

2025 ANNUAL IMPLEMENTATION PLAN



QAHS priority	<i>Nurturing the development of highly capable learners</i> through: <ul style="list-style-type: none"> teaching and learning that is collaborative, high-expectations, data-informed and research-based. a rigorous international curriculum supported by PERMA+ building blocks to wellbeing. within a professional and supportive school community that enables transformative opportunities. 	QAHS targets	<ol style="list-style-type: none"> We celebrate above world average results in every subject. We create opportunities for each graduating student to achieve 6 or above in every subject. All students complete all subjects with an IB 4 or above, 5 or above in Internal Assessment and successful completion of the IB core. The QA experience is personally enriching and supports every student to recognise themselves as IB learners to realise their potential.
2024 School-led Review improvements:	Domain 1 - Driving an explicit improvement agenda: Collaboratively refine strategic planning, including actions, success measures, roles and responsibilities, and communicate a clear Explicit Improvement Agenda to all community members to harness collective efficacy in driving academy priorities. Domain 3 - Promoting a culture of learning: Collaboratively sustain whole-academy approaches, responsive to diverse student and staff needs to maintain a balance between academic success and wellbeing. Domain 7 - Differentiating teaching and learning: Collaboratively develop a shared language and understanding of differentiation to strengthen staff capability to effectively meet the personalised learning needs of students in their classes. Domain 8 - Implementing effective pedagogical practices: Refine the shared language of, and whole-academy approach to, pedagogy to support collaborative decision-making using the principles of pedagogy and monitor the effectiveness of teaching practices.		
Strategies We are:	Using data-informed teaching and learning cycle to determine pedagogical choices for improvement in each subject and the IB core.	<i>Embedded</i>	Data Plan, Managebac, Collegial Engagement teams, Collegial co-pilot teams for new teaching staff.
	Selecting, developing and implementing Universal Design for Learning (UDL) as a whole academy pedagogical approach.	<i>Implementing</i>	Researching and developing teacher and student understanding of Universal Design for Learning to inform differentiation
	Continually developing digital pedagogies and the MyQA Learning Management System to support flexible, innovative and engaging curriculum delivery and feedback.	<i>Implementing</i>	MyQA (Schoolbox) enhanced measures for ethical use of Artificial Intelligence in assessment practices.
	Sustaining approaches to nurture staff and student wellbeing.	<i>Implementing</i>	Introducing MyQA Pastoral Care model to support individual student wellbeing balance and academic success.
	Building and enhancing mutually beneficial collaborations and partnerships with university and industry partners in the Gold Coast Health and Knowledge precinct and with the Bond University Institute of Health and Sport, in addition to Griffith University CREST Science Mentors.	<i>Developing</i>	GCHKP Strategic Plan; Sport Exercise and Health Science research partnership with Bond University Institute of Health and Sport
	Continually refining an inclusive model to cater for, support and differentiate for the diverse needs of all highly capable learners.	<i>Implementing</i>	Implementing Queensland Academies Highly Capable Learners mission
Continually developing teacher capabilities through a supportive, collaborative and targeted approach to professional learning with the International Baccalaureate and Griffith University's Foundations for understanding and supporting Gifted or Talented students online course.	<i>Reviewing</i>	Informed by collegial engagement model, IB global teacher networks, IB category level workshops, Queensland Academies Staff Interactive Network (QASinet)	
Actions, including Responsible officer(s) Roles: HOD Science (S); HOD IB (IB); HOD Contemporary Teaching and Learning (CTL); HOD Global Learners (GL); HOD Global Connect (GC); Well-being Hub team (DP, GO)		Resources The financial, human, physical or virtual resources required:	
<ul style="list-style-type: none"> Investigate and make accessible three year plan for professional learning in Gifted Education to support the specific needs of highly capable learners. (HOD CTL) Research and develop a three-year implementation plan for Universal Design for Learning to support professional learning in differentiating for highly capable learners (HOD CTL) Enhance the embedded Collegial Engagement model (HOD CTL) Develop three year Professional Learning Plan for IB PD, new Syllabus implementation and include Gifted and Talented professional learning (HOD IB) Implement Special consideration Individual Action Plans for students with diverse learning needs (GO, DP) 		<ul style="list-style-type: none"> Data Plan, including twice yearly faculty data meeting focus alignment with AIP strategies and measurable outcomes. Universal Design for Learning implementation plan together with the Collegial Engagement model. Professional Learning Plan, including opportunities for Gifted Education professional learning. https://det-school.eq.edu.au/teachingandlearning/pedagogy Time for intentional collaboration in Meeting Schedule Staff meetings and faculty meetings. 	
End Term 4	Measurable outcomes	<ul style="list-style-type: none"> All subjects exceeding IB World Average. Every subject mean 5 or above. 5 or above in IAs. 100% (World 80%) IB Diploma attainment and/or guaranteed pathway to university Attrition <20% 10-12 (2024 7%); Transition retention Brilliant Futures to Year 10 70+% (2024 68%) 0% Student Disciplinary Absences (2024 0%) 	<ul style="list-style-type: none"> 100% QCE attainment 100% VET Certificate II/ Certificate III attainment 95% Attendance (2024 93.1%) Year 10 A-C in English and Mathematics 100%
	Success criteria Behaviourally:	Students can/will: Achieve a C/4 or higher in every subject and in the IB core Use MyQA effectively for their learning Attend school ≥ 95% Attain VET certificate II/III (Year 10), IB Diploma and QCE (Year 12) Engage in CAS/Enrichment Program engage in Study Skills and goal setting. Teachers can/will: Understand Universal Design for Learning's three principles Engagement, Representation, Action and Expression as an approach to differentiate to make learning accessible to all learners Upskill in the use of MyQA digital pedagogies, consistency of class page design, unit template on MyQA class pages across faculties Productively engage in professional learning via the collegial engagement model (MyQA teaching and learning support), IB global teacher networks, QASinet and in Syllabus implementation, IB category level workshops Access, use and collaboratively determine pedagogical choices in response to data analysis using QAHS dashboard, reports to inform and enhance learning and the shared development of consistent moderation practices Lead CAS/Enrichment opportunity Engage in IB Core Extended Essay Supervision and/or Theory of Knowledge teaching. Leadership team can/will: Lead the implementation of Universal Design for Learning with planned focus in staff and faculty meetings and classroom observations Lead data literacy development by accessing, monitoring and collaboratively interrogating data using the QAHS data dashboard, School Opinion Survey, Student Engagement and Wellbeing, EduTest Admissions data and NAPLAN performance to monitor progress in achieving measurable outcomes Commit to prioritising faculty collaboration time in timetabling and meeting schedule Prioritise IBO examiner representation in each faculty Identify and lead QASinet professional learning on targeted strategic focus.	
	Artefacts	Certificate II Sampling and Certificate III Laboratory Skills Yr 10 CAS Reports Yr 11/Yr 12 IBD Results (IBIS) QCE attainment reports QCAA Offer and Acceptance reports Academy Awards QTAC Offer and Acceptance Report Next Step Destination Report	
Success criteria		Artefacts	Monitoring Green – on track Yellow – underway Magenta – yet to commence
End Term 1	Behaviourally:	Students can/will: Goal setting – set goals and targets for pre-IB/IB semester 1; contribute feedback to exam block Term 1 (Yr 12) Teachers can/will: Pedagogy – Analyse 2024 IB results to determine 2025 pedagogical action plans including moderation, sourcing unseen exam-style questions and practices for blind marking, conferencing with QA faculties at QASMT and/or QACI; engage in IB-subject specific training (new staff), new Syllabus training and express interest for IB examiner opportunities; select year and class focus for UDL collegial engagement; Sign up for CAS/Enrichment lead; Refine processes for best practice EE supervision and/or TOK teaching; engage in and minute professional collaboration 3 hrs; Engage in MyQA Pastoral Care pilot. Leadership team can/will: Develop Enrichment Program of identified opportunities with industry/university partnerships (HOD GC); MyQA Data dashboards populated (DP); Supportive interventions in IB IA/Core assessment submissions (DP, GO); Action plan supportive collaboration and PD where subject performance is below World Average; Analyse 2024 QCE data to review supportive interventions and pathways for students not achieving IBD; Review allocation of faculty collaboration time in timetable and meeting schedule; allocate faculty professional collaboration 3 hours; lead collaborative moderation practices.	<i>MyQA Class pages</i> <i>Data meeting presentations</i> <i>MyQA Data dashboards</i> <i>Data Plan</i> <i>Meeting Schedule</i>
	Behaviourally:	Students can/will: Goal setting – Respond to teacher feedback on Semester 1 assessment reviewing and setting goals for Term 3; Engage and reflect on participation in CAS/Enrichment Program; Develop study and exam strategies in response to unseen exam questions (Yr 12); Pilot Alumni/Year 12 mentorship program Teachers can/will: Moderation and assessment practices – Commence implementation of unseen IB-style exam questions for Semester 1 Year 12 exams; Undertake blind marking for Semester 1 Year 12 exams; Engage in and share faculty moderation practices for IAs; Collegial engagement – engage in observation walk throughs; Engage in IB-subject specific and new Syllabus training. Leadership team can/will: Analyse Semester 1 Reports to refine supportive interventions for students in submission of IB assessment engaging teachers in one-to-one approach; embed PLC time for Gifted and Talented PD in Meeting Schedule; engage in observation walk throughs in collegial engagement model; Review progress of GCHKP strategic partnership and Bond University Institute of Health and Sport research partnership; Develop staff competency to build MyQA pastoral care model to support academic success; allocate time in Staff meeting for sharing of faculty moderation practices.	<i>Data Plan</i> <i>CAS Calendar</i> <i>Collegial Engagement model</i>
End Term 2	Behaviourally:	Students can/will: Goal setting – Respond to teacher feedback on Semester 1 assessment reviewing and setting goals for Term 3; Engage and reflect on participation in CAS/Enrichment Program; Develop study and exam strategies in response to unseen exam questions (Yr 12); Pilot Alumni/Year 12 mentorship program Teachers can/will: Moderation and assessment practices – Commence implementation of unseen IB-style exam questions for Semester 1 Year 12 exams; Undertake blind marking for Semester 1 Year 12 exams; Engage in and share faculty moderation practices for IAs; Collegial engagement – engage in observation walk throughs; Engage in IB-subject specific and new Syllabus training. Leadership team can/will: Analyse Semester 1 Reports to refine supportive interventions for students in submission of IB assessment engaging teachers in one-to-one approach; embed PLC time for Gifted and Talented PD in Meeting Schedule; engage in observation walk throughs in collegial engagement model; Review progress of GCHKP strategic partnership and Bond University Institute of Health and Sport research partnership; Develop staff competency to build MyQA pastoral care model to support academic success; allocate time in Staff meeting for sharing of faculty moderation practices.	Supportive intervention Identify students whose results Term 1 to Semester 1 dropped by >4 Pathways/QCE attainment 100% Year 10 students undertaking Certificate II Sampling/Certificate III Laboratory Skills Targets and goal setting In-class assessment feedback and response feeding into goal setting in global learners. 100% student engagement in e-portfolio reflections. Enrichment 100% student engagement in ABW (Yr 11); 100% on track CAS Program (Yr 12) Collegial Engagement 100% teaching staff conducted observational walk throughs MyQA Pastoral Care Wellbeing 100% teaching staff recording student support/celebrations on MyQA.
End Term 3	Behaviourally:	Students can/will: IB assessment requirements – submit all IB internal assessment requirements/Extended Essay/Theory of Knowledge (Yr 12); voice impact of UDL on learning Teachers can/will: Collegial Engagement – conduct student voice reflection to measure impact; Moderation and assessment practices – Year 12 Mocks exams implementation of unseen IB-style exam questions; Undertake blind marking for Mocks Year 12 exams; Engage in faculty moderation practices for IAs Leadership team can/will: Review and analyse data impact of blind marking and unseen exam question implementation; Develop IB Finals plan for student support. Pursue opportunities for School-based traineeships in Health with Gold Coast University Hospital.	<i>Data meeting presentations</i> <i>Data Plan</i>
CERTIFICATION	This plan was developed in consultation with the Academy community and meets Academy needs and systemic requirements.		
	 Vanessa Rebgetz – Principal 26.02.2025	 Kathy Mackey - School Council Chair 26.02.2025	 Bronwyn Johnstone – School Supervisor 28.02.2025