



Albany Creek State High School Annual Implementation Plan 2017

School Improvement Priorities 2017

Improvement priority 1: Implement curriculum aligned to ACARA/QCAA which emphasises academic achievement, responds to student needs and provides pathways for students

Strategy: Advance Curriculum Knowledge of school leaders, teachers and support staff

Actions	Success Indicators/Targets	Timelines	Responsible Officer/s
LT to participate in Leading the Australian Curriculum Implementation in Junior Secondary to ensure it is being implemented with fidelity	<ul style="list-style-type: none"> HODs have provided/accessed PD for staff as appropriate Faculty meeting time and resources have been dedicated to support 	End of 2017	AMOSJA LT
Support teachers in gaining knowledge and understanding of general capabilities and cross curricular priorities (ACARA)	<ul style="list-style-type: none"> 1/term staff and 2/term faculty meetings have focussed discussion on curriculum Alignment of 12-7 curriculum has been considered LT / Ts / TAs have participated in targeted professional learning through SPDDs, meetings, learning program, PLCs, collaborative planning or external PD 	End of 2017	WOODLO HODs
Build knowledge and understanding of the new senior curriculum	<ul style="list-style-type: none"> All staff have engaged with the new Senior syllabuses (evidenced in faculty meetings, TA/Support Staff Learning Program) Teachers are familiar with structures and content of new syllabuses Faculties have documented plans to support the implement the process (staffing, pd, resources) 	End of 2017	WOODLO HODs

Strategy: Curriculum Writing

Actions	Success Indicators/Targets	Timelines	Responsible Officer/s
Review and update school curriculum plan	<ul style="list-style-type: none"> Curriculum Plan reflects current practice and details planning/tasks for 2017-2020 Curriculum has been mapped (Year 12-7) aligning assessment, standards and content to allow a developmental flow 	Term 1 Sem1	WOODLO LT
Review ACARA subjects to ensure alignment to general capabilities, cross curricular priorities.	<ul style="list-style-type: none"> Faculty teams have mapped and reviewed 7-10 curriculum 	Term 1	WOODLO HODs
Write curriculum for subjects in Years 9-10 (ACARA)	<ul style="list-style-type: none"> All KLA's have mapped and written units for Years 9-10 (incl assess planners) using the school template (GCs and cross curricular priorities embedded) 	End of 2017	HODs

Improvement priority 2: Using data to improve student outcomes

Strategy: Collection and use of data to drive improvement in student performance			
Actions	Success Indicators/Targets	Timelines	Responsible Officer/s
Review of School Data Plan to support continuous improvement and embed processes to meet school performance targets	<ul style="list-style-type: none"> Clearly articulated data plan written and implemented (including priorities, timelines and accountabilities) 2017 School Targets (see attached) are met Progress meetings held each term with LM; each sem with P Academic Review process identifies students at risk and interventions are in place to support 	Term 1 End year End T/S End term	KATOJU LT LT AMOSJA DPs, YLCs, HODs, GO
Further develop and embed collaborative data inquiry (FACES model)	<ul style="list-style-type: none"> Teachers are analysing data, reflecting on practice, setting targets for achievement and implementing explicit strategies for improvement Process in place to identify and support students with specific learning needs and intervention programs in place Data walls in place and are used for professional discussions Case management of students with LIPs and ICPs 	All year Sem 1 Sem 1 Sem 1	MT, LT, Teachers HOD JS, MT KATOJU, MT HOD JS, HOSES
Strategy: Teachers are interpreting, analysing and using data to reflect, review and plan to ensure every student is performing to the best of their ability			
Actions	Success Indicators/Targets	Timelines	Responsible Officer/s
Develop short term data cycles using achievement and diagnostic data to inform teaching, learning, intervention and innovation.	<ul style="list-style-type: none"> All teachers are using Class Analysis, Dashboard and other available data to adjust pedagogy and define improvement strategies to inform teaching and differentiation Teachers set and monitor class targets that align to school targets Students have set achievement goals and are tracking their own progress Teachers provide students with explicit feedback on progress towards goals 90% C or better in all subjects. 20% A's 98% Behaviour & 92% Effort = C or better 	Jan SPDD and throughout 2017	HODs, Teachers
Articulate explicit strategies for responding to specific kinds of student need on the basis of information collected during teaching unit	<ul style="list-style-type: none"> Instruction is differentiated and strategies to support improvement are identified on the reviewed class analysis profile and in unit plans 'Non-negotiable' strategies are embedded (and evidenced) in teaching practice 	Throughout year	HODs, Teachers
Strategy: Develop capability of staff to interpret data to inform teaching practice			
Actions	Success Indicators/Targets	Timelines	Responsible Officer/s
Provide opportunities to use Class Analysis Profiles to inform planning at set meetings through the year	<ul style="list-style-type: none"> Faculty/PLC meeting minutes reflect robust conversation about data and improvement Teachers have evidence to demonstrate how they have reviewed and responded to student achievement data in their planning and teaching (explicit strategies for improvement) 	1 each per term Throughout year	HODs and Teachers Teachers
Provide PD and support for staff in the use of data to improve performance	<ul style="list-style-type: none"> AITSL standard 5.4 Interpret Student Data is reflected in school PD Plan 'Use of Data' on SPDD programs and staff meeting agendas 	End Sem 1 Throughout year	HOD T&L KATOJU

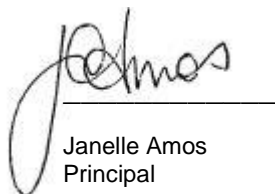


Improvement priority 3: Improve school culture and staff/student engagement


Strategy: Develop strategies to support staff wellbeing and morale			
Actions	Success Indicators/Targets	Timelines	Responsible Officer/s
Establish a Wellbeing, Health and Safety Committee to develop a wellbeing strategy for staff	<ul style="list-style-type: none"> Wellbeing Strategy developed & implemented Staff have opportunities to provide input, give feedback and raise issues Comprehensive Induction Program delivered to new staff SOS: morale 75% 	Sem 1 Throughout Year Throughout Year	WWHS cmtee AMOSJA STERAN
Focus on celebrating staff successes	<ul style="list-style-type: none"> 'Good news' segment in weekly staff briefing SOS: celebrate staff achievements = 80% 	All year	AMOSJA LT
Further develop and implement Collegial Engagement Plan	<ul style="list-style-type: none"> Collegial Engagement Plan implemented There is a strong culture of collaborative learning amongst staff 80% of staff have worked with coach/mentor SOS: feedback about my work at school 80% SOS: good communication between staff 75% 	All year	HOD T&L MT LT
Engage all staff in APR process and have professional learning plans in place	<ul style="list-style-type: none"> SOS: Developing Performance process helps me improve 80% Teaching and Support staff have individual goals and plans in place Aspirants program implemented 	All year	HOD T&L, LT All staff LT AMOSJA
Strategy: Fully implement the WAVE (Wellbeing and Values Education) with an emphasis on high level of pastoral care and social support for all students (Years 7-12)			
Actions	Success Indicators/Targets	Timelines	Responsible Officer/s
Write and implement WAVE lessons (reflect and reviewed at end of each term)	<ul style="list-style-type: none"> Lessons and resources for all lessons completed and placed on G:\ Review meeting held in each term Attendance 95% <85% Attendance 9% 	Term 3 Wk 10 each term	HOD LE, WAVE Writing Team HOD LE, YLCs
Provide opportunities for Professional Development/training for all staff	<ul style="list-style-type: none"> All staff have attended WAVE induction sessions – one per term 	All year	HOD LE GO
Strategy: Improve school pride and culture through further development of the school House structure			
Actions	Success Indicators/Targets	Timelines	Responsible Officer/s
Develop and implement House Cup competition across all year levels and engage staff to be House mentors	<ul style="list-style-type: none"> Student accomplishments celebrated (House Assemblies, newsletter, FB, etc) 60% students - OS positive behaviour record 	All year	HOD LE, YLCs House Mentors
Explicitly articulate the roles and responsibilities of staff as supporters of the program	<ul style="list-style-type: none"> Roles and Responsibilities Policy documents distributed 	Term 1	HOD LE House Mentors
Develop capability of student leaders to run the competition in conjunction with HOD LE	<ul style="list-style-type: none"> Terms 1-4 Student Leadership PD/Breakfast each term 	All year	HOD Student Engagement

Endorsement

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



Janelle Amos
Principal



Paul Bowen
School Council Chair

