**Quadrennial School Review - Activity 2**  
**Appendix 2**  
**BRAINSTORMING SHEET**

If we had the best high school in the world what would that look like in relation to:

<table>
<thead>
<tr>
<th>Academic Performance</th>
<th>Student Behaviour</th>
<th>Student Attendance</th>
<th>Student Character</th>
<th>Future Skills (students)</th>
<th>Staff Capacity</th>
<th>Strategic Partnerships</th>
<th>Parent Engagement</th>
<th>Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>High productivity therefore know it works</td>
<td>High cooperation in playground, classroom &amp; homelife</td>
<td>95% attendance</td>
<td>When they leave school, students are tolerant and accepting of races, culture, religions etc., backgrounds and differences</td>
<td>Problem solving</td>
<td>Greater access to specialised teachers</td>
<td>More linkage to real-life education</td>
<td>Parents getting involved and caring about student education</td>
<td>Community members – funding</td>
</tr>
<tr>
<td>Streamline curriculum classes – must keep moving (relevant to most)</td>
<td>Positive attitude from parents / carers (understanding of consequences / strategies)</td>
<td>Students not wanting to miss school</td>
<td>Students feeling engaged in learning &amp; valued when turning up</td>
<td>Identifying problems</td>
<td>Consistency in teaching during core teacher absence</td>
<td>Others from industries to do lecture to class (more job orientated)</td>
<td>Parents value education and support students</td>
<td>Social media</td>
</tr>
<tr>
<td>Independent learners – responsible for self &amp; respect themselves</td>
<td>Parent being a good friend (student has an engaged adult who values education)</td>
<td>Students feeling engaged in learning &amp; valued when turning up</td>
<td>Polite, well-spoken moralistic</td>
<td>Evaluation/reflections</td>
<td>Access to teacher resources / funds</td>
<td>Teachers and student benefit</td>
<td>Ensure impartiality between student &amp; teachers</td>
<td>Promote school</td>
</tr>
<tr>
<td>Back to basics – in lower levels</td>
<td>A &amp; B for Behaviour for every student</td>
<td>Reduced anxiety</td>
<td>Technologically proficient</td>
<td>Digital citizens</td>
<td>Having the newest and best technology in all departments</td>
<td>Students have access to all or majority of industries for work experience</td>
<td>Make sure teachers fit the roll they’re in</td>
<td>Engaging business in planning curriculum and linking what we do to what they do</td>
</tr>
<tr>
<td>A &amp; B for effort – for every student</td>
<td>Engaged</td>
<td>Happier environment</td>
<td>People who want to engage in society (global citizens)</td>
<td>Technologically proficient</td>
<td>Having PD on meaningful and relevant technology</td>
<td>Students prepared for work experience</td>
<td>Virtual community noticeboard – what could we offer the community? What can the community offer us?</td>
<td>Community/Industry</td>
</tr>
<tr>
<td>All ask for help when needed</td>
<td>Students rated as young adults</td>
<td>100% attendance</td>
<td>Engaged</td>
<td>Digital</td>
<td>Capacity for staff to understand challenging students better</td>
<td>Connections with organisations other than government</td>
<td>It is clear what pathways a parent should take to address an issue</td>
<td>Clearly identified community liaison officer</td>
</tr>
<tr>
<td>Programs to fix issues with assessment (filter) mistakes – fix also so that it can be read &amp; graded</td>
<td>Engaging curriculum – increased family support – every parent / carer fully supports behaviour management</td>
<td>Engaged</td>
<td>Resilient students</td>
<td>Communication</td>
<td>Responsible &amp; reliable IT</td>
<td>Community connections</td>
<td>Invites parents to express concern to make a situation better</td>
<td>Continued involvement of successful students from North</td>
</tr>
<tr>
<td>Parents supporting schools</td>
<td>No negative behaviours</td>
<td>Waiting list</td>
<td>Problem solving (resourceful)</td>
<td>Critical thinking</td>
<td>Taking responsibility for actions</td>
<td>Engaging activities used to enhance learning</td>
<td>Good feedback process</td>
<td>Mentoring programs – past students mentoring current students</td>
</tr>
</tbody>
</table>
| Students responsible for learning | Spend more time promoting positive behaviours and rewarding positive behaviours | Rigorous Programs | Respect | Creativity | Rigorous Programs | Engaging activities used to enhance learning | Parents would have details of exactly who to contact when an issue arises | A glut of volunteers!
 | Parent / teacher contact (teleconferences) | More variety of subjects | Additional staff | Resilient | Creative | More variety of subjects | A commitment to inclusive PD (PD for the majority of staff and not just for a select few) | Regular communications | “Experts” from the local community, more involved in the school |
| All students challenged to achieve THEIR best | Students want to be here not because mum said so | Enrolment numbers increased | Willingness to learn | Industry links | Take responsibility for actions | A commitment to inclusive PD (PD for the majority of staff and not just for a select few) | Regular communications | Identification of possible people to engage with |
| High student & staff morale so they can perform at their best | Students engaged in most relevant subject matter & want to | Waiting list | Adaptable | Managing change | Respect | Relevant PD for Teacher Aides | A commitment to inclusive PD (PD for the majority of staff and not just for a select few) | Offer partnerships for real-world direction |
| Students have high goals for themselves | Some self-paced tasks could be completed at home | Rigorous Programs | Creative | Authentic rich context | Accepting | All staff would be happy and then committed to school spirit | A commitment to inclusive PD (PD for the majority of staff and not just for a select few) | Offer partnerships for real-world direction |
| Teachers have high expectations of their students | Opening hours – to accommodate work ethic of students – flexible | Additional staff | Respectful | Authentic rich context | Accepting | All staff would be happy and then committed to school spirit | A commitment to inclusive PD (PD for the majority of staff and not just for a select few) | Offer partnerships for real-world direction |
| Not littering | Parental value of school and education | Parental value of school and education | Empathetic | Sense of wonder | IT Savvy | Staff feel valued, valued, valued | A commitment to inclusive PD (PD for the majority of staff and not just for a select few) | Offer partnerships for real-world direction |
| |  |  |  | | | | | |

- **Future Skills (students)**:  
  - Problem solving
  - Identifying problems
  - Evaluation/reflections
  - Digital citizens
  - Technologically proficient
  - Critical thinking
  - Creativity
  - Responsible & reliable IT
  - Taking responsibility for actions
  - Adaptable
  - Authentic rich context
  - Accepting
  - IT Savvy
  - Self-reflective
  - Digital; ability to learn

- **Staff Capacity**:  
  - Greater access to specialised teachers
  - Consistency in teaching during core teacher absence
  - Access to teacher resources / funds
  - Having the newest and best technology in all departments
  - Having PD on meaningful and relevant technology
  - Capacity for staff to understand challenging students better
  - Staff don’t need to be, and should not be expected to be experts in everything.

- **Strategic Partnerships**:  
  - More linkage to real-life education
  - Others from industries to do lecture to class (more job orientated)
  - Teachers and student benefit
  - Students have access to all or majority of industries for work experience
  - Students prepared for work experience
  - Connections with organisations other than government

- **Parent Engagement**:  
  - Parents getting involved and caring about student education
  - Parents value education and support students
  - Ensure impartiality between student & teachers
  - Make sure teachers fit the roll they’re in

- **Community Engagement**:  
  - Community members – funding
  - Social media
  - Promote school
  - Engaging business in planning curriculum and linking what we do to what they do
  - Virtual community noticeboard – what could we offer the community? What can the community offer us?
  - Clearly identified community liaison officer
  - Continued involvement of successful students from North
  - Mentoring programs – past students mentoring current students

- **Academic Performance**:  
  - High productivity therefore know it works
  - Streamline curriculum classes – must keep moving (relevant to most)
  - Independent learners – responsible for self & respect themselves
  - Back to basics – in lower levels
  - A & B for effort – for every student
  - All ask for help when needed
  - Programs to fix issues with assessment (filter) mistakes – fix also so that it can be read & graded
  - Parents supporting schools
  - Students responsible for learning
  - Parent / teacher contact (teleconferences)
  - All students challenged to achieve THEIR best
  - High student & staff morale so they can perform at their best
  - Students have high goals for themselves
  - Teachers have high expectations of their students
| Clear & concise whole school communication | Enthusiastic | Digital skills – use of and application |
| Support for students in need – no breakfast leads to limited learning | Conscientious | Problem solver – critical thinker |
| Greater contextualisation of context if it is relevant and engaging students will want to learn – collaboration across faculties | Cooperative | Communication |
| 100% QCE attainment | Pleasant | Citizenship |
| 100% of school leavers with a pathway | Caring | Increased literacy and numeracy |
| 100% of students achieving a C or better | Understanding | Financial literacy |
| Above NMS (NAPLAN) 100% achieving targets | Content | Leadership |
| Appropriate realistic goals | Good communication | Improving digital skills |
| Appropriate & informed subject choices | Leadership | Self-discipline |
| Increase QCS & OP results | management skills | Motivation |
| Having a plan to increase results P – 12 (include feeder schools) | Behaviour management | Teamwork |
| Academic performance as a high priority then part-time work etc | Self-aware | Communication |
| Stability | Time management | Access to latest technology & equipment |
| 100% improvement | Highly motivated | Digital/appropriate numeracy & literacy |
| On time to school & class | Engaged | Flexibility |
| Reasonable excuses for absences | Curious | Creativity |
| Better culture of parents contacting for absences | Inquiring mind | Innovative |
| Attendance at other school activities; sports day, training, commitment | Resilient | Embracing change |
| 100% | Self-managed | Ability to take risks |
| Needs to be addressed to improve student character & respect | Self-motivational | Evaluate failures for growth mindset |
| Confident students | Role models | Critical thinking |
| Follow directions | Perseverance | Enterprise skills (all 8) |
| Rewards for positive behaviour | Accept failure as part of learning | Active citizens – Global/focus |
| IEP for gifted students | Acceptance of others | Philosophised approach (talk about issues not only focus on self) |
| Foundation class needs to be small | Self-respect | Be aware of community issues |
| Classifying expectations | Appreciation & seeing benefits of difference | Collaboration with other staff |
| Consistent/fair supportive systematic | High participation in whole school community | Staff are happy to enter classrooms and to teach (to make difference) |
| Year 7 & 8 are very disruptive & very rude – seem more ‘sweary’ than previously | School & extra out sick extra curricula | Well trained staff who are comfortable with ICT |
| 100% | Happy to be @ school | Ability to offer courses in subjects especially small numbers |
| Happy to be @ school | Stable class | Virtual classrooms |
| 100% | Maturity | More online subjects |
| | | | |

**Acceptance of difference**
- Ignoring others when appropriate
- Following school procedures/processes
- Respectful
- Responsible
- Safe

**Maturity**
- Needs to be addressed to improve student character & respect
- Confident students
- Follow directions
- Rewards for positive behaviour
- IEP for gifted students
- Foundation class needs to be small
- Classifying expectations
- Consistent/fair supportive systematic

**Year 7 & 8 are very disruptive & very rude – seem more ‘sweary’ than previously**

**Leadership**
- Self-aware
- Time management
- Highly motivated
- Engaged
- Curious
- Inquiring mind
- Resilient
- Self-managed
- Self-motivational
- Role models
- Perseverance

**Acceptance of others**
- Self-respect
- Appreciation & seeing benefits of difference
- High participation in whole school community
- School & extra out sick extra curricula

**Enthusiastic**
- Digital skills – use of and application
- Problem solver – critical thinker
- Communication
- Citizenship

**Conscientious**
- Increased literacy and numeracy
- Financial literacy
- Leadership

**Cooperative**
- Self-discipline
- Motivation
- Teamwork

**Pleasant**
- Access to latest technology & equipment
- Digital/appropriate numeracy & literacy
- Flexibility
- Creativity

**Caring**
- Innovative
- Embracing change
- Ability to take risks

**Understanding**
- Critical thinking
- Enterprise skills (all 8)
- Active citizens – Global/focus

**Content**
- Philosophised approach (talk about issues not only focus on self)
- Be aware of community issues

**Good communication**
- Collaboration with other staff
- Staff are happy to enter classrooms and to teach (to make difference)
- Well trained staff who are comfortable with ICT

**Leadership management skills**
- Ability to offer courses in subjects especially small numbers
- Virtual classrooms

**Behaviour management**
- More online subjects
- Adapt to every student (flexible)
- Consistency
- Realistic expectations

**Self-aware**
- Productive & meaningful work
- Offer help & assistance
- Professional

**Time management**
- Prepared
- Current & constantly updating resources
- PD priority self-driven

**Highly motivated**
- Pedagogical change to match future student requirements; flexibility, creativity, innovative, embracing change
- Teacher model proactive learning

**Engaged**
- Technology Training – time to practice & admin support
- Training with relevant PD to enable Enterprise Skills to be taught
- High standard of entry for teacher education

**Curious**
- Inquiring mind
- Resilient
- Self-managed

**Innovative**
- Embracing change
- Ability to take risks
- Evaluate failures for growth mindset

**Inquiring mind**
- Critical thinking
- Enterprise skills (all 8)

**Resilient**
- Active citizens – Global/focus
- Philosophised approach (talk about issues not only focus on self)

**Self-managed**
- Be aware of community issues

**Self-motivational**
- Collaboration with other staff
- Staff are happy to enter classrooms and to teach (to make difference)
- Well trained staff who are comfortable with ICT

**Role models**
- Ability to offer courses in subjects especially small numbers
- Virtual classrooms

**Embracing change**
- More online subjects
- Adapt to every student (flexible)
- Consistency
- Realistic expectations

**Perseverance**
- Productive & meaningful work
- Offer help & assistance
- Professional

**Accept failure as part of learning**
- Prepared
- Current & constantly updating resources
- PD priority self-driven

**Acceptance of others**
- Pedagogical change to match future student requirements; flexibility, creativity, innovative, embracing change
- Teacher model proactive learning

**Self-respect**
- Technology Training – time to practice & admin support
- Training with relevant PD to enable Enterprise Skills to be taught
- High standard of entry for teacher education

**Appreciation & seeing benefits of difference**
- Collaboration with other staff
- Staff are happy to enter classrooms and to teach (to make difference)
- Well trained staff who are comfortable with ICT

**High participation in whole school community**
- Ability to offer courses in subjects especially small numbers
- Virtual classrooms

**School & extra out sick extra curricula**
- More online subjects
- Adapt to every student (flexible)
- Consistency
- Realistic expectations

**Confident as mentors of students**
- Productive & meaningful work
- Offer help & assistance
- Professional

**Involvements in P&C**
- Prepared
- Current & constantly updating resources
- PD priority self-driven

**Care factor**
- Pedagogical change to match future student requirements; flexibility, creativity, innovative, embracing change
- Teacher model proactive learning

**Ownership of student performance**
- Technology Training – time to practice & admin support
- Training with relevant PD to enable Enterprise Skills to be taught
- High standard of entry for teacher education

**Parent value**
- Parent engagement that does not solely require physical presence of parents on campus, but engage parents using modern technologies – teleconference with teachers and parents, virtual tours, learning place for subject selection, Facebook

**Increased SLC involvement attendance & interviews**
- Using social media for communication

**Positive & negative open communication**
- Flourish P&C
- Open communication

**Parent engagement that does not solely require physical presence of parents on campus, but engage parents using modern technologies – teleconference with teachers and parents, virtual tours, learning place for subject selection, Facebook**

**More allocated communication times**
- Using social media for communication

**Partnerships with BRC & division councillor**
- Flourish P&C
- Open communication

**Use of school facilities & resources for community groups**
- Using social media for communication

**Increased collaboration with other state school & bus sharing for field trips**
- Flourish P&C
- Open communication

**Continued work with LIONS, Rotary, Chaplaincy**
- Using social media for communication

**Employers seeking student from our school**
- Flourish P&C
- Open communication

**Partnerships with BRC & division councillor**
- Use of school facilities & resources for community groups

**Increased collaboration with other state school & bus sharing for field trips**
- Continual work with LIONS, Rotary, Chaplaincy

**Employers seeking student from our school**
- Flourish P&C
- Open communication
<table>
<thead>
<tr>
<th>Pride in school</th>
<th>Promotion of the Arts as 'Public' face of the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrate achievement at all levels</td>
<td>Critical thinking</td>
</tr>
<tr>
<td>Acceptance of consequences</td>
<td>Creativity</td>
</tr>
<tr>
<td>Looking out for each other</td>
<td>Presentation skills</td>
</tr>
<tr>
<td>Self-responsibility</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Qualities beyond academic</td>
<td>A big part of the skills students learn in The Arts</td>
</tr>
<tr>
<td>Resilient</td>
<td>Self-aware</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Respectful</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Self-respect</td>
</tr>
<tr>
<td>Intrinsic motivation</td>
<td>Emotionally mature</td>
</tr>
<tr>
<td>Communication – face-to-face, digital</td>
<td>Awareness of social etiquette</td>
</tr>
<tr>
<td>Perseverance</td>
<td>Self-disciplined</td>
</tr>
<tr>
<td>Socially mature &amp; aware – conflict resolution</td>
<td>Honest</td>
</tr>
<tr>
<td>Optimistic</td>
<td>Integrity</td>
</tr>
<tr>
<td>Aspirational</td>
<td>Students taking responsibility</td>
</tr>
<tr>
<td>Emotionally mature</td>
<td>Organisation</td>
</tr>
<tr>
<td>Aware of social etiquette</td>
<td>Motivation to learn</td>
</tr>
<tr>
<td>Self-respect</td>
<td>Empathy</td>
</tr>
</tbody>
</table>

**Parent volunteers**
- Beer & Beef BBQ for parents
- P&C meeting at times to suit parents – offer different times

**Online forums**
- Use of social media
  - Only for parents
  - Closed access

**Student Led Conferences & Parent Teacher Interviews**
- Invite parents to social RAS activity
- When a parent is contacted there is a response!
- Streamlining of the parent contact process so there isn’t a large number of contacts to parents on similar issues
- Finding out what would be the best contact method for parents!
- Parents contacting the school more frequently – not just 1 way from school to parent
- Implementation of absents process
- Replace Rock Eisteddfod with something else that 'attracts' parents in an informal fashion to participate
- Involved in strategic planning
- Strong P&C
- Pride & confidence in the school reputation
| Resilience | Perseverance | Accept challenges rather than taking the easy path | Self-regulation | Positive mental health / good social-emotional wellbeing | Sense of pride — pride in school and pride in self | Self-esteem/confidence | Being an ally | Good communication | Use of appropriate vocabulary | Willing to speak out | Develop a school wide ethos re ‘self-management’ ie North becomes a calm school | Motivated | Engaged | Self-managed | Self-focus & outward focused students | Pride in themselves | Parents marketing the school) “spread the world” | Ownership of the MBPP & SLC process | 2-way communications (but not death by communication) | Backing-up teachers at home by responding to emails | Volunteers | Responding to student outcome data |
| | | | | | | | | | | | | | | | | | | | | | | |