



2024 ANNUAL IMPLEMENTATION PLAN (AIP)

GOAL 1
Maximise students' learning growth in literacy and numeracy to increase their achievement in all learning areas.

KEY IMPROVEMENT STRATEGY:

Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

ACTION

Develop a whole school approach to assessment design and strengthen staff capacity in differentiated teaching in order to identify and meet students' individual learning needs.

OUTCOMES: SL A

SLA - Assessment Design
 Leaders will develop knowledge and understanding of assessment design based on guiding curriculum documents and learning progressions. Staff will design assessments that link to a learning progression which measures student knowledge, understanding and skills. Students will be able to identify where they are in a learning progression and know the next steps for improvement.

OUTCOMES: SL B

SLB - Differentiated Teaching
 Leaders will use data to strengthen differentiated teaching practices (content, process, product, and environment). Staff will use student learning data to create and document differentiated teaching practices (content, process, product, and environment). Students will be given opportunities to (learn and) demonstrate their learning in different ways.

SUCCESS INDICATORS

EARLY

Assessment schedules demonstrate a variety of diagnostic, formative and summative assessment (and are continuously referred to in a range of meetings).
 Assessment tasks will display a clear link with learning progressions, as shown on Compass Learning Tasks

Staff participate in PL and report increased confidence related to data display resources and practice (e.g., induction of new staff, target groups)

College wide PIVOT average scores to increase by 0.05
 In the 'Instruction' domain from an average of 4.82 in Sem Two 2023 And in 'Areas for conversation' statements:
 ●1.7 In this class, I often work with other students
 ●3.2 This teacher connects their teaching to my life
 ●1.2 This teacher gives me choices about the work I do
 College wide artefacts demonstrate evidence of differentiation (e.g. peer observations, professional partnerships, unit planners etc).

LATE

Embedding differentiated activities in curriculum documentation across all learning areas. Include late assessment design indicator following consultation.

STUDENT SURVEY (ATOSS)

- Sense of Confidence to increase by 2% to 63%
- I know I can keep up with my learning to increase by 2% to 70%
- Differentiated Learning to increase by 3% to 68%

STAFF SURVEY (SSS)

- Academic Emphasis to increase by 2% to 38%
- Students try hard to improve on previous results by 2% to 25%
- Stimulated Learning to increase by 3% to 59%
- Use of evidence to inform practice maintain at above 80% (85% in 2023)
- Data for curriculum planning to increase by 3% to 75%

GOAL 2
Maximise students' wellbeing and their engagement with the school

KEY IMPROVEMENT STRATEGY:

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

ACTION

Create safe and supportive environments through activating student voice in order to enhance engagement and wellbeing.

OUTCOMES: SEW A

SEW A - Create safe and supportive environments
 Leaders will use data and positive behaviour frameworks to foster positive relationships between staff and students. Staff will respond to data and activate positive behaviour frameworks to develop positive relationships with students. Students will demonstrate an understanding of what positive relationships look like at the College

OUTCOMES: SEW B

SEW B - Activating student voice
 Leaders will create and model strategies to seek and act on feedback from students regarding their engagement, learning and wellbeing. Staff will regularly seek and act on feedback from students to improve their engagement, learning and wellbeing. Students will feel heard and valued by all staff at the College (in learning and non-learning spaces).

SUCCESS INDICATORS

- Increase participation in ATOSS from 60% to 80% in 2024
- Increase in staff participation in extracurricular activities
- Better understanding as to why there is a large proportion of girls reporting limited connectedness to school
- Using data to identify reasons for classroom avoiders
- Increase in rewards and success passes being given by staff

PIVOT

- AQ1158 - This teacher spends time building a relationship with me (currently 4.55 to 4.65 Term 1 2024)
- Q17 - This teacher respects me for who I am (currently 5.01 to 5.1 Term 1 2024)
- Q21 - This teacher cares about my wellbeing (currently 4.84 to 5.0 Term 1 2024)
- Q25 - This teacher makes changes in response to feedback (school average 4.81 to 4.9 Term 1 2024)
- Q23 - This teacher asks me to share my ideas about what we are doing (school average 4.81 to 4.9 Term 1 2024)
- Feedback analysis tool implemented by all staff and students to provide feedback to their teachers about how they learn, what engages them at school.

LATE

- Decrease numbers of same student being exited multiple times by the same teacher

STUDENT SURVEY (ATOSS)

- Sense of Connectedness to increase from: 51% to 56% in 2024
- Sense of Connectedness: Shifting female positive endorsed percentage from 43% to 48% 2024
- Teacher Concern to increase from 45% to 47% in 2024
- Effective Classroom Behaviour to increase from 61% to 63% in 2024
- Students treat teachers with respect - 32% to 35% in 2024
- Students at this school treat each other with respect - 33% to 36% in 2024
- Student Voice and Agency to increase from 53% to 58% in 2024
- Student Voice and agency - reduce the neutral space in student responses from 28% to less than 20% in 2024

STAFF SURVEY (SSS)

- Staff in this school trust their students: 39% in 2023 to 45% in 2024

PIVOT

- Growth of increased average score from Semester 1 for PIVOT questions above.