused by.... What do mean in this part?
- I don't understand how connects to

•

G

Give a suggestion for
improvement

- One thing to improve on is....
- I think your next steps should be....
- You need more / less.... because
- Perhaps you should add / remove / replace ...

•