



# Annual Implementation Plan - 2024

## School Priority 1 – PEDAGOGY and a productive learning environment

### Long term targets / desired outcomes

- Collaboratively developing and implementing a pedagogical approach over a staged timeframe, supported by "The Learner First" capability rubrics
- A-B and A-C data in English and Mathematics has a trajectory of improvement

### AIP targets / desired outcomes

- Stage one implementation of the pedagogical approach as outlined in the Whole School Pedagogical Approach 2024 document
- Academic Results:
 

English targets		Maths targets	
Year 7 A-B = 42%	A-C = 85%	Year 7 A-B = 45%	A-C = 80%
Year 8 A-B = 45%	A-C = 85%	Year 8 A-B = 40%	A-C = 75%
Year 9 A-B = 42%	A-C = 85%	Year 9 A-B = 40%	A-C = 75%

Strategy	Collaboratively develop and implement a whole school pedagogical approach utilising The Learner First 'capability rubrics'	
Actions	Responsible Officer(s)	
Teacher Cohort #1 / "Lead Team" (with at least 1 member from each faculty) working with The Learner First capability rubrics, to build holistic school values and vision, and apply these to direct: Learning Design for inclusivity and differentiation, and Authentic Assessment with formative and summative activities for evidence of individual student success	Principal / DPs Select Teachers / HODs	
Continue to implement – Learning Intentions / Success Criteria, Student Feedback, Whole-school Literacy Strategies. Select and implement – a school wide instructional method	Senior Leadership Team (plan) Teachers (implement)	
Whole staff professional development identified from The Learner First and HODs incorporated into the Lead Team working group at key junctures	DPs, HODs	
All faculties to collaboratively develop a Faculty Implementation Plan that includes an action plan for the implementation of The Learner First strategy – "getting to know the student"	HODs	

Strategy	Improve student literacy and numeracy through a focus on developing faculty specific capabilities and implementation	
Actions		Responsible Officer(s)
All faculties to develop a Faculty Implementation Plan (FIP): In the FIP, each faculty identifies their Literacy Champion, Tier 3 vocabulary and word wall planning and Vocabulary self-evaluation rubric (continue from 2023) Whole school introduction of Tier 2 Vocabulary (analytical verbs, cohesive ties and evaluative language) to further enhance student writing across all subjects. Re-focus on the Seven Steps to Writing Success to create a strong effective writer (to meet needs identified from analysis of NAPLAN data) Introduction of Year 8 additional literacy and numeracy lessons		HODs (plan) Teachers (implement)

## School Priority 2 – Optimising Student ENGAGEMENT and Wellbeing

Long term targets / desired outcomes
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- 95% students with A - C for Effort and Behaviour
- Minimum of 85% of staff, parents and students agree that behaviour is well managed at the school
- Student Disciplinary Absence (SDA) data less than “like schools”

AIP targets / desired outcomes
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- ‘Collective Commitments’ **collaboratively developed** and implemented across the school and reviewed each term
- Whole school buddy system **collaboratively developed** and implemented by end of year
- SOS – “behaviour is well managed in my school” (Staff and Students) **improved by 10%+**
- Increase student attendance by 2%+

Strategy	Improve student engagement (behaviour, attendance, retention)	
Actions		Responsible Officer(s)
Implement ‘Collective Commitments’ for improved student engagement, using strategies already developed through teaching staff collaboration. Quality assure implementation through data and Senior Leadership Team learning walks.		All teachers
Harness the experience of staff through collaborative Professional Learning Teams and peer-delivered Professional Learning Opportunities (with engagement focus)		Senior Leadership Team
Professional Development on methods to increase classroom engagement and inclusive practices		Senior Leadership Team
Staff accessing school-based Classroom Profilers to support their pedagogy		All teachers
Each faculty with teachers participating in the PBL committee		HODs
Develop a whole school buddy system ( <b>through teaching staff collaboration</b> )		All teachers
Clearly communicate with staff the school’s behaviour referral systems, including responsibility for responding to different types of behaviour		Senior Leadership Team



## School Priority 3 – Designing a Safe and Supportive Whole School CULTURE

### Long term targets / desired outcomes

- School Vision co-developed and implemented as a part of the Four-Year Strategic Plan
- SOS – “staff are supported at this school” (staff) **improved by 20%, capturing staff voice and providing opportunities for agency**
- SOS – “my school takes students’ opinions seriously” (student) **improved by 10%**

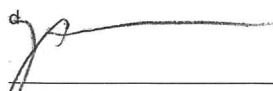
### AIP targets / desired outcomes

- ‘Ways of Working’ documents developed
- Develop student leadership experiences and **student voice on key issues**


Strategy	Consult and develop a shared school vision including staff, student and community voice across the Four-Year Plan	
Actions	Responsible Officer(s)	
Consult staff, students, parents and the local community to co-develop a school vision through working groups and surveys	Principal / DPs	
Identify and establish sub-committees where appropriate to provide further voice and oversight in the development and implementation of key initiatives	Principal / DPs	
Further develop student leadership, mentorship and voice / input	YLCs, Student Leadership Coordinator	

Strategy	Foster a school culture of clarity and support	
Actions	Responsible Officer(s)	
Develop ‘Ways of Working’ documents to clearly communicate school expectations – <b>for consistency of language and practice</b>	DPs	
Clearly define roles and responsibilities of Senior Leadership Team (Curriculum and Engagement HODs, Deputy Principals, Guidance Officers)	Senior Leadership Team	
Sustain purposeful visibility of leaders around the school and in classrooms	SLT and YLCs	
Teachers using TrackEd data with every student to identify student owned improvement strategies to build a positive student culture	All teachers	
Provide and promote opportunities for student leadership including: student clubs, student council, subject mentorship, student captaincy, PBL committee	All teachers	
Further build the ‘Instructional Leadership’ capability of the Senior Leadership Team through collegial engagement, professional development, intentional collaboration	Senior Leadership Team School Supervisor	

**Endorsements and Approvals** – This plan was developed in consultation with the school community and meets school needs and systemic requirements.

  
Principal

  
P and C

  
School Supervisor