

# Albany Creek State High School

## 2025 Annual Implementation Plan

### Connected Community, Inclusive Culture, Outstanding Futures

Albany Creek State High School provides outstanding opportunities for young people to achieve their personal best across academic, sporting and cultural endeavours. The 2025 – 2028 Strategic Plan outlines the direction for school improvement titled **Connected Community, Inclusive Culture, Outstanding Futures** through the focus areas of Responsive Teaching & Learning, Strengthened Identity & Belonging, Enhanced Engagement & Wellbeing and Achieving Personal Best. In 2025, we will create positive and productive relationships and foster students' understanding of their learning with an emphasis on **Moderation, Pedagogy, Vision & Values, Intentional Practices and Academic Conferencing**.

#### Focus Area 1: Responsive Teaching & Learning

Our approaches to teaching and learning are responsive to the needs of individual students. We know our students, understand curriculum intent and vary our practices to ensure that every young person achieves at least one year's worth of learning growth each school year.

**Strategy One:** Implement effective moderation practices in all faculties emphasising the Before (assessment takes place) and After (assessment prior to grading) stages of moderation to inform teaching and learning interventions and support student outcomes.

**Strategy Two:** Collaboratively develop a four-year plan to embed a shared language about pedagogy that enables a school-wide, holistic student approach to teaching and learning

**Strategy Three:** Consolidate the use of learning goals and success criteria to develop students' understanding of their learning progress and the knowledge and skills they are expected to evidence in each subject.

**Actions:**

- Executive Team to provide additional structured guidance and time for moderation practices each term
- Leadership Team to collaboratively develop and implement a Faculty Moderation Plan that encompasses whole school moderation goals (teacher expertise/student outcome improvement, differentiation)
- Heads of Department to explicitly detail moderation cycle in Pedagogy Unit Plan and lead sharing of faculty interventions in various contexts and forums to support improvement of student outcomes.
- Leadership Team to enact the Collegial Engagement Strategy including classroom observation and Learning Walks and Talks
- Leadership Team to identify and support the professional learning needs of teaching staff in relation to the use of learning goals and the tracking of student progress
- Leadership Team to develop the school's shared school-wide approach to pedagogy and the teaching of reading and comprehension, and commence implementation of the four-year plan

**Monitoring**

T1	T2	T3	T4
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T1	T2	T3	T4
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T1	T2	T3	T4
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**AIP measurable outcomes:**

- S1 E&M LOA A-C 7-9 from 94% to 95%
- S1 E LOA A-B 7-9 from 59.5% to 63%
- S1 M LOA A-B 7-9 from 68.1% to 70%
- S1 All LOA A-B 7-12 from 61% to 63%
- S1 All LOA A-C 7-12 from 93% to 95%
- ATAR >95 from 2.5% to 12.5%
- ATAR >90 from 12.65% to 25%
- ATAR >85 from 31.6% to 37%
- 100% QCE
- 100% students receiving QTAC offer

**Responsible Officers & Resources:**

- Strat One – Deputy Principal Archer
- Strat Two – Deputy Principal Cathro
- Strat Three – Deputy Principal Cathro
- TRS for Prof learning 10k

#### Focus Area 2: Strengthened Identity & Belonging

We are focussed on enhancing our collective identity and building positive, productive relationships that strengthen a sense of belonging for students, families and staff. We understand that a positive sense of belonging shapes a young person's cognitive, behavioural and emotional engagement with school and influences their learning outcomes.

**Strategy Four:** Collaboratively review the vision, values and motto to promote clarity about the school's compelling narrative within the school and wider community

**Actions:**

- Executive Team to lead the continued collaborative review of the school's guiding statements and provide structured opportunities for parent qualitative feedback, consultation and involvement
- Executive Team to strengthen the Student Representative Council as a significant body for student voice, agency and feedback and create opportunities for the broader range of students to provide feedback on school improvement
- HOSSes & YLCs to create engaging Year Level specific newsletters to positively celebrate staff, student and parent contributions and to highlight opportunities for involvement in broader aspects of school community life
- Leadership Team to focus on engaging students in sporting, cultural, academic and social and emotional support programs to improve students' perceptions of peer relationships and their sense of belonging.

**Monitoring**

T1	T2	T3	T4
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**AIP measurable outcomes:**

- Reviewed vision, values and motto communicated by the end of 25
- SOSP 'asks for my input' from 74% to 78%
- SOSS 'this is a good school' from 54% to 60%

**Responsible Officers & Resources:**

- Strat Four – Principal
- Time for consultation forums
- Structure to enable formalised

#### Focus Area 3: Enhanced Engagement & Wellbeing

Our school supports students to deal with the normal stressors of life and to work productively and with purpose in order to realise their potential as effective contributors to our community. We value diversity and promote positive and productive relationships inside and outside classrooms to foster quality engagement and academic progress.

**Strategy Five:** Implement the Intentional Practices framework with explicit roles and responsibilities to improve consistency across the school and support positive teacher-student relationships.

**Actions:**

- Executive Team to engage a diverse range of students to provide regular and targeted Student Forums – enabling student voice.
- HOSSes to promote and provide support and professional learning for Intentional Practices, Behaviour Profiling and pedagogy scanning and embed a focus on student-teacher relationships into Collegial Engagement processes
- HOSSes to develop and implement Intentional Practices resource toolkit for staff and an effective communication strategy to students and parents.
- Leadership Team to develop and implement student celebration practices to acknowledge student success in academic, cultural, school spirit and sporting arenas
- Leadership Team to include Intentional Practices in WAVE planning and program for 2025 and beyond and ensure it is enacted in classrooms (Focus on circles)
- Leadership Team to map and communicate to staff links between NASOT, ECSMs and Intentional Practices
- HOSS's and Exec Team implementing I.P 9 Minute mediation model.

**Monitoring**

T1	T2	T3	T4
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**AIP measurable outcomes:**

- S1 students with > 1SDA from 23 to 12
- SOSS 'talk to teachers about concerns' from 51% to 65%
- SOSS 'I like being at school' from 52% to 65%

**Responsible Officers & Resources:**

- Strat Five – Deputy Principal Grant
- TRS for Prof learning 10k

#### Focus Area 4: Achieving Personal Best

As staff and students, we approach our work with a growth mindset and aim to achieve our personal best. We embrace challenge, practice perseverance, apply feedback, learn from the success of others and see effort (from students, staff and community) as the key to success.

**Strategy Six:** Introduce academic conferencing into Year 10 and 12 to empower students to understand their progress in their learning pathway and set meaningful learning and wellbeing goals

**Actions:**

- Members of the Leadership Team provide professional learning for Year 10 and 12 WAVE teachers so that they are able to prepare for and conduct academic conferences with students and parents.
- Executive Team members lead the implementation of Academic Conferences for Years 10 and 12.
- Develop an implementation plan for all year levels of conferencing from 2026.

**Monitoring**

T1	T2	T3	T4
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**AIP measurable/desired outcomes:**

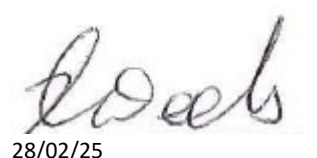


- ATAR Targets as School Focus Area 1
- LOA A-B S2 Yr 10 from 62.7% to 70%
- LOA A-C S2 Yr 10 from 91.4% to 95%
- 90% conference attendance
- 100% QCE
- 100% students receiving QTAC offer

**Responsible Officers & Resources:**

- Strat Six – Deputy Principal Kane
- TRS for PD & Preparation Time 10k



**Approvals**

<i><b>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</b></i>					
PRINCIPAL	Derek Weeks	SCHOOL COUNCIL CHAIR	Matthew Gausden	SCHOOL SUPERVISOR	
Sign and date	 28/02/25	Sign and date	 28/02/25	Sign and date	 12.03.2025