



Annual Implementation Plan 2023

School Priorities	Success Indicators Methods of Evaluation Targets	Resourcing
Clarify accountabilities and processes to monitor the effectiveness of, and consistency in the enactment of the agreed curriculum	<ul style="list-style-type: none"> P-12 CARF Implemented Completed Whole School Curriculum Plan Alignment before moderation 100% Year 8 English classes engaged in Before After After End moderation and have developed annotated model response 85% staff agreement that there is consistency of alignment 	Release time for staff for Professional Development (PD), walkthroughs and observation P-12 CARF Australian Curriculum website Assessment Moderation Hub Survey Whole School Curriculum Plan Additional Deputy Principal
Implement a structured school-wide literacy program to enhance student literacy capability, enabling all students to successfully access the curriculum	<ul style="list-style-type: none"> Published school-wide literacy plan (SWLP) 100% staff have awareness of SWLP Literacy Coach provides focussed PD for staff face to face each term 3% increase in Year 9 students meeting National Minimum Standards for reading 	Literacy/Numeracy Coach NAPLAN data Whole School Literacy Plan Pedagogical proformas PD for targeted staff Speech Language Therapist HOSES
Collaboratively develop staff pedagogical knowledge and implement observation and feedback processes to consistently apply agreed pedagogical practices with fidelity	<ul style="list-style-type: none"> Clearly articulated responses to the 5Q4 model (Teachers and students) Key pillars of school pedagogical framework included in whole school PD plan Yearly schedule of alignment meetings and review of year level plans Classroom walkthrough completion Observation & feedback schedule for staff Collaboratively developed observation tool 	Pedagogical framework 21 st century skills – general capabilities Classroom profiling Instructional coaching AITSL Standards ETL Handbook Pulse data surveys Improved LOA data Completed and collated walkthrough data SFD PD plan School PD plan Whole school observation and feedback schedule APDP
Collaboratively develop an agreed school wide data plan to drive a consistent approach to data analysis, student monitoring and intervention	<ul style="list-style-type: none"> Inquiry cycle to consider school data and create data plan detailing collection points and purpose 100% staff awareness Improved LOA data of marker students (85%) 	School data profile Post destination surveys Pulse survey data School Opinion Survey data
Review the effectiveness, consistency and authentic use of data walls across the school in supporting the improvement of student learning outcomes.	<ul style="list-style-type: none"> Data walls are visible in 90% of learning areas Student engagement with data walls evidenced through 5Q4S 	HOD Teaching and Learning HOD walkthroughs iPads to capture evidence LOA data Pulse survey data – students and teachers
Provide professional development opportunities and support for teachers in enhancing pedagogical practices to confidently implement differentiation strategies.	<ul style="list-style-type: none"> 100% of the Extended Leadership Team and Co-Teachers completed Universal Design for Learning (UDL) Pedagogy Coach to deliver Differentiation Strategies PD at Staff Meeting & 1 Department Meeting per Term Revised unit plans to allow for documentation of differentiation 	Engage external provider to deliver UDL training Co-teachers Pedagogical Coach Inclusion Coaches and PLP mentors

Research effective attendance strategies and work with the school community to develop, implement and monitor a plan with clear accountabilities and responsibilities for all.	<ul style="list-style-type: none"> Improved student attendance data (85%) 100% of staff marking rolls in first 10 minutes of lesson 	Youth support coordinators Guidance officers Rolls officer Success coaches Student services HOD iPads to support processes
Collaboratively work with primary schools in the local cluster to develop common approaches in the areas of literacy, attendance and behaviour management.	<ul style="list-style-type: none"> Established a PLC amongst feeder schools that meets once per term with a targeted focus (Term 1 Transition, Term 2 - Literacy, Term 3 – Attendance, Term 4 - Transition) Establish a shared calendar of Cluster Events 	Host 1 x Cluster Meetings at Each Feeder School (Jnr DP, Jnr Sec HOD, Inclusion HOD, Literacy Coach, HOD English)

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool



Principal




P and C / School Council




16 February 2023
Assistant Regional Director



**Queensland
Government**