

# North Lakes | STATE COLLEGE

Learn, Lead, Succeed



## Annual Implementation Plan





## Annual Implementation Plan

### Preamble

The 2024 Annual Implementation Plan (AIP) outlines the commencement of our new School Plan 2024-2026. It identifies the priorities that we will action in 2024. Our Strategic Plan 2023-2026 identifies the following priorities as important work over the next four years:

**Educational Achievement: Teachers use data to inform practice and measure impact so that every child can succeed.**

- Knowing each student's learning progression
- Expect at least one year of learning growth each year.
- Maintain clear and consistent expectations for behaviour and learning engagement for every student

**Wellbeing and Engagement: A focus on wellbeing of staff and students to provide a foundation for engagement in learning.**

- Creating a sense of belonging in a positive learning environment.
- Knowing each student and how we can best support them.
- Providing meaningful learning experiences and pathways to improving learning outcomes.

**Culture and Inclusion: Recognising and valuing the diversity of our community to remove the barriers to success**

- Embrace diversity by creating a safe, welcoming and inclusive educational setting.
- Value student and community voice in our approach to teaching and learning.
- Identifying and removing barriers so every student realises their potential

### Professional Values

Underpinning the work that we do at North Lakes State College are the values we hold ourselves to as professionals. These professional values guide our decisions regarding future directions for the college, including human capital and resourcing. Our professional values include:

High levels of expectation and efficacy

- High levels of staff collegiality and mutual support, with active professional learning teams and a clear expectation that teaching and learning programs will be moderated and shared.
- A broad and diverse curriculum underpinned by high quality teaching, making learning accessible for all young people
- Teachers reinforce the belief that all of their students can learn.

A safe, welcoming and orderly learning environment

- The health and wellbeing of our students is critical in ensuring their successful futures.
- Every student feels welcome and safe in our school.
- Classroom routines and expectations are explicitly taught and positively reinforced in every classroom.

Strong leadership that is shared

- All school leaders provide the support and resources to their teams that enables them to systematically and consistently enact college improvement strategies.
- All staff understand their role as leaders of learning and ambassadors for school culture and understand that their responsibilities don't end at the classroom door



## Improvement Priority 1.

Providing a safe, supportive and inclusive school with high quality curriculum and pedagogy to ensure all of our students have the chance to reach their full potential

### Priority 1 Targets

- The percentage of students achieving 'C' or better across all subject areas is >85%
- Student attendance is  $\geq 90\%$  with levels of intervention in place for students <80%
- >90% of school leavers are engaged in further learning, training or employment (Next Step)
- The majority of staff are able to access and use disaggregated student engagement and achievement data to intentionally plan for all students

>90% of staff agree that:

- They receive useful feedback about their work.
- Feel confident managing the behaviour of students in their classrooms
- Feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas

>90% of parents agree that:

- My child's learning needs are being met
- Teachers provide me with useful feedback about my child's progress.

>90% of students agree that:

- My teachers expect me to do my best
- My teachers help me with my school work
- My teachers provide me with useful feedback about my school work

### Priority 1 Actions

Actions	Responsible Officers
Develop and implement a common language for learning including age-appropriate pedagogies framework (AAP) across Prep – Year 2 and High Yield Pedagogical Practices (Year 3) that supports teachers to plan and make decisions about classroom practices that promotes high levels of engagement and is responsive to the needs of all students.	Tracy Hetheron
Refine and implement an agreed common language of instruction focussing on: <ul style="list-style-type: none"> <li>• Activating prior knowledge to identify relevance with real world examples.</li> <li>• Learning Intentions and Success Criteria aligned with 'A' standard.</li> <li>• Further implementation of UDL framework to ensure every student can successfully engage with the curriculum.</li> <li>• Implement improved formative assessment techniques to identify misconceptions and gaps in learning.</li> <li>• Consistent use of annotated exemplars aligned with the 'A' achievement standard.</li> </ul>	Dan Ball Shannon Carter John Thornberry
Quality assure teaching and learning through refinement of PLC's, collegial engagement and line management.	Shannon Carter Primary DPs JS DPs
Further develop the instructional leadership skills of all members of the CLT to support their teams to systematically and consistently enact college improvement strategies.	John Thornberry
Implementation of Universal Design for Learning (UDL) Framework to optimize teaching and learning for every student.	Mel Green





## Improvement Priority 2.

Wellbeing and Engagement: A focus on the wellbeing of staff and students to provide a foundation for engagement in learning.

### Priority 2 Targets

Achieve >90% satisfaction for the following parent survey rating:

- Teachers at this school are interested in my child's wellbeing
- can talk to my child's teachers about my concerns.
- This school fosters respectful relationships among all students
- This school has a strong sense of community

Achieve >90% satisfaction for the following student survey rating:

- My teachers are interested in my wellbeing
- My school takes students' opinions seriously
- My school encourages students to respect one another
- I can talk to my teachers about my concerns

Achieve >90% satisfaction for the following staff survey rating:

- This school takes staff opinions seriously.
- This school fosters respectful relationships among all students
- Staff are treated fairly and consistently at this school.
- The wellbeing of employees is a priority for this school

### Student Attendance

- Student attendance is  $\geq 90\%$
- Reduce short and long term suspensions by 10% each year to 2026

### Priority 2 Actions

Actions	Responsible Officers
School policies and expectations are supported and reinforced by all teachers in every classroom and during lunch breaks.	SLT
Using the principles of Junior Secondary create greater group identity to build a sense of belonging and connectedness so that students feel safe and confident in their environment.	HOS P-9 JS DPs Jo Wiseman JS HOYs
Adopt the department of education five step process to implement the <u>staff wellbeing framework</u>	Cathy Murray
Continue to refine processes that identify early signs that a student's wellbeing is at risk and provide structures that enable intervention through case management and individual support plans	SWAT Team Tracy Hetherton Damien Wallace Alex Fowler
Individual case management of First Nations students and students with a disability	Mel Green Ingrid Renton HOYs/House Leaders
Timely and effective academic intervention that provides different support, not different expectations	Mel Green John Thornberry
Curriculum, pedagogy and assessment ensure equitable access to successful outcomes for every student.	Mel Green

Recognise and celebrate diversity through special events, awards, within the curriculum and on assemblies	Mel Green
Further implementation of TrackEd to provide better and more timely information to parents/care givers about their child's learning progress, wellbeing and engagement	Damien Wallace Alex Fowler Tracy Hetherton

## Improvement Priority 3.

Building strong foundational skills of literacy to improve student outcomes with an explicit focus on reading fluency and reading comprehension.

### Priority 3 Targets

- Year 3 reading mean scale score improves to 395.
- Year 5 reading mean scale score improves to 490.
- Year 7 reading mean scale score improves to 540.
- Year 9 reading mean scale score improves to 570.
- 90% of students agree that my English skills are being developed at this school (S2049).
- 50% A-B in subjects years 7 – 10
- A-B% in senior general and applied subjects consistent with state %

### Priority 3 Actions

Actions	Responsible Officers
Continue the implementation of strategies to explicitly teach reading comprehension. Ensure strategies are evident in planning and practice across all subject areas.	Lisa Josey Jo Wiseman Jo Bickerstaff Tracy Hetherton Breeanna Skrzypinski
Reading strategies remains a priority on the professional development calendar.	Shannon Carter Dan Ball/Kim Williams
Good practice in teaching reading is shared at staff and faculty meetings.	CLT

## Resourcing to Support Our Priorities

Resources	Costs
Heads of Year & House Leaders to support student wellbeing and engagement	\$470000
Learning Support Teacher – early intervention and P-3 literacy program.	\$100000
Speech Language Therapist – additional resourcing to support student	\$22500
Collaborative Assessment of Student Work	\$100000
Funding additional Teacher Aide hours to support targeted P-6 programs	\$80000
Support for Student Wellbeing Programs (RAGE, Top Blokes)	\$20000
Low Ropes Course	\$75000
Allocation to support DP years 2-4	\$72433
<b>Total</b>	<b>\$939 933</b>