

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:

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

<p>Clear & concise whole school communication</p> <p>Support for students in need – no breakfast leads to limited learning</p> <p>Greater contextualisation of context if it is relevant and engaging students will want to learn – collaboration across faculties</p> <p>100% QCE attainment</p> <p>100% of school leavers with a pathway</p> <p>100% of students achieving a C or better</p> <p>Above NMS (NAPLAN) 100% achieving targets</p> <p>Appropriate realistic goals</p> <p>Appropriate & informed subject choices</p> <p>Increase QCS & OP results</p> <p>Having a plan to increase results P – 12 (include feeder schools)</p> <p>Academic performance as a high priority then part-time work etc</p>	<p>Acceptance of difference</p> <p>Ignoring others when appropriate</p> <p>Following school procedures/processes</p> <p>Respectful</p> <p>Responsible</p> <p>Safe</p> <p>Maturity</p> <p>Needs to be addressed to improve student character & respect</p> <p>Confident students</p> <p>Follow directions</p> <p>Rewards for positive behaviour</p> <p>IEP for gifted students</p> <p>Foundation class needs to be small</p> <p>Classifying expectations</p> <p>Consistent/fair supportive systematic</p> <p>Year 7 & 8 are very disruptive & very rude – seem more 'sweary' than previously</p>	<p>100% improvement</p> <p>On time to school & class</p> <p>Reasonable excuses for absences</p> <p>Better culture of parents contacting for absences</p> <p>Attendance at other school activities; sports day, training, commitment</p> <p>100%</p> <p>Happy to be @ school</p> <p>Stable class</p>	<p>Enthusiastic</p> <p>Conscientious</p> <p>Cooperative</p> <p>Pleasant</p> <p>Caring</p> <p>Understanding</p> <p>Content</p> <p>Good communication</p> <p>Leadership management skills</p> <p>Behaviour management</p> <p>Self-aware</p> <p>Time management</p> <p>Highly motivated</p> <p>Engaged</p> <p>Curious</p> <p>Inquiring mind</p> <p>Resilient</p> <p>Self-managed</p> <p>Self-motivational</p> <p>Role models</p> <p>Perseverance</p> <p>Accept failure as part of learning</p> <p>Acceptance of others</p> <p>Self-respect</p> <p>Appreciation & seeing benefits of difference</p> <p>High participation in whole school community</p> <p>School & extra out sick extra curricula</p>	<p>Digital skills – use of and application</p> <p>Problem solver – critical thinker</p> <p>Communication</p> <p>Citizenship</p> <p>Increased literacy and numeracy</p> <p>Financial literacy</p> <p>Leadership</p> <p>Improving digital skills</p> <p>Self-discipline</p> <p>Motivation</p> <p>Teamwork</p> <p>Communication</p> <p>Access to latest technology & equipment</p> <p>Digital/appropriate numeracy & literacy</p> <p>Flexibility</p> <p>Creativity</p> <p>Innovative</p> <p>Embracing change</p> <p>Ability to take risks</p> <p>Evaluate failures for growth mindset</p> <p>Critical thinking</p> <p>Enterprise skills (all 8)</p> <p>Active citizens - Global/focus</p> <p>Philosophised approach (talk about <u>issues</u> not only focus on self)</p> <p>Be aware of community issues</p>	<p>collaboration with other staff</p> <p>Staff are happy to enter classrooms and to teach (to make difference)</p> <p>Well trained staff who are comfortable with ICT</p> <p>Ability to offer courses in subjects especially small numbers</p> <p>Virtual classrooms</p> <p>More online subjects</p> <p>Adapt to every student (flexible)</p> <p>Consistency</p> <p>Realistic expectations</p> <p>Productive & meaningful work</p> <p>Offer help & assistance</p> <p>Professional</p> <p>Prepared</p> <p>Current & constantly updating resources</p> <p>PD priority self-driven</p> <p>Pedagogical change to match future student requirements; flexibility, creativity, innovative, embracing change</p> <p>Teacher model proactive learning</p> <p>Technology Training – time to practice & admin support</p> <p>Training with relevant PD to enable Enterprise Skills to be taught</p> <p>High standard of entry for teacher education</p>	<p>Confident as 'mentors' of students</p>	<p>Involvements in P&C</p> <p>Care factor</p> <p>Ownership of student performance</p> <p>Parent value</p> <p>Increased SLC involvement attendance & interviews</p> <p>Positive & negative open communication</p> <p>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</p> <p>Using social media for communication</p> <p>Flourish P&C</p> <p>Open communication</p> <p>Different forms of communication</p> <p>Text, Facebook, email, paper</p> <p>SLC } SETP } } lure ↓ Sell to the kid (What's in it for the kid?)</p> <p>Talk to kids who don't come?? Why??</p> <p>Opening lines</p> <p>More allocated communication times</p> <p>Strong supportive P&C</p> <p>Build trust with parents</p>	<p>Partnerships with BRC & division councillor</p> <p>Use of school facilities & resources for community groups</p> <p>Increased collaboration with other state school ie bus sharing for field trips</p> <p>Continued work with LIONS, Rotary, Chaplaincy</p> <p>Employers seeking student from our school</p>
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			<p>Pride in school</p> <p>Celebrate achievement at all levels</p> <p>Acceptance of consequences</p> <p>Looking out for each other</p> <p>Self-responsibility</p> <p>Qualities beyond academic</p> <p>Resilient</p> <p>Teamwork</p> <p>Adaptability</p> <p>Self-aware</p> <p>Respectful</p> <p>Self-respect</p> <p>Intrinsically motivated</p> <p>Communication – face-to-face, digital</p> <p>Perseverance</p> <p>Socially mature & aware – conflict resolution</p> <p>Optimistic</p> <p>Aspirational</p> <p>Emotionally mature</p> <p>Aware of social etiquette</p> <p>Self-disciplined</p> <p>Honest</p> <p>Integrity</p> <p>Students taking responsibility</p> <p>Organisation</p> <p>Motivation to learn</p> <p>Empathy</p>	<p>Promotion of the Arts as 'Public' face of the school</p> <p>Critical thinking Creativity Presentation skills Teamwork</p> <p>A big part of the skills students learn in <u>The Arts</u></p>	<p>Understand how to engage <u>all</u> learners</p> <p>Enthuse & create a willingness to change for the future</p>		<p>Parent volunteers</p> <p>Beer & Beef BBQ for parents</p> <p>P&C meeting at times to suit parents – offer different times</p> <p>Online forums</p> <p>Use of social media</p> <ul style="list-style-type: none"> - Only for parents - Closed access <p>Student Led Conferences & Parent Teacher Interviews</p> <p>Invite parents to social RAS activity</p> <p>When a parent is contacted there is a response!</p> <p>Streamlining of the parent contact process so there isn't a large number of contacts to parents on similar issues</p> <p>Finding out what would be the best contact method for parents!</p> <p>Parents contacting the school more frequently – not just 1 way from school → parent</p> <p>Implementation of absents process</p> <p>Replace Rock Eisteddfod with something else that 'attracts' parents in an informal fashion to participate</p> <p>Involved in strategic planning</p> <p>Strong P&C</p> <p>Pride & confidence in the school reputation</p>	
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			<p>Resilience</p> <p>Perseverance</p> <p>Accept challenges rather than taking the easy path</p> <p>Self-regulation</p> <p>Positive mental health / good social-emotional wellbeing</p> <p>Sense of pride – pride in school and pride in self</p> <p>Self-esteem/confidence</p> <p>Being an ally</p> <p>Good communication</p> <p>Use of appropriate vocabulary</p> <p>Willing to speak out</p> <p>Develop a school wide ethos re 'self-management' ie North becomes a calm school</p> <p>Motivated</p> <p>Engaged</p> <p>Self-managed</p> <p>Self-focus & outward focused students</p> <p>Pride in themselves</p> <ul style="list-style-type: none"> - Pride in school - Pride in work - Pride in life 				<p>(Parents marketing the school) "spread the world"</p> <p>Ownership of the MBPP & SLC process</p> <p>2-way communications (but not death by communication)</p> <p>Backing-up teachers at home by responding to emails</p> <p>Volunteers</p> <p>Responding to student outcome data</p>	
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