

Purpose	Vision	Critical success factors
<p>Queensland Academies: To be the world-class learning environment of choice for high-achieving, like-minded senior school students.</p>	<p>A world-class school enabling transformative opportunities in an excellent global education. We are dedicated to empowering Queensland's brightest students in a collaborative, high expectation and supportive educational environment to realise their potential through a world class curriculum, with outstanding educators and excellent facilities.</p> <p>Values</p> <ul style="list-style-type: none"> •Excellence: We embrace innovation in education; We pursue personal and academic excellence; We operate in a collaborative learning environment; We cater for the needs of highly capable learners and are leaders in differentiation. •Global Citizenship: We foster partnerships with local and global institutions of excellence; We promote opportunities to develop international mindedness; We share real world learning and culture through connecting with local and global communities. •Wellbeing: We are inclusive and value viewpoint diversity; We engage a strengths-based approach to value the individual; Our school community embraces mentoring; We empower stakeholders in decision making through an open-door, transparent approach. •IB Learner Characteristics: Our pedagogy develops the characteristics of the IB Learner Profile; We provide opportunities to acquire real-world employability skills; We embed purposeful technological pedagogy in our learning practices. •People and Planet: We value our Alumni connections; We cultivate a community where members know each other in a culture of trust; We foster and environment that promotes shared humanity and positive stewardship of the planet. 	<ul style="list-style-type: none"> • Cohesive, accessible leadership team • High expectations of students and staff • Positive relationships – students, staff, parents, community • Professional, energetic, committed staff • Excellence in teaching and learning <p>Competitive Advantage</p> <ul style="list-style-type: none"> • Selective entry and unique culture of excellence • Purpose-built World-class Senior High School • International Baccalaureate Curriculum • Reputation for high expectations and excellence for personal, academic and co-curricular success • University Partnerships • Recruitment and selection of staff • Prioritising personal wellbeing in a service orientation “Be well to do well” for others • Co-located in the Gold Coast Health and Knowledge Precinct
<p>QAHS is an Independent Public School</p>	<p>Key priorities for 2023 Explicit Improvement Agenda Targets</p>	
<p>Improve Student Performance</p>		
<p>QAHS Goals:</p>		
<ol style="list-style-type: none"> 1. We celebrate above world average results in every subject. 2. We create opportunities for each graduating student to achieve 6 or above in every subject. 3. All students complete all subjects with an IB 4 or above and successful completion of the IB core. 4. The QA experience is personally enriching and supports every student to recognise themselves as IB learners to realise their potential. 		
<p>Developing Leaders</p>		
<p>Staff and Students</p>		
<p>Enhance internal/external community engagement</p>		
<p>Students, staff, parents, tertiary partners, business, community, Gold Coast Health and Knowledge Precinct</p>		
<p>Shared vision and values priorities for 2023</p>		
<p>Implementation of reviewed and reinvigorated shared values as identified above.</p>		
<p>Continuing focus on the 5 core attributes of the Queensland Academies Brand</p>		
<p>Innovative delivery of a world class curriculum; Nurturing the development of highly capable achieving students; High performing staff: Unique partnerships: Selective entry.</p>		
<p>Documents attached include</p>		
<p>2023 Budget Overview Report QAHS Explicit Improvement Plan 2023</p>		

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



Vanessa Rebgetz – Principal
22.02.2023



Kathy Mackey - School Council Chair
22.02.2023



Bronwyn Johnstone – Assistant Regional Director
24.02.2023

INNOVATIVE DELIVERY OF A WORLD CLASS CURRICULUM

- 21st Century research-based pedagogies that lead to continuous improvement
- Foster and extend our e-learning environment to maximise expertise in inquiry-based learning with purposeful technological pedagogy.
- Focus on increasing mastery of the IB Diploma demands by students and staff

Academy strategies	Actions	Performance Measures		Date	Responsible Officer(s)	Resources
		Key Performance Indicators and Descriptors	Targets and Measures			
Implementation of the International Baccalaureate Diploma Programme	Implement new syllabi Review current options and alter as required Provide IB professional development for new and existing teachers Continue to implement 5 year review action plan towards 2026 Incorporate supporting IB resources	Teachers and students have a deep understanding of the curriculum and assessment Key teacher assigned to self-taught/English B students Leaders and teachers are consistently working toward the actions of the IB 5 year review Curriculum, evaluations and reflections on ManageBac	100% of teachers have completed as a minimum qualification category 1/2 IB training Student IB results Best practice demonstrated leading to IB 5Year Review 2026 IB 5 year review implementation of strategies to move to highly developed across standards and practices	2023	Leadership Team All teachers	Curriculum budgets PD Budget Online IB resources IB workshops Collaborative planning time
Implementation of actions to improve all subject results with a special emphasis on subjects not currently exceeding world averages	Undertake significant data analysis – twice yearly faculty data review meetings with the Leadership team Implement strategies of the Explicit Improvement Agenda Focus on explicit teaching and instructional leadership Data-informed practices	Subject Development Plans are regularly updated and strategies implemented Academic targets are set for individual classes and individual students and these are reviewed regularly Target 40+ is regularly updated and analysed Students are academically coached and supported to strategically plan for success Classroom strategies are informed by data-driven practices	Above world average results in every subject Increased numbers of graduating students achieve 6 or above in every subject. All students complete all subjects with an IB 4 or above and successful completion of the IB core. 100% of students attain ATAR 80-99.95 and a QCE 100% of students achieving IB Diploma Student impact (feedback) on classroom strategies		Leadership Team All teachers Global Learning Community teachers	Meetings Professional Development Collegial Engagement
Implementation of the Australian Curriculum	Refine English, Mathematics and Science programs to ensure alignment with Foundation IB curriculum documents Refine the context for introduction to Research and Inquiry for Year 10 students through Global Learners AC General Capabilities in ICT Capability; Critical and Creative thinking; Personal and social capability; ethical understanding; cultural understanding	English, Mathematics and Science subjects are accurately mapped to ACARA via managebac as and explicitly taught and assessed Other subjects map to ACARA via managebac where relevant to their courses Research and inquiry skills are developed through Global Learners General capabilities taught through introduction to Core as “Information Literacy” in Year 10	100% of students fully engaged in program 100% of QAHS units from Years 10-12 mapped on Managebac Improved readiness for Extended Essay, Internal Assessment in the IB Diploma Programme Increased information literacy in Year 10 as demonstrated through mini EE; library literacy		Leadership Team Teachers of English, Science, Mathematics TOK,	Curriculum budgets Collaborative planning time
Enhance focussed and explicit teaching using the IB Learner attributes	Continued enhancement of the IB Core Increase opportunities for intercultural and international mindedness Modelling IB learner attributes through supervision of Extended Essay and teaching of Theory of Knowledge	The IB Learner Profile permeates all aspects of curriculum delivery IB Learner Profile focus captures international mindedness with a focus on being a global citizen IBLP in Information Literacy lessons delivered in Global Learners	All members of our community articulating and enacting the Academy values and IB Learner profile All subject offerings reflect the IB learner profile and intercultural understandings Inner core results exceed world-wide average 100% of students complete CAS for the IB Diploma 100% of students submitting EE draft for feedback to reflect IBLP		HoDs TOK, EE, CAS Coordinators	PD Budget Online IB resources IB workshops Collaborative planning time
International Focus	Seek EQI and other global opportunities	CRICOS level 1 accreditation maintained International student enrolments	Compliant with EQI requirements Increased opportunities		DP HoD Global Connect	Admin support EQI support

		<p>Hosting International guests and short-term Study Tours</p> <p>Host Global Connect Expo to share opportunities for cultural/language immersion experiences and service learning projects abroad</p>	<p>Opportunities for students to share their cultural/language experiences and service learning projects abroad with the QAHS community</p>
eLearning	MyQA	<p>MyQA utilised as designed</p> <p>Focus on effective, creative and evidence based e-Pedagogies, enhanced through collegial engagement participation</p> <p>Teacher engagement in Learning Management System (LMS)-generated data sets</p>	<p>All staff are fluent users of technology with purpose to effectively and creatively address learning intent</p> <p>Consistent use of MyQA components across class pages for differentiation and meaningful use of IT in classrooms</p> <p>Communication streamlined through MyQA – Need-to-Know, newsletter, What’s On distributed via MyQA</p> <p>Development of effective parent engagement – MyQA Parent portal (all eligible QParents)</p> <p>All subjects utilising LMS-generated data sets for identifying targeted pedagogies</p> <p>Data collection for Target 40 – streamlined via MyQA</p> <p>Distance learning- ease of access and learning consistency in online learning for students and teachers</p>
IB Reporting alignment	Staff make accurate assessment criteria judgements	<p>Teacher confidence in predicting IB grades</p> <p>Student understanding of criteria</p>	<p>Improved accuracy of IB predicted grades</p>

<p>LMS Coordinator</p> <p>HoD Contemporary Teaching and Learning</p> <p>Data Analyst</p>	<p>PD – staff workshops, individual consultation, handbooks and instructional videos</p> <p>MyQA support page</p> <p>SFDs</p> <p>Cube Conversations</p>
<p>Leadership Team</p> <p>All Teachers</p>	

NURTURING THE DEVELOPMENT OF HIGHLY CAPABLE STUDENTS

- Adaptive and responsive Global Learning Community Program
- Focus on quality differentiated curriculum delivery and personalised learning
- The QA experience is personally enriching and supports every student to recognise themselves as IB learners to realise their potential

Academy strategies	Actions	Performance Measures		Date	Responsible Officer(s)	Resources
		Key Performance Indicators and Descriptors	Targets and Measures			
Student support and challenge	<p>Refine Global Learners (GLC) program including lesson design using Student Diary based on Positive Psychology strategies and IB Approaches to Teaching and Learning</p> <p>Explicit development of the IB Learner Profile attributes</p> <p>Refinement of Student Leadership Program and continuing enrichment opportunities</p>	<p>Learning and QAHS experiences develop the attributes of an IB Learner</p> <p>Learning experiences develop student capability to sustain balance, resilience and confidence to ensure wellbeing grounded in Positive Psychology</p> <p>Students and staff engaged in program</p> <p>Student achievement in a range of co-curricular programs</p> <p>Enhanced CAS program that extends student engagement in local communities</p>	<p>The QA experience is personally enriching and supports every student to recognise themselves as IB learners to realise their potential.</p> <p>Retention Year 10-12 maintained at > 90+%</p> <p>Attendance maintained at 98%</p> <p>Students embrace leadership opportunities and demonstrate initiative in leadership contexts</p> <p>Continuing recognition at local, state, national, international level</p> <p>Development of a G&T, HCL framework to support teachers implementing pedagogical strategies to support highly capable students</p> <p>Increasing external CAS options</p> <p>Student support and differentiation through MyQA</p> <p>Special Consideration, Inclusive Access Arrangements implemented, as required allowing access to the curriculum for all students.</p>	2023	<p>HoD Global Learners</p> <p>Year Coordinators</p> <p>Guidance Officer</p> <p>SBYHN</p> <p>Global Learners Teachers</p> <p>CAS Coordinator</p> <p>HoD Science</p> <p>HoD Global Connect</p> <p>Sport Coordinators</p> <p>Wellbeing Committee</p> <p>Gifted & Talented Highly Capable Learners Committee</p>	<p>Collaborative time for meetings and sharing of practice</p> <p>Professional Development</p> <p>External Providers and Organisations</p> <p>Empowering Local Schools (ELS) grant</p> <p>Relevant Budgets</p>
Implement strategies and targets of the QA Explicit Improvement Agenda "World Class Teaching and Learning"	<p>Engage in relevant educational research to improve teaching practices and student learning outcomes with particular focus on Gifted Education and personalising learning</p> <p>Enhance teachers' capability to adjust their pedagogical skills to provide further challenge and engagement for high performing students</p> <p>Implement processes to promote the sharing of best practice in providing effective differentiation to support the learning of all students</p> <p>Targets set by students, teachers, subject, Academy - using data as a driver in decision making</p> <p>Utilising 21st century digital resources to improve pedagogical practices</p> <p>Ensure all are engaged in the improvement agenda and understand and demonstrate criteria for Excellence in Teaching</p>	<p>Implement revised Pedagogical Approach with support from Collegial Engagement</p> <p>Staff continuously monitor student achievement</p> <p>Teaching and Learning is deep, effective and innovative, quantified through Collegial Engagement model</p> <p>Differentiation is clearly evident in planning and practice and reflects curriculum compaction/telescoping vs extra curricula</p> <p>Differentiation strategies are applied as routine practice in all classrooms</p> <p>Students create realistic academic goals and strategies through Target 40+ surveys and data capture</p> <p>Teachers engage with student goal-setting and strategy development</p> <p>Data is used to determine the specific learning needs of students</p> <p>Collegial Engagement program in new, staff chosen groups</p>	<p>We celebrate above world average results in every subject</p> <p>We create opportunities for each graduating student to achieve 6 or above in every subject</p> <p>All students complete all subjects with an IB 4 or above and successful completion of the IB core</p> <p>The QA experience is personally enriching and supports every student to recognise themselves as IB learners to realise their potential</p> <p>100% of students complete a VET qualification</p> <p>100% of students have developed learning and performance goals</p> <p>100% of students have access to all their subjects online through MyQA</p> <p>100% of students are engaged in CAS activities that bring balance to their lives and are significant in duration</p> <p>100% teachers engaged in continuing differentiation instruction</p> <p>100% of teachers use IB ATLs in classrooms</p>		<p>Leadership Team</p> <p>HoDs</p> <p>Coordinators</p> <p>Teachers – Working Party</p> <p>Action Groups</p>	<p>Collaborative meetings and sharing of practice</p> <p>Data analysis meetings with administration</p> <p>Provision of targeted PD aligned with Academy priorities</p> <p>Collegial Engagement opportunities</p>

	<p>Ensure all staff can interpret and utilise data to adapt teaching and learning to data findings from all formative (and summative) assessment</p> <p>Embed a sense of urgency to maximise learning and teaching time</p> <p>Ensure school procedures to identify and respond to students' gifts and talents and align resources and monitor to quality assure</p> <p>Whole school Professional Learning Plan; Continued development of teachers' knowledge and skills in evidence-based teaching, particularly in terms of G&T and the IB Learner Profile</p> <p>Ensure strong vertical curriculum alignment; watch ACARA</p>		<p>100% teachers invite/receive regular lesson feedback from a colleague/Quad Leader</p> <p>Extend of implementation of innovative strategies with the use of technology</p> <p>Instructional Leadership is broadly developed Target 40+ continues to provide focus for all staff</p> <p>School Opinion Survey results</p> <p>QAHS Surveys – Student, Parent, Staff</p>
Plan for the transition and retention of students	<p>Continue pre-QAHS engagement programs in Maths and STEM with regional Year 6 students</p> <p>Continue Connection program for all incoming and new students</p> <p>STEM mentor engagement opportunities with year 6 students across the region in consultation with STEM champion (Timm Hayer STEM Regional Champion)</p>	<p>Actively encourage all students to participate in connection activities</p> <p>Continue to implement the strategies outlined in the QA Attrition Management Plan</p> <p>Focus on the IB Learner Profile and student futures as a key strategy of our marketing tools</p> <p>Maximise graduates' influence and inputs as influential alumni at QAHS events and via other communication channels</p>	<p>100% of students participate in Connection programs</p> <p>90+% retention Year 10 - 12</p> <p>Incoming students are prepared to embrace the IB Learner attributes</p> <p>Incoming students and parents understand the rigour and expectations of the IB Diploma Programme through engagement program and regular communication</p>
Health and Wellbeing	<p>Engaging students in health and wellness opportunities</p> <p>Academy-wide practice based in Positive Psychology</p> <p>Consider Positive Education branding</p>	<p>Support H&W Committee</p> <p>Determine alignment of QAHS practices and culture with Positive Education descriptors</p> <p>Strength profiling (students and staff)</p> <p>Parent community engagement in Positive Psychology /Unconditional Positive Regard/Grit wellbeing strategies</p> <p>Inclusion of School-based Youth Health Nurse and School Chaplain in Student Services</p> <p>Students engaged in Department mandated Respectful Relationships Program</p>	<p>Student engagement in Respectful Relationships Program meets program purpose</p> <p>Students and staff capitalise on knowing their strengths and understanding the power of Positive Psychology strategies</p> <p>Student, Staff and Parent School Opinion Surveys</p> <p>Queensland Engagement and Wellbeing (QEW) survey student engagement</p> <p>Parent engagement via MyQA Parent Portal and newsletters</p> <p>Student and parent access to MyQA via App – convenient access to due work and class pages</p> <p>SBYHN service provision on campus one day p/w</p> <p>Chaplain service provision on campus one day p/w</p>
Student post-Academy futures	<p>Work with students and families to develop realistic options in career possibilities and pathways</p>	<p>Students engaged in industry sampling opportunities aligned with career aspirations</p> <p>Year 11 and Year 12 students engaged in studying university courses (Griffith University, University of Queensland, GUESTS Program, Bond University)</p>	<p>Broadened focus for student tertiary plans and pathways</p> <p>Students and parents understand multiple pathways to preferred career</p>
Implement and manage actions to 'close the gap'	<p>Continue implementation of EATSIPs strategy</p>	<p>Curriculum areas reflect indigenous perspectives</p>	<p>Increase the number of indigenous enrolments</p>

Leadership Team Marketing Team	Planning meetings Marketing Budget
Leadership Team HoD Global Learners Guidance Officer H&W Committee	Learning and Wellbeing Framework
Guidance Officer Deputy Principal HoD IB Pathways	Industry Career advisors Universities
Guidance Officer HOD Global Learners	QATSIF scholarships

	Indigenous students are encouraged to become involved in targetted programs	Market QAHS as a school of choice for gifted indigenous students Apply for QATSIF funding for scholarships to gifted indigenous students	Indigenous student outcomes are consistent with non-indigenous Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) Young Indigenous Leader Award Indigenous Graduates studying Medicine and other Degrees. Bond University and receipient of Indigenous Medical Scholarship.		Post-School Indigenous scholarships
Investing for Success (I4S)	<ul style="list-style-type: none"> • Provide extra support for Year 11 and 12 students to achieve 4 and > in IB Mathematics. • Provide extra support for Year 10 students with mathematics learning gaps. • Align QAHS practices and culture with research-based Positive Psychology descriptors (Professor Martin Seligman). • Regularly gather, monitor and respond to student wellbeing data providing targeted support for students to build on their strengths and to support their wellbeing. • Provide a range of extra support programs and activities focused on improved student outcomes and enhanced parent engagement. 		Focus on all Year 11 and Year 12 IB students achieving a 4 or greater in Mathematics Analysis and Approaches and Mathematics Applications and Interpretations Focus on all Year 10 students achieving a C or greater in pre-IB Mathematics Build on the existing referral system for targeted wellbeing strategies by the Student Services Team Engage external expert facilitation of targeted mental health awareness and strategies for mental health support for students and associated parent community engagement in Positive Psychology /Unconditional Positive Regard/Grit wellbeing strategies	Leadership Team Teachers	I4S funds Extra support - after school tutorials
Brilliant Futures Program	Face to Face and Online programs for students (Years 7-8 in 2023) in STEM Continue Brilliant Futures as a middle years preparation program for Year 10 entry, monitoring student engagement and tracking participation Annual Brilliant Futures review to ensure balance of experiences across university partners, SPARQed and Queensland Academies STEM Mentor CAS group, students cycle from Yr 10-12 and deliver STEM workshops to primary school students		Engagement Translation to QAHS enrolment 90+% retention Brilliant Futures Program students into Year 10 High partipation and engagement of QAHS students in STEM Mentor program	Deputy Principal Brilliant Futures Coordinator HoD Global Connect Staff	Brilliant Futures Budget and user pays

HIGH PERFORMING STAFF

- Enrich all staff growth through relevant, challenging, quality Professional Development, collegial engagement, high expectations and personalised support
 - Cohesive, accessible leadership team and professional, energetic and committed staff
 - Increasing number of teachers become IB Examiners/Markers
 - Drawing on staff strengths and skills to grow opportunities in Creativity-Activity-Service

School strategies	Actions	Performance Measures		Date	Responsible Officer(s)	Resources
		Key Performance Indicators and Descriptors	Targets and Measures			
Principal leads the implementation of the International Baccalaureate Diploma Programme	Implement and manage consistent classroom pedagogical practices aligned with IB course criteria	Line of sight from course guide to lesson planning and delivery, assessment, reporting and student outcomes, with continued development of unit planning using Managebac across all three year levels	High performing, skilled, confident staff Staff are abreast of pedagogical research and subject specific developments through professional reading, professional development and collegial engagement	2023	Principal Leadership Team Staff	Professional Development Collegial Engagement Meetings
Develop instructional leadership skills	Explicit focus on elements of the QAHS Pedagogical Framework for instructional leadership and pedagogical development	Teachers develop their capacity and capability as Instructional Leaders	Extent of participation through Quad Group activities, professional development, Cube Conversations and collaborative sharing Up skilled in MyQA – consistent use of components and IT in the classroom		Leadership Team	Collegial Engagement
Develop the professional capability of staff and build professional relationships with staff and professional colleagues	<p>Enrich all staff growth through relevant, challenging, quality Professional Development, collegial engagement and personalised support</p> <p>Collaboratively develop a more extensive and systematic program of coaching and mentoring, and observation and feedback, to support the professional growth of teachers</p> <p>Collaboratively develop and implement whole-academy processes to promote academy-wide consistency in teaching and learning practices and ensure appropriate rigour in Quality Assurance processes</p> <p>Full staff engagement in Explicit Improvement Agenda</p> <p>Annual Performance Review/Developing Performance Framework</p> <p>Quad Groups in Faculty Groups with HOD/DP line manager</p>	<p>All staff are provided with leadership learning opportunities</p> <p>Continue implementation of collegial engagement model</p> <p>Non-teaching staff PD as identified through APR/DPFs</p> <p>Ensure all PD is aligned with strategic priorities</p> <p>Nominate staff for appropriate recognition opportunities.</p> <p>Develop new and support continuing relationships, including staff nominating for collegial co-pilot program to support new teaching staff.</p> <p>Staff nominate and are supported to engage in further IB learning and development</p> <p>Engage in global community network of IB</p>	<p>All members of the Academy community enact the QAHS values and demonstrate commitment to upholding a culture of positivity and high expectations</p> <p>Students and staff are engaged in digitally rich environments and QAHS is a showcase school for e-learning</p> <p>Teachers are confident practitioners across pedagogy, assessment and data collection</p> <p>Staff are highly competent practitioners with relevant credentialled IB training</p> <p>Committed, confident and responsive staff able to empower students to realise their potential</p> <p>Degree of participation in and satisfaction with professional learning opportunities</p> <p>Developing networks support teacher growth</p> <p>Increasing number of teachers become IB Examiners/Markers</p> <p>SOS Staff satisfaction</p> <p>Selection as conference workshop presentation IB Global Conference “Education for an Inclusive Future” 2023</p>		Principal Leadership Team	Professional Development Collegial Engagement

	Staff development and connection program				
Health and Wellbeing	Promote and support Staff wellbeing grounded in Positive Psychology- QA Culture Club	Support H&W Committee Professional Development for staff on Positive Psychology through MyQA and Student Free Days	WHS and work cover claims < state SOS Feedback	Principal BM H&W Committee	As required

UNIQUE PARTNERSHIPS

- Enhance partnerships with universities, industries and schools
- Develop a powerful sense of community where members know each other well
 - Celebrate and maximise QA Alumni

School strategies	Actions	Performance Measures		Date	Responsible Officer(s)	Resources
		Key Performance Indicators and Descriptors	Targets and Measures			
Griffith University Partnership	Continue university-QAHS partnership	Continue to build opportunities for students and staff – focus on Sports, Exercise, Health Science	Engagement, renewed partnership	2023	Leadership Team	Meetings
Community and Industry relationships	Expand opportunities for student engagement Outreach primary partner school engagement External provider delivery of Certificate qualification on site to all Year 10 students QAHS membership of Gold Coast International Schools Alliance QAHS membership of Study Gold Coast	CAS, Sciences, Competitions, Events Cluster schools involvement Expansion of STEM Mentor engagement Certificate III in Laboratory Skills/ Certificate II in Sampling and Measurement QAHS presence in Gold Coast education offerings to global audience	Increased CAS activities reflect community involvement Increased involvement of students in external events Level of engagement in local cluster schools as part of quasi Queensland Academies Partnership Schools		CAS Coordinator HoD Science Hod Global Connect Deputy Principal	Self funded Relevant Budgets
Gold Coast Health and Knowledge Precinct (GCHKP)	Maximise position in the Gold Coast Health and Knowledge Precinct (GCHKP)	Liaise with GCHKP Marketing to share QAHS student/staff success in GCHKP newsletters Growth opportunities for students through unique suite of partnerships in Gold Coast Health and Knowledge Precinct	Increased presence of QAHS student and staff accomplishments in GCHKP publications		Marketing Team	Marketing budget
Productive partnerships with students, staff, parents	Focussed QASI-Net activities Broaden forums for parent engagement Engagement of QAHS School Council as strategic influence Engagement of QAHS alumni in Academy events and programs	Collegial engagement of staff across QA campuses	Increased contact and relationship building 100% of teachers promptly and effectively communicate with parents School Council supports QAHS as affective IPS Alumni are actively involved in QAHS as mentors, tutors, guest speakers, and at marketing events Involvement of parents in MyQA space – providing support and communication for students and parents		Principal Leadership Team	Meetings Events

SELECTIVE ENTRY

- Identity and Brand
- Engagement and preparation for IB

School strategies	Actions	Performance Measures		Date	Responsible Officer(s)	Resources
		Key Performance Indicators and Descriptors	Targets and Measures			
Development of the QAHS brand within the overall QA's brand	Continued alignment of brand theme and materials (true to R&B Creative until reviewed/renewed.) Elevate profile of QAHS with extensive marketing Dispel community perception that QAHS is for students only seeking a future in Health Use QA Gold Coast/HS Gold Coast as appropriate	QAHS educational product is understood and sought by high achieving students QAHS educational product has community confidence	Continuing confidence in the QAs that leads to increased enrolment beyond capacity and retention to >90% Renewed photo suite and marketing videos Broader aspirational student groups than Health	2023	Leadership Team MarketingTeam BM	Marketing Budget
Ensure student admissions processes are wholistic and inclusive	Enhancement of student selection processes and post selection engagement in QAHS Connection Program	Selection outcomes are more strongly correlated to successful completion of the IBDP	Improved certainty of student's suitability for QA New students are confident and ready for the IB Program Increased retention/completion		Principal Deputy Principal	Admissions team
Implement selective entry test instrument	Edu-Test	Edu-Test and data it enables is understood by DP Admissions	QA satisfaction with data collection enabled by the test. QA satisfaction with testing process run by Edu-test		DP QA Brand Manager	Admissions

PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY

School strategies	Actions	Performance Measures		Date	Responsible Officer(s)	Resources
		Key Performance Indicators and Descriptors	Targets and Measures			
QAHS Strategic Plan 2023-2027	Plan developed with community input and consultation	QAHS Strategic Plan endorsed by QAHS School Council and published to web site	Community awareness and satisfaction Strategic Plan informs next five year direction of QAHS		Principal	World Café School Council
Principal leads positive school agenda	SFD Researched Positive Psychology PD	Staff engagement	Staff awareness/involvement/feedback	2023	Principal Deputy Principals	Professional Development Relevant Resources
Principal leads the implementation of the International Baccalaureate	Engage in professional learning and leading with all staff Professional Coaching	Principal confidence and capability	Staff satisfaction (SOS/Surveys/Feedback, monitoring)		Principal Deputy Principals	QASI-Net Gold Coast Secondary Principals' Alliance PLC 3
Whole school pedagogical, assessment and data collection program	Refine existing practices Develop Whole-School Data plan	Staff engagement	All staff engaged and demonstrating alignment Streamlined data collection of target 40 via MyQA		Deputy Principal Leadership Team	Collaborative planning time
Support development of instructional leadership skills in Middle Managers	Collegial coaching in Administration team	Extent of capability growth of staff by line manager leaders. Recruitment and selection of 5 th Head of Department; defining of the role and responsibilities	Extent of participation in PD opportunities 2021 IB Review outcomes continue to be implemented towards 2016 (New) Head of Department Global Connect appointed Term 2		Leadership Team - Business Managers, Deputy Principals, Heads of Department	Professional Development Collaborative Planning
Develop the professional capability of staff <ul style="list-style-type: none">Project-based Learning	APR/DPF, Collegial Engagement, PD, Leadership learning and sharing opportunities Principal monitors leadership mentoring in key whole cohort programs: Project-based Learning Intensive (Year 10); Australian Business Week (Year 11)	Support is concrete for all staff through the Annual Performance Review Process (APR teaching) and Developing Performance Framework (DPF non teaching) STEM teachers are trained to safely and confidently support student research Project-based learning intensive embedded in Year 10 Program	Degree of participation in and satisfaction with professional growth opportunities Staff satisfaction with professional learning (SOS/Surveys) Successful Group 4 Internal Assessment and Extended Essays measured by: <ul style="list-style-type: none">Student completionMentor engagementLocal/State/National Competition achievements 100% of Year 10 students engaged in Project-based learning intensive		Leadership Team	Professional Development Coaching Cube Conversations
Build professional relationships with staff and professional colleagues	APR/DPF, collegial engagement, instructional leadership, social events Creative use of QASI-Net Lead and Highly Accomplished Teachers are supported in the application process	Teachers develop their capacity and capability Collegial engagement of staff across QA campuses STEM enrichment relationship expansion	Extent of participation in professional learning Increased contact and relationship building and shared experiences Development of industry/university relationships which provide more opportunities for students		Leadership Team LT/HAT applicants HOD Contemporary Teaching and Learning	QASI-Net/ PD/Coaching Cube Conversations
State Schools Strategy – Systemic contribution: State Schools Excellence and Equity Strategy Build opportunities for intentional collaboration	Collaboratively and intentionally promote and advance the Academy as a research hub for teaching and learning Regional Collaboration network	Action Plan implementation phase 2023	Degree of participation in and awareness of the role of Queensland Academies in state schooling as a research hub for differentiation strategies for highly capable learners		Leadership Team HOD Contemporary Teaching and Learning	Research of global best practice

OTHER REQUIREMENTS						
School strategies	Actions	Performance Measures		Date	Responsible Officer(s)	Resources
		Key Performance Indicators and Descriptors				
Review whole school curriculum, assessment and reporting plan	Develop and implement the International Baccalaureate Five Year Review Action Plan	Recommendations considered and addressed as relevant in preparation for 2026 IB 5 Yr review		2023	IB Coordinator Leadership Team	Professional Development IBO
Focus and quality	School Review 2020 Key Improvement Strategies	Ensure appropriate rigour in Quality Assurance processes in teaching and learning			Leadership Team	Our Education Network critical friend
Code of Student Conduct	Sharing 2023 Code on web site; Inducting students in understanding of the Code's disciplinary consequences	Processes and practices consistent with the plan and policy and procedures to build community awareness Published on QAHS website			Deputy Principal	DET Portal
Develop Asset Replacement Plan	Automated through One School	One School generated			BM Finance	One School
Facilities Improvement Plan	STEM Centre renovation of C Block Administration Block renovation Concrete works – retaining wall Green Heart Air conditioning units maintenance Solar panels on Sport Centre	Improved use of square meterage space in C Block (downstairs) and Administration Block (downstairs) to cater for enrolment and staffing growth All rooms air conditioned. Reduction in electricity bills and contribution to sustainable futures.			BM Facilities	School Budget
Develop Facilities Maintenance Plan	Actions as per annual QBuild MAR	Implement actions identified in MAR. Unplanned maintenance as required.			BM Facilities	Annual MAR
Review Workplace Health & Safety Plan	Annual WH&S Audit	Actions addressed as identified by various staff in yearly audit. Committee meeting twice each term.			WHS Officer	Aligned with legislation
Review and revise Emergency Management Plan	School EMP reviewed at the start of each Semester	Revise EMP to ensure contacts current and update as required. Review risk.			BM Facilities	DET Emergency Management Plan & Manual