



# Craigslea State High School

## Annual Implementation Plan 2024

Priority 1. Quality Teaching			
Success Indicator	School Strategy	2024 AIP Actions	Responsible Staff
Craigslea SHS has a goal that every student achieves at least one year of learning growth each year	Develop teacher understanding and capacity of differentiation teaching and learning strategies to improve student learning outcomes	<ul style="list-style-type: none"> <li>• Heads of Department (HoD) and classroom teachers work collaboratively to ensure appropriate tiered differentiation strategies and learning adjustments are implemented for students within all classrooms</li> <li>• Students identified through the National Consistent Collection of Data (NCCD) process have an Individual Learning Plan (ILP) including differentiation strategies and adjustments</li> <li>• The school provides 'intensive' and 'focused' literacy and numeracy intervention programs and support based on student achievement data</li> </ul>	Principal Deputy Principals Heads of Department Teachers Teacher Aides
Craigslea SHS pedagogical approach is evident in the teaching and learning classrooms	Develop collaboratively, a strategy to enhance teacher knowledge of, and capability in, applying the school's pedagogical approach within the Collegial Engagement Framework	<ul style="list-style-type: none"> <li>• Core school-wide pedagogical approach to embed teaching and learning strategies in every classroom</li> <li>• Teachers engaged in professional development of whole school pedagogical approach</li> <li>• Implement regular teacher feedback cycle</li> <li>• HoDs meet with teachers to discuss student data to inform teaching and learning strategies.</li> </ul>	Deputy Principal (T&L) HoD (Pedagogy) Heads of Department Teachers
Craigslea SHS Curriculum Assessment and Reporting Framework is aligned to the Australian Curriculum and QCAA syllabi	<p>Update school wide curriculum plan to ensure inclusion of minimum requirements</p> <p>Develop teacher capability of three levels of planning for curriculum development in Australian Curriculum V9.0 and QCAA syllabi</p> <p>HoDs and teachers begin familiarisation and planning phase with future curriculum requirements</p>	<ul style="list-style-type: none"> <li>• All teaching units are aligned to the school's Pedagogical approach, 'validated' and stored on Share Point</li> <li>• All summative tasks are 'endorsed' before the commencement of the unit</li> <li>• Teachers develop units of work aligned to the Australian Curriculum and QCAA syllabi, with all curriculum areas completing three levels of planning for each unit inclusive of the moderation process for all courses</li> </ul>	Deputy Principal (T&L) Heads of Department HoD (Pedagogy) Teachers
Extend student and staff e-Learning capabilities	An eLearning Plan developed to identify annual priorities and resources to enable high quality teaching and learning practices aligned to the school's pedagogical approach	<ul style="list-style-type: none"> <li>• Expand usage of QLearn across all curriculum areas</li> <li>• QLearn, across all curriculum areas, is consistent in best practice development to enhance student engagement</li> <li>• Develop a comprehensive school wide approach to BYOD inclusive of an equity model for students without devices</li> </ul>	Principal Deputy Principal (T&L) Heads of Department Teachers

Priority 2. Educational Achievement			
Success Indicator	School Strategy	2024 AIP Actions	Responsible Staff
Leaders and teachers use student data to inform teaching practice	<p>Schoolwide approach to providing staff with student data to enhance teaching, learning and engagement through a class differentiation placemat</p> <p>Develop a consistent and rigorous process to analyse student achievement at classroom and faculty level</p> <p>Track academic, attendance, engagement, inclusion and priority student data to identify for case management by key staff</p>	<ul style="list-style-type: none"> <li>Schoolwide data is provided to all teachers at key juncture points within the teaching and learning cycle</li> <li>All teachers apply differentiation planning based on placemat data, in consultation with HoD</li> <li>Teachers engage in ongoing conversations regarding best practice to meet the needs of individual students</li> <li>Faculties review A – E (including 'N') data, including formative and summative assessment results, to identify students that need additional literacy and numeracy support</li> <li>Engage in professional development to improve staff data literacy</li> </ul>	Deputy Principal (Data) Heads of Department Teachers
Schoolwide tiered intervention model implemented to support all students	<p>Implement tiered intervention for all students through a case management approach and differentiated teaching and learning</p> <p>Monitor and implement intervention strategies for students at-risk including all priority groups identified within equity and excellence</p> <p>CAB (Craigslea and Beyond) designed using the range of age-appropriate health and wellbeing programs</p>	<ul style="list-style-type: none"> <li>Year level case management fortnightly meetings to identify students for tiered intervention model</li> <li>A year level Student Engagement Wellbeing (SEW) Team, including Student Support Services, provides support and intervention for students at risk</li> <li>HoYs, HoD JS, HoD SS and DPs monitor academic, engagement and attendance data fortnightly</li> <li>HoYs implement CAB Program across all year levels identifying key focus areas from the student wellbeing survey</li> </ul>	Deputy Principals Guidance Officers HoD (Junior Secondary) HoD (Senior Schooling) Year Level Coordinator
Literacy and/ or numeracy intervention	<p>The School Literacy and Numeracy Plan provides three levels of support:</p> <ol style="list-style-type: none"> <li>Differentiated teaching – all classrooms</li> <li>Focused teaching – identified student groups</li> <li>Intensive teaching</li> </ol>	<ul style="list-style-type: none"> <li>Student data gathered and interpreted to identify students that require 'focused' and 'intensive' intervention programs, including 'booster' programs</li> </ul>	Deputy Principals Heads of Year LANI Heads of Department Teachers
First Nations student achievement	Case management of all First Nations students	<ul style="list-style-type: none"> <li>First Nations student's attendance and achievement are individually case managed</li> </ul>	Deputy Principal (Engagement) Year Level Coordinator First Nations case manager
Increase QCE/QCIA attainment and post-school participation in education and training	<p>Explore Senior Schooling courses that provide students with the opportunity to engage in learning and training within the year 10 program</p> <p>Embed effectiveness of pathways that support the full range of students to successfully transition to employment or further education or training</p>	<ul style="list-style-type: none"> <li>Investigate learning and training course options for year 10 students</li> <li>Continue to facilitate non-ATAR student engagement in post-school education and training</li> <li>Continue to develop opportunities for all students to undertake work experience</li> <li>Track all year 11 and 12 early leavers destinations</li> </ul>	Deputy Principal 2 HoD (Senior Schooling) Year Level Coordinator Success coach



**Priority 3. Engagement and Wellbeing**

Success Indicator	School Strategy	2024 AIP Actions	Responsible Staff
Schoolwide approach to student, staff and community wellbeing	Review Student Learning and Wellbeing Framework. Implement a wellbeing framework inclusive of staff, parents and students	<ul style="list-style-type: none"> <li>Leading the implementation of a schoolwide approach for engagement and wellbeing to develop strategies for improving mental and physical health and wellbeing outcomes for all members of the Craigslea SHS community</li> <li>Consistency of expectations/approach to student engagement through clear alignment to the student code of conduct by all staff</li> </ul>	Principal Deputy Principal (Engagement) All staff
Student 'voice' is encouraged and respected	Develop opportunities for junior and senior students to participate in feedback. Student opinions are valued and evident within the strategic decision-making processes within the school	<ul style="list-style-type: none"> <li>Year level programs provide opportunities for students to feedforward and feedback to school initiatives</li> <li>Student Representative Council (SRC) and student focus groups used for student feedback from survey data</li> </ul>	Deputy Principals HoD (Senior Schooling) HoD (Junior Secondary) Heads of Year
A range of co-curricular programs are provided for students	Maintain programs to provide a range of options to engage all students	<ul style="list-style-type: none"> <li>Learning Enhancement Programs are developed annually to meet the needs of students' interests, passions and further learning</li> </ul>	Deputy Principal (Engagement) Heads of Department Teachers
Staff engage in APDP process	Staff assigned to line managers for APDP conversations, goal setting, implementation and review processes	<ul style="list-style-type: none"> <li>Implement APDP for all staff aligned to school and professional priorities</li> </ul>	All staff
Schoolwide leadership approach for all current school leaders and aspiring leaders	Deepen the understanding of Instructional Leadership of all school leaders to build leadership capability Aspiring leaders have access to professional learning and leadership experiences	<ul style="list-style-type: none"> <li>Leaders engage with teams through a clear and focused line management process to align to school priorities and enhance student outcomes</li> <li>Senior Leadership Team (SLT) engage in instructional leadership development</li> <li>Line managers discuss leadership roles with all staff in Annual Performance Development Planning</li> <li>Leadership program for aspiring leaders including 'shadow' roles</li> </ul>	All staff
School leaders' line management processes are documented and consistent	Collaboratively develop, document and implement line management practices for all school leaders, with an inbuilt Quality Assurance process.	<ul style="list-style-type: none"> <li>A line management schedule is implemented with inbuilt data analysis, leadership development and alignment to Explicit Improvement Agenda</li> </ul>	Principal Deputy Principals Heads of Department Heads of Year

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