ALBANY CREEK STATE HIGH SCHOOL

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

Strategy	ACTIONS	RESPONSIBLE OFFICER/S	SPECIFIC MEASURES & TIMELINES	SCHOOL TARGETS

Refine valid, reliable and consistent calibration and moderation practices across all faculties	We will continue to build staff capability to refine assessment and moderation practices through quality assurance mechanisms and collegial professional engagement.	DP C&P
		HoDs
			All faculties:
			▪ implement a formal system and process, utilising DoE BEFORE/AFTER/AFTER/END aligned curriculum, assessment and moderation approach for documentation, reflection, action and accountability across all faculties
			▪ audit and refine understanding of the nature, balance and number of quality assessment items - Years 7 to 11.
			▪ develop systemic structures and processes to engage in school-based and cluster assessment/moderation opportunities.
			▪ QA curriculum and assessment planning to ensure assessment instrument readiness - Years 7-12.
				▪ One piece of assessment per term in junior school and two to three assessment instruments in Year 11 (end 2023).
				  - Subject/Faculty plan to indicate balanced assessment schedule (7-11)
				▪ Clearly articulated formal curriculum, assessment and moderation plan that is documented, reviewed and actioned for each faculty
				  - Formal moderation processes undertaken twice yearly that document reflections and actions to improve practice.
				  - Mapped curriculum and assessment (7-12)
				▪ Albany Creek participation in Northern network cluster moderation – annual event
				▪ 100% staff familiarity and use of QA tools
				  - twice yearly engagement in inter-faculty sharing exercises (Assessment QA)

Improvement priority 2: Teaching and Learning – Innovative Thinkers

Strategy	ACTIONS	RESPONSIBLE OFFICER/S	SPECIFIC MEASURES AND TIMELINES	SCHOOL TARGETS
High Impact Teaching Strategies to improve student learning outcomes	Staff will engage with and showcase best practice in working with feedback and formative assessment. Refine pedagogical practice that supports lifting students from B-A Review of Feedback policy High Impact Teaching Strategies of explicit teaching, worked examples, and feedback provide a focus for improving student learning outcomes	DP T&L HoD T&L Teaching staff DP T&L HoD T&L HoD T&L DP T&L HoDs	Each unit has formalised formative assessment that allows for feedback to students and informs teaching direction Each faculty populates a bank of formative assessment for each unit. Cognitions are evident in each unit plan and staff and students can explain how these are assessed in marking guides Worked example pedagogy around samples A and C is embedded to improve student learning outcomes from B to A and D to C are used in all assessment tasks and classes Faculties have feedback processes both formal and informal that are constructive and provide metacognition mechanisms that support students to apply feedback Students can articulate how they are using feedback given to them to improve learning outcomes Class data clearly shows improvement in academic ratings B-A, D-C Increase in staff accessing Classroom and Pedagogy Profiling	▪ 60% achieve A or B level of achievement in all subjects ▪ 95% achieve A-C level of achievement in all subjects ▪ 25% A level of achievement in all subjects ▪ 100% staff using formative assessment ▪ 100% staff provide feedback to students and then explicitly each students how to use feedback ▪ 100% students are using feedback to improve their learning outcomes ▪ 100% students can articulate current academic rating and how they intend to use feedback to improve learning outcomes ▪ 100% of Heads of Department take accountability for managing faculty feedback processes and formative assessment ▪ 100% of new and beginning teachers engage in Classroom and Pedagogy Profiling

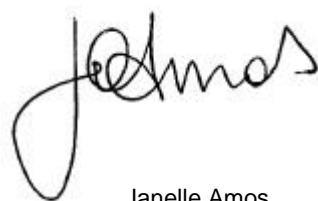## Improvement priority 3: Data and Performance – Successful Learners

Strategy	ACTIONS	RESPONSIBLE OFFICER/S	SPECIFIC MEASURES AND TIMELINES	SCHOOL TARGETS
Develop a strong Data Culture by improving Teacher capability to engage, interpret and use data to inform practice	Build teachers' data literacy through differentiated PD, sharing of best practice and mentoring Engage all staff in collaborative processes of data analysis and target setting at faculty and whole school levels to increase understanding and reliability of targets Review whole school response to PAT and NAPLAN data to inform current/future practice in individual classroom planning	DP D&P HoDs DP D&P HoDs DP D&P DP T&L HoD JS L&N Ctte	Clear presence of data and communication of explicit improvement agendas and targets with staff and students. Visible teacher and student goal setting process highlighted through Academic Review processes, formative assessment and feedback procedures. Through faculty collaboration, staff will choose targeted data sources used within CAPs (NAP, PAT, LOA), which staff will use to strategically analyse diagnostic student data, making links to curriculum pedagogy and planning. Enhanced data informed collegial conversations in Data Faculty Meetings and PLCs using key data sources linked to CAPS (Marker Students, NASOT, Formative Assessment) Staff will periodically engage in differentiated professional development to build capability data analysis (PAT / NAP), increasing integrity and ability of data interrogation, such as CAP analysis, value adding and empowering staff to become innovative in data informed practice. Increase in data informed targeted intervention strategies used within classrooms evident through links to marker students and value adding. All staff engaged within quality data rich conversations with colleagues each term in PLC's using CAPS as the driving agenda and the leading collaborative element in identifying best practice in improving student performance.	100% new staff involved in PD associated with CAPS, Marker Students and NASOT). 100% faculties collaborating and identifying differentiated data source to populate KLA CAPs (NAPLAN, PAT, LOA) each term. ▪ 100% of Year 12s achieving QCE ▪ 85% of Year 12s ATAR >65 ▪ 100% VET completion ▪ 95% 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 betw Indigenous and non-Indigenous students' Achievement <10% A-C; NAPLAN <20 MSS all strands

NAPLAN		Reading	Writing	Spelling	G&P	Numeracy
Yr 7	%U2B	40	30	35	40	45
	MSS	560	540	565	560	570
Yr 9	%U2B	25	20	25	25	35
	MSS	590	570	595	590	600

Improvement priority 4: Community and Culture – Connected Community

Strategy	ACTIONS	RESPONSIBLE OFFICER/S	SPECIFIC MEASURES AND TIMELINES	SCHOOL TARGETS
Partnerships *Evaluate current partnerships.* *Explore new partnerships*	**Quality Partnerships (community, industry, tertiary)** We will identify, document and evaluate all current partnerships. We will review data focussing on effectiveness, relevance and their responsiveness to students, business and industry needs. We will explore new partnership opportunities and identify those that will meet the needs of the students.	DP C&C Leadership Team DP C&C DP D&P HoDs LT	Evaluate our existing partnerships to measure their effectiveness and relevance to our school community. Documented evaluation (detailing strategic alignment, student improvement/intended outcomes, scalability and investment) completed by end Term1. Strengthen partnerships which value add to our students and community, and identify new partnerships with organisations which enhance student learning, engagement and pathways. Identify and analyse relevant data to assess partnerships focussing on impact/outcomes for every student. Track student outcomes and support needs in central place that include "whole of student" focus, including detail of partnerships like DES, TAFE in Schools, Skills Tech each term on a 5-week cycle. Increased number of Years 10, 11 and 12 accessing tertiary programs including UQ Enhance Studies Program and UniSC Headstart Program to enhance student pathway.	▪ All partnerships are valued by all stakeholders – feedback survey ▪ 100% of students undertaking VET successfully complete their courses. ▪ There will be a improved offerings of VET and Applied subjects on scope, in line with HR capability, to meet identified pathway needs ▪ Increased students with credit from tertiary courses including UniSC Headstart Program ▪ Students involved in support programs show relative gain in the identified and targeted areas (behaviour, attendance, engagement, achievement, self-esteem and resilience) ▪ Identified partnerships with direct benefits of, and with clear ways of working with each partnership organisation

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

Janelle Amos
Principal
13 / 02 / 2023

for Matt Gausden
School Council Chair
13 / 02 / 2023

NB School Council member Mary Pearson acted as Chair at the meeting held on 13 February 2023