

2024 Annual Implementation Plan

Innovative Thinkers – Successful Learners – Connected Community


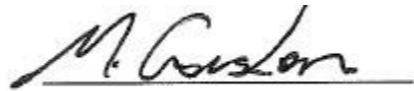



IMPROVEMENT PRIORITY	STRATEGY / ACTIONS	RESPONSIBLE OFFICER/S	RESOURCES REQUIRED <i>human/physical/financial</i>	SPECIFIC MEASURES & TIMELINES
DATA AND PERFORMANCE Successful Learners	<p>Grow our evidence informed culture and build confidence in analysis of whole school and faculty data</p> <ul style="list-style-type: none"> Provide differentiated PD to upskill staff understanding of NAPLAN, PAT, LOA, DDA, Senior School / QCAA data Develop and grow the Faculty Analysis Tool (FAT) within Leadership and Faculty forums to identify value add and loss at key reporting junctures. Enhance staff capability to use class data (CAPS) to make informed decisions around pedagogy to support improved learning outcomes for students Support teachers to consistently implement a data-driven approach to classroom decision-making using CAPs as a reference point and working document Review time allocation across PLC's, Faculty and Staff meeting times for completion and engagement within CAPs. <p>Improve student performance - Goal Setting for every student in every class</p> <ul style="list-style-type: none"> Investigate best practice and progress enhanced processes to support student goal setting and academic monitoring Enhance Academic Review processes to include classroom teachers <p>Apply a coaching/mentoring approach to First Nations students within the school</p> <ul style="list-style-type: none"> Share coaching/mentoring of identified First Nations students across members of First Nations Committee Create and implement a First Nations Mentor role to support students in their engagement and academic achievement at school 	DP HR HODs DP T&L DP T&L and DP Inclusion DP C&P DP C&C	<ul style="list-style-type: none"> Faculty Analysis Tool Track Ed CAPs – Track Ed Class Tracker - Track Ed DP Data and Performance DP Teaching and Learning Classroom Teachers Academic Review documents <ul style="list-style-type: none"> Committee meetings Case Management process 	<ul style="list-style-type: none"> All staff exposed to and engaged in Data Literacy PD by having a continual presence in SFD, Staff and Faculty meeting agendas All HODs engage with FATs at Leadership level and then share with all staff at Faculty Data Meetings All staff exposed to new NAPLAN scaling in helping interrogate CAPs data to appropriate target set for students in triangulation with PAT, LOA and Formative data. Whole School Academic Goals: 30% A, 65% A-B, 95% A-C 30% A Year 7 English Sem 1 (was 17% Sem 1 2023) 30% A Year 8 English Sem 1 (was 16% Sem 1 2023) 30% A Year 9 English Sem 1 (was 21% Sem 1 2023) 30% A Year 7 Maths Sem 1 (was 27% Sem 1 2023) 40% A Year 8 Maths Sem 1 (was 38% Sem 1 2023) 40% A Year 9 Maths Sem 1 (was 37% Sem 1 2023) Every student understands their academic goals in relation to their LOA and progress in formative and summative assessment All teachers involved in reviewing student performance and providing feedback on outcomes. Every staff member analysing and planning through whole school, faculty and individual class data as part of ongoing practice At key reporting junctures, staff interrogate QCCA Senior Subject Reports, including CIA, Confirmation and Moderation and Endorsement reports Student Goal Setting evident within CAP document 100% CAP Completion by week 5 each term Academic Reviews uploaded and visible for staff on OneSchool Leadership and Faculty meeting minutes supporting rich data conversations Faculty planning actioning outcomes raised through Interrogation of QCCA Senior Subject Reports, including CIA, Confirmation and Moderation and Endorsement reports Closing the gap around student achievement and engagement
CURRICULUM AND PATHWAYS 21ST Century Learners	<p>Embed valid, reliable and consistent collaboration in aligned, whole school moderation practices</p> <ul style="list-style-type: none"> Reflect and review practice seeking alignment and improvements in practice quality Seek collegial engagement opportunities through group/peer moderation strategies Review differentiation practices and strategies to optimise opportunities for student success Enable time for professional learning opportunities for all staff in differentiation, QA Processes and On-balance judgements 	DP C&P HODs Teaching staff DP Inclusion	<ul style="list-style-type: none"> Clear communication re: timelines for deliverables and allocation of time to engage staff in professional learning and development opportunities to attain targets QA tool – Junior & Senior Professional learning time allocation 	<ul style="list-style-type: none"> 100% of faculties complete quality assurance processes within teams each term (focus: unit planning, assessment design and implementation) 100% of staff engage in a whole school cross-faculty moderation each semester 100% of faculties embed consistent calibration practices within faculties with a clear, published timeline Explicitly link opportunities for improvement of student results to refinement of staff knowledge and engagement in Academic Review process Explore best practice and showcase strategies and share expertise Review data sets at intervals to consider areas of strength/concern
TEACHING AND LEARNING Innovative Thinkers	<p>Review Feedback Policy to ensure consistent whole school practices</p> <ul style="list-style-type: none"> All faculties contribute current practices/expectations around feedback Collate a toolkit of feedback practices Development and implementation of a redefined Feedback Policy that explicitly details expectations re type of feedback, timing of feedback, and accountabilities <p>Build staff confidence in using platforms to deliver Blended Learning and professional development</p> <ul style="list-style-type: none"> Introduce staff to the GO1 platform as the PD learning platform Introduce a QLearn mentor Develop a QLearn short course to students through ESP Staff create lesson content for student use through QLearn QLearn used to deliver content in ESP, WAVE and selected Year 11 subjects Implement the school's eLearning Action Plan Build staff confidence in using platforms to deliver Blended Learning through the QLearn platform Investigation of flexible approaches to learning in order to meet the needs of students and community 	DP C&P HODs Teachers DP T&L HoDs Teachers	<ul style="list-style-type: none"> Clear communication re: timelines for deliverables and allocation of time to engage staff in professional learning and development opportunities to attain targets. GO1 platform from EC Coordination time Faculty time dedicated to PL QLearn mentor TRS Print resource and stationery 	<ul style="list-style-type: none"> Detail by year level how feedback develops from Year 7 -10 to provide clarity for students Consistent practices, common language, amount and type used across all faculties Feedback toolkit developed Clear expectations about when feedback is given and how Develop agreed and effective Feedback within faculties Staff confidence in providing quality feedback Students understand feedback and can articulate how they are using it to improve results Feedback expectations and processes included in induction of new staff Whole School Academic Goals: 30% A, 65% A-B, 95% A-C HoDs are directing professional learning suited to the needs of whole school priorities and faculty priorities through GO1 100% of staff are using GO1 for professional learning in their faculties All Year 11 students have completed QLearn short course Staff confidence in QLearn 100% staff deliver content to students using QLearn in ESP and WAVE 100% of staff are interacting with QLearn in some capacity both within their classrooms and in faculty meetings Unit 2 courses in selected subjects have been offered
COMMUNITY AND CULTURE Connected Community	<p>Enhance the wellbeing of students to support a safe culture at ACSHS</p> <ul style="list-style-type: none"> Explore research and existing strategies to inform AC specific safe culture strategy Student forums and student surveys to gather student perspective on current school response to anti-social behaviours (unpack SOS data to understand better) Unpack parent OS seeking clarification re school response to anti-social behaviours Locate opportunities in SCOC for greater clarification of possible consequences for anti-social behaviours (include EQ Response Flowchart) Feedback to staff re: opinion survey data & forum feedback seeking staff response Evaluate communication processes to improve transparency of behaviour follow-up where possible to staff and wider community – communicating barriers to this, and updated data around behaviour and behaviour follow-up Provide further staff training re: restorative practice & implementation with students Expand detail in behaviour matrix and other written behaviour follow-up processes Communicate and enculturate a common language/phrase and call to action for embedding safe culture strategy within the school community Produce series of videos as part of AC Safe Culture marketing strategy Promote AC Safe Culture campaign in all school communication forums including assemblies, newsletter, social media, WAVE, whole-school language, email <p>Further Develop Cultural Awareness and Capability around First Nations</p> <ul style="list-style-type: none"> Use Aboriginal and Torres Strait Islander Cultural Capability Framework to evaluate cultural spaces and routines at ACSHS Initiate & develop a Reconciliation Action Plan 	DP – C&C ACCESS Team HOD App Tech Teachers DP C&C	<ul style="list-style-type: none"> Student forums in Term 1 & 2 Parent forums (2-3 evenings Sem 1) Assembly slots for promotion of strategy (at least 1 per term) Video and poster production including shooting and editing Posters visible in classrooms First Nations Committee 	<ul style="list-style-type: none"> Whole-school Safe School strategy devised and launched. SOS Parents: "My child feels safe at this school" – 90% 2024 (was 81.1% in 2023) SOS Students: "I feel safe at this school" – 75% 2024 (was 65% in 2023) SOS Students: "My teachers are interested in my wellbeing" – 70% 2024 (was 60.7% in 2023) SOS Students: "Student behaviour is well managed at my school" – 50% 2024 (was 38.3% in 2023) SOS Parents: "Student behaviour is well managed at this school" – 70% 2024 (was 61.3% in 2023) SOS Staff: "Student behaviour is well managed at this school" – 80% 2024 (was 72.3% in 2023) SOS Staff: "I feel safe at my school" – 75% 2024 (was 65% in 2023) 100% of students report through student forums that they are "very familiar" with newly devised safe school language specific to AC, by end 2024 100% of staff report being "very confident" in employing the school's bullying response 25% decrease in reports of bullying and harassment between term 1 and term 4 (based on ACCESS Hub data for student support needs) Acknowledgement of Country visibly expressed on all formal communication extending from ACSHS Acknowledgement of Country visibly expressed at all formal assemblies Aboriginal and Torres Strait Islander artworks displayed throughout ACSHS Celebrations of Aboriginal and Torres Strait Islander cultures and perspectives within curriculum and school calendar

Monitoring

	<i>Green: On Track; Yellow: Progressing; Red: Yet to commence. Shade strategies/actions at the end of each term after reflection based on progress. Add comments as appropriate</i>	<i>Principal Sign and Date</i>	<i>School Council Chair Sign and Date</i>
TERM 1			
TERM 2			
TERM 3			
TERM 4			

Approvals

<i>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</i>					
PRINCIPAL		SCHOOL COUNCIL CHAIR		SCHOOL SUPERVISOR	
Sign and date	19/02/2024	Sign and date	19/02/2024	Sign and date	19/03/2024