

2022 Annual Implementation Plan

Innovative Thinkers – Successful Learners – Connected Community



Improvement priority 1: Curriculum and Pathways – 21st Century Learners

Strategy	ACTIONS	RESPONSIBLE OFFICER/S	SPECIFIC MEASURES & TIMELINES	SCHOOL TARGETS
Junior and Senior curriculum implementation	We will build staff capability to expertly engage with curriculum. Building understanding and alignment to the P-12 CARF, Australian Curriculum and QCE will be achieved with ongoing review of the whole school curriculum plan.	DP C&P	All teaching staff will have engaged with multiple opportunities to build understanding of Australian Curriculum and QCE expectations by the end of 2022. A review of the whole school curriculum plan will be completed by end of 2022. All requirements for P-12 CARF are enacted by end of Sem 1 2022. All KLAs will have one assessment item per term in all year levels by the end of 2022. New Applied subjects will be identified by Term 2 in preparation for 2023 timetable.	<ul style="list-style-type: none"> All students in Year 11 to achieve Satisfactory in all subjects 90% of S achieving A-C in all subjects 25% S achieving A in all subjects 60% S achieving A or B in all subjects 85% students understand how they are assessed (SOS) 85% students/95% parents believe teachers provide useful feedback (SOS).
Refine assessment/feedback quality assurance processes	We will continue to build staff capability to refine assessment and moderation practices through quality assurance mechanisms and collegial professional engagement.	DP C&P	All KLAs have developed systemic structures to engage in school-based and cluster assessment and moderation opportunities throughout 2022. All KLAs have confirmed alignment with Australian Curriculum & QCE expectations by the end of 2022. Quality Assurance resources have been refined through ongoing feedback throughout 2022.	<ul style="list-style-type: none"> Staff survey – 100% familiarity and confidence with use of QA tools in assessment design 95% of parents & 85% of students understand how students are assessed (SOS)
Explicit improvement and implementation of Vocational Education and Training opportunities	We will increase vocational education opportunities in Years 10-12 through enhancing targeted external partnerships combined with a focus on growing onsite offerings which align to community needs.	DP T&L	The VET implementation plan refined by the end of Term 1. An increased number of Certificate courses identified in Term 1 to be on scope in readiness for 2023 timetable. An increased number of teachers with TAE qualifications by the end of 2023. increased number of external VET/tertiary partnerships with for students including traineeships and apprenticeships which reflect Next Steps data in place by end of Sem 1.	<ul style="list-style-type: none"> 100% of students achieve a QCE 100% of students undertaking VET successfully complete their courses. There will be a greater number of VET and Applied subjects on scope. 100% of graduates in the labour force, education or training.
Extension & Enrichment opportunities	We will continue a phased implementation of extension and enrichment programs both within our school and with partner primary schools to enhance student engagement, needs and productive partnerships with the community.	DP C&P	Two-day Enrichment event implementing explicit broader community engagement in Sem 2 All teaching staff have contributed to identification of potential gifted and talented students. A case management procedure has been established for gifted and talented students. A primary school enrichment program has been completed and partner schools engaged for a Sem 2 implementation. The curriculum extension programs have undergone a consultative review in readiness for 2023 implementation. Throughout 2022 the Programs of Excellence will have undergone their cyclical review.	<ul style="list-style-type: none"> 25% S achieving A in all subjects 60% S achieving A or B in all subjects 90% of parents believe student learning needs are being met (SOS) 95% of parents/80% of students believe that teachers motivate students to learn (SOS) 95% of students believe that teachers challenge students to think (SOS) Marker students illustrate relative gain in achievement following identification and case management.

Improvement priority 2: Teaching and Learning – Innovative Thinkers

Strategy	ACTIONS	RESPONSIBLE OFFICER/S	SPECIFIC MEASURES AND TIMELINES	SCHOOL TARGETS
NASOT: Formative Assessment & Feedback	We will implement whole-school formative assessment and feedback strategies to inform curriculum and pedagogy decisions to improve student outcomes.	DP T&L HOD T&L Curriculum HODs	Throughout 2022 all teaching staff have engaged in multiple opportunities for PD on NASOT formative assessment and feedback strategies By the end of Term One all teachers will have identified marker students and aligned NASOT strategies to assist improve their learning outcomes. By the end of Sem 1, all students will have engaged in self-assessment of learning. By the end of 2022, all teachers will be using feedback from formative assessment strategies to inform subsequent teaching and learning intervention within units. By the end of 2022, a review of the effectiveness of NASOT formative assessment and feedback strategies will have been completed.	<ul style="list-style-type: none"> ▪ 60% S achieving A or B in all subjects ▪ 100% students can state areas of improvement to improve academic result measured through formative and summative assessment. ▪ 100% staff engaging with diagnostic testing ▪ 95% of teachers believe they have access to quality PD (SOS) ▪ 85% students/95% parents believe teachers provide useful feedback (SOS).
Refining Collegial Engagement	We will refine the processes for collegial engagement to support teacher growth in pedagogical practices.	DP T&L HOD T&L Pedagogical Scanners	By the end of Sem 1 five more Pedagogy Scanners will have been trained. At the end of Term 1 data gathered from Pedagogy Scanners will be used to inform PD requirements. By the end of 2022, all teachers will have engaged in four rounds of collegial engagement chosen from the seven options listed in the Collegial Engagement Plan By the end of Term 3, students will be able to articulate their learning and progression.	<ul style="list-style-type: none"> ▪ All teacher will utilise formative assessment to inform teaching practices, as evidenced in curriculum planning documents. ▪ By the end of 2022, all teachers will be able to articulate successful intervention strategies that have measurable, improved student learning outcomes. ▪ 100% of staff following Albany Creek Consistent Routines ▪ 90% of teachers believe they receive useful feedback on their work (SOS)
Strengthening Signature Strategies	We will strengthen the consistent use of signature strategies for consistent routines and literacy/numeracy engagement with ongoing professional development and culminating in a review of strengths and areas for development.	DP T&L DP C&P	By Term 4 Signature Strategies have been revised and upgraded for use in 2023 By the end of Term 4 Write That Essay on-line platform has been rolled out to all staff and a WTE co-ordinator will have been engaged to assist staff By end of Term 1 all KLAs have established consistent use of A and C samples in classes Throughout 2022 all staff will have engaged PD to support staff in Write That Essay	<ul style="list-style-type: none"> ▪ 100% of staff engaged with Write That Essay online platform ▪ 100% staff access WTE PD ▪ 100% students can articulate through using the marking guides can specifically state how they need to improve academic results ▪ 100% of staff using explicit strategies to teach vocabulary and spelling. ▪ 100% of staff access the numeracy toolkit and apply strategies in all KLAs ▪ NAPLAN Writing target of increase in MSS to 570
Innovating with eLearning	We will engage students and staff in innovative eLearning approaches through both curricular and extra-curricular opportunities in order to build capability, expertise and excellence in our community.	DP T&L HOD IT	By the end of Term 4 an eLearning Coach has been engaged to work with all staff and students and work with HOD IT and faculty leaders to provide PD and induction sessions as requested/required. By end of Semester 1 eSports has been embedded in extra-curricular activities Throughout 2022, Daymap roll marking will be implemented, with additional functionality trialled by a group of volunteers to explore the increased suite of options available for the school community. By the end of Term 1 all faculties will have audited units to align with the SAMR model. Throughout 2022 the CS in schools program has been refined with an expanded opportunity for students to engage in ICTs	<ul style="list-style-type: none"> ▪ 100% teachers can identify their use of technology using the SAMR model ▪ 100% teachers have accessed multiple opportunities of eLearning PD ▪ 100% staff confident using Microsoft Forms and Daymap ▪ 100% staff comfortable using technology in the classroom ▪ 20% growth in IT / eLearning pathways evident in 2023 timetable, QTAC and Next Step data ▪ A 20% increase in students studying ICTs in 2023 timetable.

Improvement priority 3: Data and Performance – Successful Learners


Strategy	ACTIONS	RESPONSIBLE OFFICER/S	SPECIFIC MEASURES AND TIMELINES	SCHOOL TARGETS																																		
Improving Data Literacy Capability	<p>We will improve data literacy within our whole community as a means to improve student outcomes through clear differentiation and improvement strategies for students and greater access to data for staff, students and parents.</p>	<p>DP D&P</p> <p>Curriculum HODs</p>	<p>By Week 1 of Term 1, the whole school data plan will be released to staff in order to inform staff of targeted data sources, processes and timelines.</p> <p>By end of Term 1, all teachers are using CAPs with school-wide, agreed upon data sets to inform targeted, differentiated teaching with marker students identified for improvement.</p> <p>Throughout 2022 PLCs will explore innovations of CAPs for future implementation with final review in Term 4 .</p> <p>By the end of Sem 1 we will have explored a package that will allow staff, students and parents to have access to real-time student data.</p> <p>Throughout 2022 teachers will use CAPs and KLA mentors to identify how to implement intervention strategies for marker students.</p> <p>Throughout 2022 we will engage staff to a range of different data through PLC and faculty PD that can be used for improving student and school performance.</p> <p>Teachers will utilise strategies from NASOT, Write that Essay and the Numeracy toolkit for targeted intervention approaches.</p> <p>Targeted programs (e.g. Writers Club and Numeracy Masterclass) will undergo evaluation in Term 3 to gauge success.</p> <p>Introduce academic achiever awards for students who have shown significant relative academic gain.</p> <p>By the end of Sem 1 Academic Review & Case Management processes will have been refined.</p>	<ul style="list-style-type: none"> ▪ 100% of Year 12s achieving QCE ▪ 85% of Year 12s ATAR >65 ▪ 100% VET completion ▪ 90% of students achieving A, B or C in all subjects ▪ 25% students achieving A in all subjects ▪ 60% students achieving A or B in all subjects ▪ Gap between Indigenous and non-Indigenous students Achievement <10% A-C; NAPLAN <20 MSS all strands ▪ NAPLAN <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="2">% U2B</th> <th colspan="2">MSS</th> </tr> <tr> <th>Yr 7</th> <th>Yr 9</th> <th>Yr 7</th> <th>Yr 9</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40</td> <td>25</td> <td>560</td> <td>590</td> </tr> <tr> <td>Writing</td> <td>30</td> <td>20</td> <td>540</td> <td>570</td> </tr> <tr> <td>Spelling</td> <td>35</td> <td>25</td> <td>565</td> <td>595</td> </tr> <tr> <td>G & P</td> <td>40</td> <td>25</td> <td>560</td> <td>590</td> </tr> <tr> <td>Numeracy</td> <td>45</td> <td>35</td> <td>570</td> <td>600</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ▪ 100% teachers can demonstrate they are analysing data, reflecting on practice, setting targets for achievement and implementing explicit strategies for improvement demonstrated through completion of the CAPs process including engagement with PLC, Faculty and APR discussions and student data & performance. 	Domain	% U2B		MSS		Yr 7	Yr 9	Yr 7	Yr 9	Reading	40	25	560	590	Writing	30	20	540	570	Spelling	35	25	565	595	G & P	40	25	560	590	Numeracy	45	35	570	600
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Improvement priority 4: Community and Culture – Connected Community

Strategy	ACTIONS	RESPONSIBLE OFFICER/S	SPECIFIC MEASURES AND TIMELINES	SCHOOL TARGETS
Increasing Staff Wellbeing Engagement	Staff Wellbeing We will review and refine wellbeing strategies in order to improve engagement through targeted, consultative approaches and based on needs arising for staff.	DP SE GOs HOD T&L	Throughout 2022, Staff Wellbeing Committee will develop mechanisms including the PAWS survey to monitor staff wellbeing and review/adjust AC Wellbeing Framework as appropriate Throughout 2022 the Staff Wellbeing Committee will develop marketing approaches to increase engagement in staff wellbeing, staff social initiatives and celebrations of success. By end of Term 1, we have refined the Induction Program and Beginning Teachers Program to assist new teachers with school and systemic priorities in line with calendar requirements.	School Opinion Survey Data % Staff morale is positive 75 Culture supports work-life balance 80 Wellbeing of employees a priority 85 Can cope with workload 80 Staff interested in my wellbeing 85 Good communication between staff 80 People treated fairly/consistently 85
Consolidating Student Wellbeing	Student Wellbeing We will consolidate student engagement initiatives in order to continue to improve student wellbeing outcomes through ongoing analysis and review of targeted approaches.	DP SE GOs HOD Engagement	Throughout 2022, the Student Support Team will provide clear and regular communication with staff regarding the actions and outcomes pertaining to individuals and programs as appropriate. By the end of Term 2, we have refined method to track engagement and outcomes of existing programs and initiatives in order to inform an evaluation for future implementation. By end of term 1 we have refined procedures for complex case management, associated documentation and tracking. By Term 2 we have reviewed Junior Secondary structures and processes relating to engagement, behaviour, self-management and resilience. By end of Term 2, we have reviewed existing student leadership opportunities in order to develop a program aimed at improving the number of students involved, and increasing student voice in the strategic direction of the school.	<ul style="list-style-type: none"> ▪ Decrease in school disciplinary absence to <25 R/T/1000 ▪ Gap between Indigenous and non-Indigenous students Attendance <1% ▪ <3% unexplained absence ▪ <85% attendance 8% ▪ 95% attendance
Community Recognition	Recognition and celebrations We will develop systematic approaches to share and celebrate the successes and significant events of our school community.	DP SE HOD Engagement	By Week 5, Term 1 we will have developed a calendar of events for celebrations and recognition of significant events, which includes description of which staff and students who will take leadership of each. Each term we will acknowledge relative gain improvement of students' attendance, academic and engagement success through parent correspondence, and celebration events.	<ul style="list-style-type: none"> ▪ 98% Behaviour 'C' or better ▪ 95% Effort 'C' or better
Building Connections	Partnerships (community, industry, tertiary) We will establish documented review processes to monitor the effectiveness and relevance of current partnerships and their responsiveness to students, business and industry needs	Exec Team	By end of Sem 1, we have evaluated our existing partnerships to measure their effectiveness and relevance to our school community. By end of Sem 2 we have strengthened partnerships which value add to our students and community, and have established new partnerships with organisations which enhance student learning, engagement and pathways.	<ul style="list-style-type: none"> ▪ 100% of students undertaking VET successfully complete their courses. ▪ There will be a greater number of VET and Applied subjects on scope. ▪ <85% attendance 8% ▪ 95% attendance

Endorsement

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


Janelle Amos
 Principal
 21 / 02 / 2022


Matt Gausden
 School Council Chair
 21 / 02 / 2022