ANNUAL IMPROVEMENT PLAN (AIP)

2025

Preamble

Acknowledgement of Country
We acknowledge the Traditional Custodians of the land, water and country where our school is built and where teaching and learning takes place.

We pay our respect to Elders past and present and recognise their continuing connection to culture, customs and history in our community.

Purpose
Inspiring lifelong learners to succeed in a world of opportunities

Vision
Excellence in Learning and Life

Values
The 4Rs:
- Respectful - We are kind and we respect people, property and learning
- Resilient   - We adapt to challenges and try again
- Reflective   - We own our actions, celebrate success and learn from our mistakes
- Resourceful - We are prepared problem solvers

Priorities
The 3Cs:

Culture - Safe, Supportive, Collaborative (HRS 1)
Classrooms - Effective teaching and learning (HRS 2)
Curriculum - Guaranteed and viable, Data and Differentiation (HRS 3)

Pillars

Academic	Sporting	Community	Cultural

Houses

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

Megan Herbert

Principal

Date:

Natasha McVeigh

P&C President

Date: 13/02/2025

Tracey Cook

School Supervisor

Date:

Strategy: We operate as a **Professional Learning Community** (PLC) through **Professional Learning Teams (PLTs)**

	Actions	Targets	Timelines	Ownership	Resources
SIT Domain	Re-establish **Professional Learning Teams** (PLTs), using duFour's model, to enhance teaching practice and improve students' A-E academic outcomes: • Establish and resource Sharepoint as organisational structure • Establish 4 delineated PLTs: -Know your Students -Know your Curriculum -Know your HITs -Know your SLAWF • deliver Student Free Day program & rolling induction • Faculty HODs monitor progress and outcomes	Sharepoint resources established 100% Staff inducted to PLTs process 100% Faculty HODs engage in monitoring PLT progress 80% of marker students improve by one grade Student Academic Achievement: A-B 54% A-C 90%	22 Jan 2025 24 Jan 2025 SLT Week 3 and Week 9 each term By Week 10 each term Sem 1 Reporting Sem 2 Reporting	DP HRS 1 DP HRS 1 Faculty HODs Teachers Faculty HODs DP HRS 1 Teachers Faculty HODs ELT	 PFD Time SLT OneNote Minutes PLT Time

Strategy: We focus on **Student and Community Engagement**

	Actions	Targets	Timelines	Ownership	Resources
SIT Domain :	Enhance classroom learning through the **Student Learning and Wellbeing Framework (SLAWF)**: • publish framework and induct students and staff • embed differentiation in unit planning • strengthen staff and student understanding of engagement • Integrate engagement and wellbeing PD into school plan	SLAWF published 100% Staff inducted to SLAWF Classroom artifacts in 100% of classrooms Differentiation evident in 100% GVC unit plans 2 x PD session/term on engagement and wellbeing 7-9 SDAs: 12% Student Academic Achievement: A-B 54% A-C 90%	End Semester 1 24 Jan 2025 End Semester 1 Week 10 Term 2 By Week 8 each term SLT Week 1 each term Sem 1 & 2 Reporting	DP HRS 1 DP HRS 1 DP HRS Faculty HODs DP HRS 1 HOH Teachers SLT	 PFD Time Printing budget $800 Faculty Time Learning Fair time + 1x Lunch SLT Time
	Embed systematic student **Safety Net Case Management** to review WUBAA data each term: Stage 1: Review TrackEd House Placemat data, assign case managers and identify support required Stage 2: Conduct Interim review Stage 3: Case management review and documentation	100% students have data reviewed and case managers assigned via TrackEd placemat 100% case managed students have updates recorded by case managers. 90% of case managed students have an improvement in at least one WUBAA domain	Week 2 each term Week 6 each term Week 10 each term	CM Team: HOH, DPs, Gos CM Team: HOH, DPs, Gos CM Team: HOH, DPs, GOs	Collaboration cycle time
	Education and Careers Planning: • Build student understanding of the Learning Journey • Develop student data literacy for self analysis and improvement • Embed preparatory learning into RISE curriculum for all year levels • Promote ECP Day and the 'Shailer Learning Journey' • Facilitate ECP Day event	ECP Day preparation evident in RISE TrackEd profiles used in Rise Reflection Lesson 85% attendance at ECP Day 100% SET Plans completed in Oneschool 100% Year 12 Exit Survey completion	Term 2, Week 1 Week 2 each term Term 3, Week 6 Term 3, Week 10	HOH HOH All SS HOD SS HOD + HOH	

Strategy: We offer **Superior Opportunities**

	Actions	Targets	Timelines	Ownership	Resources
SIT Domain :	**Maintain a positive school perception within the community:** • Continue developing high performing academies with strong application and retention rates • Maintain strong engagement with feeder primary schools • Implement communication and consultation protocols for all key stakeholders • Maintain our status as a Climate Action School and our focus on sustainability	100% of Academy students maintain WUBAA expectations. Increased enrolments from feeder primary schools (85% in catchment) SOS: Staff consultation – 85% Rubbish reclamation facility established	Twice a term in Faculty Meetings Term 4, Week 10 Term 4, Week 3 End Semester 1	Academy Coordinators HRS 2 DP BM / IM	
	The Shailer Way of Leadership: • Publish 'The Shailer Way' of Leadership • Strengthen Aspiring Leaders • Strengthen Shadow Leadership Program	'The Shailer Way' of Leadership published Shadow positions allocated 2% increase in program participation- Aspiring Leaders SOS: Staff opportunities – 75%	End of Term 1 Term 1, Week 3 Term 1 Week 5 Term 4, Week 3	Principal HRS 2 DP Principal Principal	

Priority 2: Classrooms – Effective Teaching and Learning (HRS 2)

Strategy: We have an agreed pedagogical approach to ensure daily commitment and alignment

SIT Domain:

Actions	Targets	Timelines	Ownership	Resources
The Shailer Way of Teaching and Learning: Develop, publish and induct staff into the *Shailer Way of Teaching and Learning Framework* , linking to evidence based pedagogical techniques Embed the Explicit Teaching Model as the 2025 whole school focus Utilise passion PLTs to research, develop, pilot and share **High Impact Teaching Strategies** (HITS).	Skeletal framework published Staff placemat embedded Strong Starts/Fantastic Finishes Warm-ups I do – we do – you do Ploughbacks (feedback loop) Collaboration Cycle	22 January 2025 Term 4 Term 1 Term 1 Term 3 Term 4 Every Term	DP HRS2 FHODs DP HRS 2	Digital and printed placemats PLT Cycle Passion PLTs John Flemming-Explicit Instruction/grad ual release model: $

Strategy: We develop digital capabilities of teachers to support learning and engagement

SIT Domain : 5

Actions	Targets	Timelines	Ownership	Resources
Enhancing digital pedagogy: • Develop and publish eLearning strategic plan, incorporating common Q-Learn LMS practices • Develop and implement differentiated PD plan • Map and embed digital literacy continuum into curriculum across all faculties • Share digital **capabilities** across faculties to build student expertise in core digital tools	eLearning strategic plan published Differentiated PD plan implemented Digital literacy continuum mapped and embedded across faculties LMS integration evident in 100% unit plans	T1 T2-4 T4 T4	DP HRS2 T&L HOD- Digital Capability Faculty HODs DP HRS3a T&L HOD- Digital Capability	Q-Learn SAMR framework EFI

Strategy: We support teachers to continually grow their pedagogical skills throughout their career

SIT Domain : 5

Actions	Targets	Timelines	Ownership	Resources

Develop an internal professional development plan that incorporates an aligned approach to:
   o   Setting professional goals
   o   walk throughs
   o   peer observations
   o   coaching
   o   learning fairs and lounges
   o   access to external PD
   o   PD directory
   o   Foldback process for sharing PD insights
	100% staff have had a lesson observation by line developer
	
	SLT conduct routine walk throughs
	
	1 x Learning Fair per term as part of Collaboration Cycle
	
	Weekly Learning Lounges on key school priorities
		By end T2
		
		Weekly
		
		Termly
		
		Weekly
			DP HRS2
			SLT	

Strategy: We adhere to all ACARA and QCAA requirements

	Actions	Targets	Timelines	Ownership	Resources
SIT Domain : 6	**Year 7-10 Curriculum:** Maintain Academic Board for quality assurance and endorsement of curriculum and assessment.	25% units endorsed – Yr 7 & 10 35% units endorsed – Yr 7 - 10 45% units endorsed – Yr 7 -10 60% units endorsed – Yr 7 - 10	Week 10 Term 1 Week 10 Term 2 Week 10 Term 3 Week 10 Term 4	DP HRS 3A Academic Board Faculty HODs Teachers	Academic Board meeting time embedded into Collaboration Cycle
	Year 11 - 12 Curriculum: • Use QCAA QA process to endorse revised Year 11 Applied Subjects - assessment tasks • Write and **use** QCAA QA process **to** endorse new Year 12 Applied Subjects assessment tasks.	100% Year 11 Unit 1 Applied Subjects Assessment endorsed 100% Year 12 Unit 3 Assessment of Applied Subjects endorsed 100% Year 12 Unit 4 Assessment of Applied Subjects endorsed	Week 10 Term 1 Week 10 Term 2 Week 10 Term 2	DP HRS 3A Academic Board Faculty HODs	Academic Board meeting time embedded into the Collaboration Cycle Curriculum planning time embedded into the Collaboration Cycle
	Moderation: • Implement a consistent moderation approach (BAAE Model) • Establish and use whole school moderation template across all faculties with fidelity	BAAE Model and Moderation template embedded into 2025 SP-CARF 100% of Faculties using Whole School Moderation template	By Week 10 Term 1 By end Week 10 Term 1	DP HRS 3A Faculty HODs Teachers	SLT – PLT Meeting time to develop Moderation template

Strategy: We deliver a focussed curriculum

	Actions	Targets	Timelines	Ownership	Resources
SIT Domain :	**Focussed Curriculum:** • Continue using common curriculum planning processes and documents: SP-CARF, CAAPs and unit plans • Review and expand 2025 SP-CARF to include Assessment Map for Year 7 - 10	100% of teachers using common curriculum planning documents 100% staff use 2025 Assessment Map (Yr 7 – 10)	Week 2 Term 1 By Week 3 Term 1	Faculty HODs DP HRS 3A Faculty HODs	
	Vocabulary Instruction: • Embed Tier 2 & 3 vocabulary in Year 7 – 10 Unit Plans across all subjects • Develop staff capability using vocabulary strategies from Whole School Literacy Framework	100% of Yr 7 – 10 Unit Plans embed Tier 2 & 3 vocabulary 100% staff trained in whole-school vocabulary strategies	By Week 10 Term 4 End of Sem 1	Faculty HODs Teaching teams HOD English	Word Walls

Strategy: We **know our students** and respond to provide accessible curriculum and pedagogy

	Actions	Targets	Timelines	Ownership	Resources
SIT Domain :	**Embed a common whole- school data analysis protocol:** • Develop staff understanding and capacity to use data analysis protocol during Student Free Days • Routinely analyse academic data through PLTs to identify and track progress of marker students • Develop student understanding of how to access and analyse their Learning Journey Data to set improvement goals • Educate and provide opportunities for parents/carers to access, understand and respond to student data	100% of staff understand the Data Analysis Protocol 3 marker students identified by every teacher; 80% of marker students show academic improvement 100% of students have set improvement goals ECP Day attendance – 85%	24 Jan 2025 Week 1, termly Week 10, termly Week 3, Termly Term 3	DP HRS3B FHODs & Teachers HOH/Jnr & Snr SSHODs/Rise Teachers HOH/Jnr & Snr SSHODs/Rise Teachers	
	Embed a Whole School Differentiation Model (in the Shailer Way of Teaching): • Differentiation Model introduced • Trial, review and refine the Differentiation Model in target groups • Develop staff understanding of Differentiation Model • Embed Differentiation Model into all classes, including planning documents	Differentiation model introduced All classes trialling model in Term 1 100% of staff understand the Whole School Differentiation Model 100% of staff are documenting differentiation for all classes	22 Jan 2025 Term 1 27 June, 2025 (Week 10, Term 2) 12 December, 2025 (Week 10, Term 4)	DP HRS3B/HOSES DPHRS3B/HOSES /FHODS/Teachers FHODs/Teachers	

Appendix 1:

Whole School Targets – 2025

Educational Achievement	Wellbeing and Engagement	Culture and Inclusion
All: Academic Reporting A-C: 90% A-B: 54% Priority group academic reporting: *First Nations Students - 90% A-C *Students with Disabilities - 90% A-C *Out of Home Care Students - 90% A-C *EAL/D – 90% A-C Year 7-9: NAPLAN Reading , Writing and PAT R A year's growth for a year's learning NAPLAN Numeracy and PAT M: A year's growth for a year's learning Year 10-12: 100% QCE/QCIA	SOS: My school celebrates student achievements – 90% SDAs: Year 7-9: <14% COEs: Year 10-12: 0% Attendance: 87%	SOS: I feel safe at school – 80% Positive Engagement: Corrective Communication Ratio on Oneschool = 4 positive : 1 corrective SOS: Staff Morale – 80%

Appendix 2:
Key Guiding Documents

State Schooling Strategic Plan: Equity and Excellence

Department of Education School Performance Policy

Marzano's High Reliability Schools Framework

School Supervisor: _Tracey Cook_____