2024 ANNUAL IMPLEMENTATION PLAN

QAHS priority	*Nurturing the development of highly capable learners* through: • 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	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.

2020 QAHS School Review improvement strategy:
1. 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.
2. Collaboratively develop a more extensive and systematic program of coaching and mentoring, and observation and feedback, to support the professional growth of all teachers.
3. Enhance teachers' capability to adjust their pedagogical skills to provide further challenge and engagement for high performing students in line with the academy's stated targets.
4. Implement processes to promote the sharing of best practice in providing purposeful and effective differentiation to support the learning of all students.
5. Collaboratively and intentionally promote and advance the academy as a research hub for teaching and learning.

Strategies We are:

Strategy	Status	Resource
Using data-informed **teaching and learning cycle** to determine pedagogical choices for improvement in each subject and the IB core.	*Embedded*	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.	*Developing*	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.	*Implementing*	MyQA (Schoolbox) enhanced measures for ethical use of Artificial Intelligence in assessment practices.
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.	*Developing*	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.	*Implementing*	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.	*Reviewing*	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)

Actions	Resources
• 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)	The financial, human, physical or virtual resources required: • 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. • Time for intentional collaboration in Meeting Schedule Staff meetings and faculty meetings.

End Term 4

Measurable outcomes

• All subjects exceeding IB World Average. Every subject mean 5 or above. • 100% (World 80%) IB Diploma attainment and/or guaranteed pathway to university • Attrition <20% 10-12; Transition retention Brilliant Futures to Year 10 80+% (2023 65%) • 0% Student Disciplinary Absences (2023 1%)	• 100% QCE attainment • 100% VET Certificate II/ Certificate III attainment • 95% Attendance (2023 94%) • Year 10 A-C in English and Mathematics 100%	• 20% ATAR 99+/IB 42.5+ (2023 19.4%) • 50% ATAR 95+/IB 37.5+ (2023 47.9%) • 80% ATAR 90+/ IB 34+ (2023 78.5%) • 99% ATAR 80+/IB 28.75+ (2023 96.5%)	• 100% Teaching staff leading CAS/Enrichment opportunity • 100% students engaged in CAS/Enrichment opportunities • QAHS ranked top 3 Queensland ATAR/IBD/QCE school performance https://bettereducation.com.au/Results/QCE_ATAR.aspx

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
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 and consistency of class page design across faculties | Productively engage in professional learning via the collegial engagement model, IB global teacher networks, QASinet and, where timely and appropriate 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 | 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

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

	Measurable outcomes	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 2023 IB results to determine 2024 pedagogical action plans including moderation, sourcing unseen exam-style questions and practices for blind marking; select year and class focus for UDL collegial engagement; Sign up for CAS/Enrichment lead; Refine processes for best practice Extended Essay supervision and/or Theory of Knowledge teaching. **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); Analyse 2023 QCE data to review supportive interventions and pathways for students not achieving IBD; Review allocation of faculty collaboration time in timetable and meeting schedule.	*MyQA Class pages* *Data meeting presentations* *MyQA Data dashboards* *Data Plan* *Meeting Schedule*	**Targets and goal setting** Setting goals and term targets; specifying actions for moving student achievement 1-3 to 4, 4 to 5, 6 to 7 in Week 4 Data meetings. Student goal setting in Global Learners **Enrichment** Enrichment Program developed with opportunities across all faculties and teacher resourced via CAS Program.
End Term 2 Behaviourally:		**Students can/will -** 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) **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 faculty moderation practices for IAs; Collegial engagement – engage in observation walk throughs. **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	*Data Plan* *CAS Calendar* *Collegial Engagement model*	**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 **Enrichment** 100% student engagement in Australian Business Week (Yr 11); 100% on track CAS Program (Yr 12) **Collegial Engagement** 100% teaching staff conducted observational walk throughs
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.	*Data meeting presentations* *Data Plan*	**Pathways/QCE/IBD attainment:** Supportive individual plans for intervention to ensure 100% submission IBD internal assessment/EE/TOK **Enrichment** 100% CAS complete (Yr 12); 100% CAS on track (Yr 11) **Student voice/Collegial Engagement** conducted by all teaching staff

CERTIFICATION

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

V. Rebgetz	*K Mackey*	*Bronwyn Johnstone signature*
Vanessa Rebgetz – Principal 21.02.2024	Kathy Mackey - School Council Chair 21.02.2024	Bronwyn Johnstone – Assistant Regional Director 23.02.2023