**NASOT
STRATEGIC PLAN
2020 - 2024**

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Vision: A dynamic and effective pedagogical framework underpinned by Marzano's The New Art and Science of Teaching is embedded in teaching and learning structures and practices at Albany Creek State High School.

Shared Mental Model: Effective schools can make a substantial difference in the achievement of students.

Among elements such as a well-articulated curriculum and a safe and orderly environment, the single most influential component of an effective school is the individual teachers within that school.

Effective teaching is a dynamic mixture of expertise in a vast array of instructional strategies combined with a profound understanding of the individual students in class and their needs at particular points in time.

Three general characteristics of effective teaching are:
1.Use of effective instructional strategies
2.Use of effective classroom management strategies
3.Effective classroom curriculum design

Patterns of Behaviour: This strategic plan aligns with Albany Creek State High School's Annual Improvement Plan and the three improvement priorities therein identified:
1. Improving numeracy
2. Improving writing
3. Pedagogy to support lifting outcomes for our top students

All staff employ consistent routines underpinned by the principles of NASoT.

All staff embed the principles of the New Art and Science of Teaching into their everyday practice in their pursuit of best possible outcomes for students.

All staff have a developed understanding of the NASoT Pedagogical Framework and shape their planning, delivery and relationships according to this framework.

Staff engage in professional development provided by the school both internally or externally, to continually enhance their pedagogical skills through training, reflection and feedback.

Systemic Structures:

The inquiry cycle is used to scan and assess, prioritise, plan, enact and review the plan and strategies herein. Albany Creek State High School's NASOT committee, with representatives from all faculties in the school, completes this work, making recommendations to the school's Leadership Team, which then ratifies plans and endorses actions to take place.

The Teaching and Learning team consisting of the Head of Teaching and Learning, Mentors and relevant Deputy Principals oversees the development and delivery of professional development that builds capability and deepens practice around the elements of the New Art and Science of Teaching.

The Annual Performance Review process constitutes structured performance development around the elements of NASOT in the context of the school's annual improvement plan.

The Albany Creek State High School Collegial Engagement Plan provides regular opportunities for staff to engage in reflective conversations, modelling of practice and quality feedback on individual practice around the NASOT elements and this strategic plan. These opportunities include twice-termly professional learning communities (PLCs), twice-yearly focused observations, twice-yearly open classrooms, and termly pop-up professional development sessions.

Each of Marzano's 10 Design Questions and 43 elements within the New Art and Science of Teaching are implemented at Albany Creek State High School via the actions outlined herein. While many of these actions are consistently "Embedded Practice", targeted actions have been identified as requiring specific focus and resources and are coded as either "Building Capacity" or "Deepening Practice" (see Legend following table).

School Improvement Model
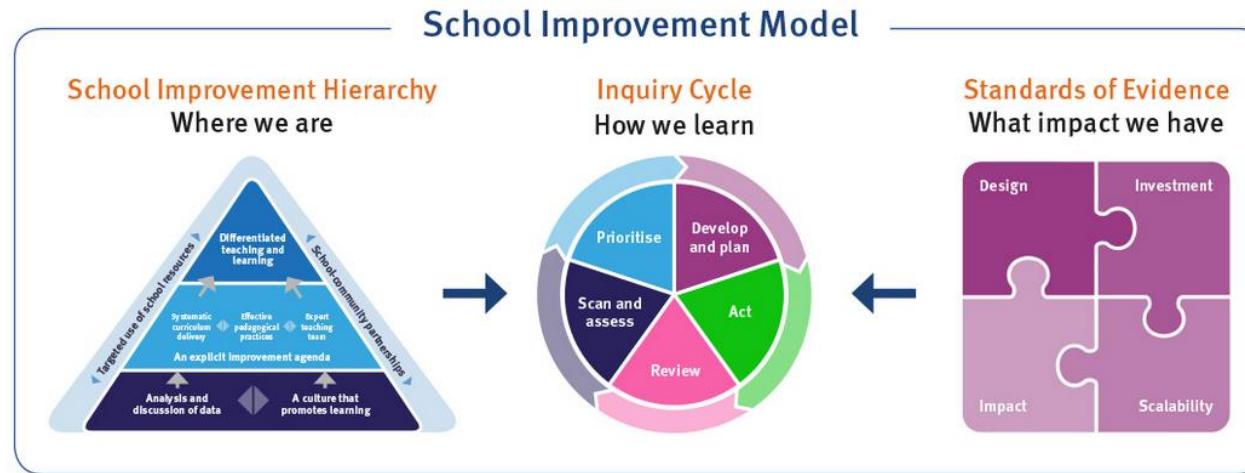
Albany Creek State High School - The New
Art and Science of Teaching (NASoT) School Implementation Plan – 2020-2024

	Design Question	Elements Within	Implementation Timeline			
			2020-2021 Actions	2021-2022 Actions	2022-2023 Actions	2023-2024 Actions
FEEDBACK	**DQ 1 Providing and Communicating Clear Learning Goals**	1. **Providing scales and rubrics** 2. **Tracking student progress** 3. **Celebrating success**	• Continued use of CAPs to know students • LGs/SCs visible in every lesson and students can recount when asked, teacher revisits in the final five • LG Tracking Sheets to track students 7-10 • Walkthroughs to check LG/SC practice	• Continued use of CAPs to know students • LGs/SCs visible in every lesson and students can recount when asked, teacher revisits in the final five • LG Tracking Sheets to track students 7-10 • Walkthroughs to check LG/SC practice	• Continued use of CAPs to know students • LGs/SCs visible in every lesson and students can recount when asked, teacher revisits in the final five • LG Tracking Sheets to track students 7-10 • Walkthroughs to check LG/SC practice	• Continued use of CAPs to know students • LGs/SCs visible in every lesson and students can recount when asked, teacher revisits in the final five • LG Tracking Sheets to track students 7-10 • Walkthroughs to check LG/SC practice • Celebrating success at a classroom level
			• Revisit Learning Goal Types (Declarative & Procedural) and Success Criteria • Revisit LG Tracking Sheet process	• Celebrating success at a classroom level	• Celebrating success at a classroom level	□ Review of AC Consistent Routines for clarity, purpose and consistency

	DQ	Design Questions	Year 1	Year 2	Year 3	Year 4
			□ Audit of all units 7 and 10 to ensure quality of LGs/SCs and pedagogical requirements in every unit □ Audit of all units 7 and 10 to see LG Tracking Sheets exist □ Review AC Consistent Routines for clarity, purpose and consistency	□ Audit of all units 8 and 9 to ensure quality of LGs/SCs and pedagogical requirements in every unit □ Audit of all units 8 and 9 to see LG Tracking Sheets exist		
	DQ 2 **Using Assessment**	4. **Using informal assessments of the whole class** 5. **Using formal assessments of individual students**	• Faculty specific feedback processes as per feedback policy • Checking for Understanding practices part of the final five • Student feedback to teacher surveys □ Showcasing Checking for Understanding practices including "What Stuck with me Today" board	• Faculty specific feedback processes as per feedback policy • Checking for Understanding practices part of the final five • Student feedback to teacher process • Formative Assessment and detailed feedback on these • Emails to parents as means of further tracking of student progress □ Launch of new DQ (DQ2 as new to NASOT)	• Faculty specific feedback processes as per feedback policy • Checking for Understanding practices part of the final five • Student feedback to teacher surveys • Formative Assessment and detailed feedback on these • Emails to parents as means of further tracking of student progress	• Faculty specific feedback processes as per feedback policy • Checking for Understanding practices part of the final five • Student feedback to teacher surveys • Formative Assessment and detailed feedback on these • Emails to parents as means of further tracking of student progress
CONTENT	**DQ 3** **Conducting Direct Instruction Lessons**	6. **Chunking content** 7. **Processing content** 8. **Recording and representing content**		• Chunking • Graphic organisers • Reciprocal teaching • Jigsaws • Groupwork and Think/Pair/Shares • Learning Pyramid • Primacy/Recency	• Chunking • Graphic organisers • Reciprocal teaching • Jigsaws • Groupwork and Think/Pair/Shares • Learning Pyramid • Primacy/Recency	
	DQ 4 **Conducting Practicing and Deepening Lessons**	9. **Using structured practice sessions** 10. **Examining similarities and differences** 11. **Examining errors in reasoning**	• Examining Errors in Reasoning • Examining Similarities and Differences • Visible Thinking pedagogy • Assessment Literacy • Explicit unpacking of writing samples for assessment preparedness	• Examining Errors in Reasoning • Examining Similarities and Differences • Visible Thinking pedagogy • Assessment Literacy • Explicit unpacking of writing samples for assessment preparedness	• Examining Errors in Reasoning • Examining Similarities and Differences • Visible Thinking pedagogy • Assessment Literacy • Explicit unpacking of writing samples for assessment preparedness	• Examining Errors in Reasoning • Examining Similarities and Differences • Visible Thinking pedagogy • Assessment Literacy • Explicit unpacking of writing samples for assessment preparedness

	DQ 5 Conducting Knowledge Applications Lessons	12. **Engaging students in cognitively complex tasks** 13. **Providing resources and guidance** 14. **Generating and defending claims**	• Piagetian strategies including abstraction of knowledge	• Piagetian strategies including abstraction of knowledge • Questioning Matrix for Deeper Thinking and hypothesising • Generating and defending claims graphic organiser • Inquiry-based pedagogy	• Piagetian strategies including abstraction of knowledge • Questioning Matrix for Deeper Thinking and hypothesising • Generating and defending claims graphic organiser • Inquiry-based pedagogy	• Piagetian strategies including abstraction of knowledge • Questioning Matrix for Deeper Thinking and hypothesising • Generating and defending claims graphic organiser • Inquiry-based pedagogy
	DQ 6 Using Strategies that Appear in All Types of Lessons	15. **Previewing strategies** 16. **Highlighting critical information** 17. **Reviewing content** 18. **Revising knowledge** 19. **Reflecting on learning** 20. **Assigning purposeful homework** 21. **Elaborating on information** 22. **Organising students to interact**	• Assessment Literacy through 15,16,17,19	• Assessment Literacy through 15,16,17,19 ☐ Launch of new DQ (DQ6 as new to NASOT)	• Assessment Literacy through 15,16,17,19	• Assessment Literacy through 15,16,17,19
CONTEXT	**DQ 7 Using Engagement Strategies**	23. **Noticing and reacting when students are not engaged** 24. **Increasing response rates** 25. **Using physical movement** 26. **Maintaining a lively pace** 27. **Demonstrating intensity and enthusiasm** 28. **Presenting unusual information** 29. **Using friendly controversy** 30. **Using academic games**			• Incorporating physical movement into the classroom • Using academic games and friendly controversy • Providing opportunities for students to talk about themselves • Profiling to measure pace	• Incorporating physical movement into the classroom • Using academic games and friendly controversy • Providing opportunities for students to talk about themselves • Profiling to measure pace

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		31. **Providing opportunities for students to talk about themselves** 32. **Motivating and inspiring students**				
DQ 8 Implementing Rules and Procedures		33. **Establishing rules and procedures** 34. **Organising the physical layout of the classroom** 35. **Demonstrating withitness** 36. **Acknowledging adherence to rules and procedures** 37. **Acknowledging lack of adherence to rules and procedures**	• ESCMs in practice • Profiling options for observations • Buddy classes and Student Code of Conduct	• ESCMs in practice • Profiling options for observations • Buddy classes and Student Code of Conduct • Withitness	• ESCMs in practice • Profiling options for observations • Buddy classes and Student Code of Conduct • Withitness	• ESCMs in practice • Profiling options for observations • Buddy classes and Student Code of Conduct • Withitness
DQ 9 Building Relationships		38. **Using verbal and nonverbal behaviours that indicate affection for students** 39. **Understanding students' backgrounds and interests** 40. **Displaying objectivity and control**	• Putting faces on the data – after identifying students to lift	• Putting faces on the data – after identifying students to lift • Establishing genuine connections with students • Objectivity and control in order to develop relationships	• Putting faces on the data – after identifying students to lift • Establishing genuine connections with students • Objectivity and control in order to develop relationships	• Putting faces on the data – after identifying students to lift • Establishing genuine connections with students • Objectivity and control in order to develop relationships
DQ 10 Communicating High Expectations		41. **Demonstrating value and respect for reluctant learners** 42. **Asking in-depth questions of reluctant learners** 43. **Probing incorrect answers with reluctant learners**	• Using LG Tracking Sheets to support communication of expectations • Metacognition and Self-system thinking through Mindset and Executive Functions	• Using LG Tracking Sheets to support communication of expectations • Metacognition and Self-system thinking through Mindset and Executive Functions • Self-editing and self-checking processes	• Using LG Tracking Sheets to support communication of expectations • Metacognition and Self-system thinking through Mindset and Executive Functions • Self-editing and self-checking processes	• Using LG Tracking Sheets to support communication of expectations • Metacognition and Self-system thinking through Mindset and Executive Functions • Self-editing and self-checking processes

Legend:

Phases of Implementation

Item to be completed within the year	Building Capability	Deepening Practice	Embedded Practice

Events:

The events outlined in this strategic plan are supported and strengthened by processes outlined in:
- the ACSHS Collegial Engagement Strategic Plan
- the ACSHS Whole-School Literacy and Numeracy Strategic Plan
- the ACSHS Whole-School Professional Development Plan

The yearly Albany Creek State High School Professional Development Plan is informed by this NASOT strategic plan. Professional development offered to all staff is chosen in accordance with the identified strategies and their stipulated timelines as outlined in this plan.

The NASOT Committee meets thrice each term to work through the logistical and practical rollout of this plan.

Walkthroughs take place to measure consistency of delivery of whole-school NASOT practices.

Showcasing of practice takes place at staff meetings to celebrate good-practice around delivery of NASOT practices.

Student surveys provide feedback to teachers on the student experience of NASOT practices.

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