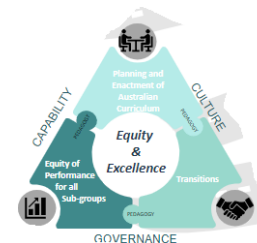




Murrumba State Secondary College

Annual Implementation Plan 2023



Our Vision: *Our engaged community, learning for life*

Our Mission: *A College where every learner develops a sense of belonging and is inspired to shape their preferred future*

Equity and Excellence: Realising the Potential of Every Student

2023 Explicit Improvement Agenda

Know the Curriculum
Know the Learner



ENDORSEMENT

This Annual Implementation Plan, and associated budget, was developed in consultation with the College community and states the key priorities and strategies that meet College needs and departmental requirements.

Sharon Cordiner Principal	Lisa Hooton P and C President	Megan Vercoe School Council Chair	Tracey Cook Assistant Regional Director

OUR SHARED FOCUS: Know the Curriculum - Planning and enacting the intended curriculum

OUR STRATEGY Our College will have a systematic approach to lead, monitor and review curriculum, teaching and learning from the intended through to the planned curriculum and the assessed curriculum. <i>NCR: Every school has a systematic approach to lead, monitor and review curriculum, teaching, and learning from the intended through to the planned curriculum.</i>	Baseline (2022) A-C English and Maths A-B English and Maths QCE/QCIA attainment JCE attainment SOS items	6 Month progress	12 Month progress
Build confidence and capability of College leaders and teaching staff to: <ul style="list-style-type: none"> • Be knowledgeable and ready for the implementation of version 9 of the Australian Curriculum and new senior applied subjects • Refine and enact the four phases of moderation, with the intent to review and inform next steps for learning and teaching • Implement processes to review and refine marking guides to ensure alignment to the year level achievement standard, learning goals and success criteria • Support teachers to develop assessment literate learners through visible learning strategies, such as learning walls. • Develop a clear line of sight for leaders to quality assure the intended, planned and enacted curriculum using strategies such as learning walks and talks, data review and the Sharratt five questions for students, teachers and leaders. • Quality assure alignment of the CARP to the P-12 CARF 	English Achievement 7-9 – 93.3% A-C; 53.4% A-B <i>Indig: 83.8% A-C; 46.4% A-B</i> <i>DDA: 82.9% A-C; 32.2% A-B</i> <i>OOHC: 33.3% A-C; 25% A-B</i> Mathematics Achievement 7-9 – 78.6% A-C; 45.6% A-B <i>Indig: 59.8% A-C; 28.4% A-B</i> <i>DDA: 61.5% A-C; 29.1% A-B</i> <i>OOHC: 17% A-C; 0% A-B</i> <i>No gap in performance of students from vulnerable groups.</i> (See AIP data tracking template) QCE QCE/QCIA 99% JCE JCE 78% SOS items <i>(See AIP data tracking template)</i> Plan for familiarising, writing and implementing V9 AC developed Existing College moderation processes	English Achievement 7-9 – 95.0% (16 students) A-C; 55% (15 students) A-B. <i>Indig: 85% A-C; 49% A-B</i> <i>DDA: 85%; A-C; 35% A-B</i> <i>OOHC: 40% A-C; 28% A-B</i> Mathematics Achievement 7-9 – 80% (12 students) A-C; 47% (13 students) A-B. <i>Indig: 65% A-C; 32% A-B</i> <i>DDA: 65% A-C; 32% A-B</i> <i>OOHC: 50% A-C; 25% A-B</i> SOS items >5% improvement in all items LWT: >25% of students can articulate responses to 5Qs Evidence of learning walls in Maths and English CoLab classes Progress towards V9 AC as per plan Review College moderation processes, focus on reinvigorating Before phase.	English Achievement 7-9 – 97.0% A-C; 57% A-B. <i>Indig: 90% A-C; 51% A-B</i> <i>DDA: 90%; A-C; 37% A-B</i> <i>OOHC: 50% A-C; 30% A-B</i> Mathematics Achievement 7-9 – 85% A-C; 50% A-B. <i>Indig: 70% A-C; 35% A-B</i> <i>DDA: 70% A-C; 35% A-B</i> <i>OOHC: 60% A-C; 27% A-B</i> QCE QCE/QCIA 100% JCE JCE 85% SOS items 10% improvement in all items LWT: >50% of students can articulate responses to 5Qs Evidence of learning walls in all faculty spotlight classes Progress toward V9 AC as per plan Consistent practice in Before phase of moderation, CASW commenced in spotlight classes

OUR SHARED FOCUS: Know the Learner - Driving equity of performance for all sub-groups

OUR STRATEGY

Our College will develop a deep understanding of every learner, through promoting a positive culture for learning, so every student is succeeding.

NCR: All leaders will build their understanding and skills to implement inclusive practices that ensure parity for all sub-groups, strengthen processes to remove barriers to success, and work together with communities to maximise student achievement, engagement and retention

Baseline (2022)

Year 10-12 retention
SDAs
SOS items

6 Month progress

12 Month progress

Build confidence and capability of College leaders and teaching staff to:

- Embed data-informed complex case management processes, for individual students from across sub-groups, to maximise access to learning by removing barriers, differentiating and making reasonable adjustments.
- Use the Class Analysis Tool (CAT) and collaborative assessment of student work to inform learning and teaching, inclusive of case management and effective pedagogical practice
- Analyse faculty data, identify potential problems of practice and then implement appropriate strategies, including supporting teachers to use marker students to target teaching.
- Enhance the College wide approach to student self-monitoring, goal setting and tracking of progress and achievement, aligning to Sharratt's five questions for students.
- Refine the College wide referral and case management processes, realigned to the vertical House structure, in order to promote a positive culture for learning
- Engage in inclusive education practices to support the implementation of action plans that remove barriers for success and prioritise next steps towards equity for all students (First Nations, DDA and OOHC).

SDA 70.2 (2021)

ALL:

2022 SDAs

- Short – 336; Long – 17;
Cancellation – 2; Exclusion – 6

2022 Attendance;

- Total – 85.0%; <85% - 38.6%

INDIG: SDAs

- Short – 29; Long – 1;
Cancellation – 0; Exclusion – 1

INDIG: 2022 Attendance

- Total 78.0%; <85% - 56.3%

DDA: SDAs

- Short 99; Long – 3; Cancellation – 0; Exclusion – 0

DDA: 2022 Attendance

- Total 82.1%; <85% - 49.2%

OOHC: SDAs

- Short – 22; Long – 1;
Cancellation – 0; Exclusion – 0

SOS items

(See AIP data tracking template)

Retention 10-12 – 69.1% 2021

The 2023 Improvement Priority: Know the Curriculum

Planning and Enacting the Curriculum	Key strategies to address Improvement Priority	Evidence of Impact	Resources (financial, human, physical)	Responsible officer	Artefacts
	<p>Build confidence and capability of College leaders and teaching staff to:</p> <ul style="list-style-type: none"> Be knowledgeable and ready for the implementation of version 9 of the Australian Curriculum and new senior applied subjects Refine and enact the four phases of moderation, with the intent to review and inform next steps for learning and teaching Implement processes to review and refine marking guides to ensure alignment to the year level achievement standard, learning goals and success criteria Support teachers to develop assessment literate learners through visible learning strategies, such as learning walls. Develop a clear line of sight for leaders to quality assure the intended, planned and enacted curriculum using strategies such as learning walks and talks, data review and the Sharratt five questions for students, teachers and leaders. Quality assure alignment of the CARP to the P-12 CARF 	<p>At 3 months, behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none"> In Maths and English CoLab pilot groups, will be referencing aligned learning goals, success criteria, marking guides and exemplars on learning walls In all other classes, will be referencing learning goals <p>CoLab Teachers and Leaders will</p> <ul style="list-style-type: none"> Develop learning walls comprising learning goals, success criteria, task sheets, marking guides, exemplar, establishing common expectations for Whole of College practice Have a deep and shared understanding of the marking guide through rigorous pre-moderation practices <p>Teachers will</p> <ul style="list-style-type: none"> Understand their faculty plans for implementation of version 9 AC Reflect upon and refine current moderation practices, aligned to the four phases of moderation Reflect upon and refine current task sheets and marking guides ensuring alignment Engage in professional learning opportunities to build skills in curriculum planning and development <p>Leaders can/will</p> <ul style="list-style-type: none"> have a clearly articulated plan for implementation of version 9 AC across all faculties 	<p>Regional principal advisor – Teaching and learning</p> <p>Time in staff / faculty meetings</p> <p>Allocated release time</p>	<p>Principal</p> <p>HOS – C&D</p> <p>DP – C&D</p> <p>LoLs</p> <p>Teachers</p>	<p>Templates associated with moderation practices</p> <p>CARP</p> <p>LWT</p> <p>Student Voice</p> <p>Teacher Survey Data</p> <p>PL plan</p> <p>LLC cycle</p>

		<ul style="list-style-type: none"> • check assessment instruments for Validity and Accessibility (MAQA Reps) and review assessment instruments and 3 levels of planning with relevant MAQA rep. • Ensure alignment of CARP with P-12 CARF • Engage in LWT asking students the 5Qs, focusing on Maths and English CoLabs • 			
		<p>At 6 months. behaviourally</p> <p>Students can</p> <ul style="list-style-type: none"> • In CoLab classes, confidently use the learning wall as the Third Teacher and be able to articulate next steps in learning • In “SPOTLIGHT” classes be starting to use learning wall as the Third Teacher and be able to articulate next steps in learning <p>CoLab Teachers and Leaders</p> <ul style="list-style-type: none"> • Use collaborative assessment of student work to inform next steps in pedagogy • Be able to ensure alignment between AC achievement standards and task sheets / 4C marking guides in CoLab classes • In CoLab classes, be purposefully using the learning wall as the Third Teacher to assist students to articulate next steps in learning <p>Teachers will</p> <ul style="list-style-type: none"> • Have the knowledge and skills to be able to align AC achievement standards and task sheets / 4C marking guides and construct learning walls / Third teacher space • have made connections with partners for external moderation <p>Leaders can/will</p>			

		<ul style="list-style-type: none"> • sample assessment instruments to review in LM with LoL / MAQA rep • systematic updating of CARP by due dates • be visible instructional leaders with learning walk & talks, observing line of sight of intended to enacted curriculum (& learning walls) • share the curriculum delivery plan with the wider College community 			
		<p>At 9 Months, behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none"> • be able to use learning wall and Third teacher space and utilise this to articulate next steps in learning in spotlight and colab classes <p>CoLab and Spotlight teachers will</p> <ul style="list-style-type: none"> • be able to purposefully use the learning wall so students can articulate their next steps in learning • be able to use formative assessment and CASW to inform next steps in pedagogy <p>Teachers will</p> <ul style="list-style-type: none"> • have the knowledge and skills to design formative assessment tasks and undertake CASW to inform next steps in pedagogy <p>Leaders can/will</p> <ul style="list-style-type: none"> • systematically at set junctures collaboratively review assessment instruments with LoL / MAQA Rep • systematically reviewing alignment to CARF • QA systematic updating of CARP • be engaged instructional leaders with learning walk & talks, discussing line of sight of intended to enacted curriculum (& learning walls) and marker students in SPOTLIGHT classes 			

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| | | <ul style="list-style-type: none">• Reimagined Learning for Life Communities (LLCs) to incorporate revised processes for moderation, data analysis and pedagogical practice | | | |
|--|--|---|--|--|--|

The 2023 Improvement Priority: Know the Learner

	Key strategies to address Improvement Priority	Evidence of Impact	Resources (financial, human, physical)	Responsible officer	Artefacts
	<p>Build confidence and capability of College leaders and teaching staff to:</p> <ul style="list-style-type: none"> Embed data-informed complex case management processes, for individual students from across sub-groups, to maximise access to learning by removing barriers, differentiating and making reasonable adjustments. Use the Class Analysis Tool (CAT) and collaborative assessment of student work to inform learning and teaching, inclusive of case management and effective pedagogical practice Analyse faculty data using the Faculty Analysis Tool (FAT) to identify potential problems of practice and then implement appropriate strategies, including supporting teachers to use marker students to target teaching. Enhance the College wide approach to student self-monitoring, goal setting and tracking of progress and achievement, aligning to Sharratt's five questions for students. Refine the College wide referral and case management processes, realigned to the vertical House structure, in order to promote a positive culture for learning Engage in inclusive education practices to support the implementation of action plans that remove barriers for success and prioritise next steps towards equity for all students (First Nations, DDA and OOHC). 	<p>At 3 months. behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none"> Understand and use TrackEd profiles Engage in goal setting for all subjects In Maths and English CoLab pilot groups, be able to answer Sharratt's 5 questions, starting to use the learning wall, as evidenced in LWT <p>CoLab Teachers and Leaders will</p> <ul style="list-style-type: none"> Analyse LOA data through FAT to identify SPOTLIGHT subjects and 3 marker students per class for case management, aligned with vulnerable and threshold groups Develop a data wall used for collaborative discussions between teacher team and leaders for LWT, establishing common expectations for Whole of College practice <p>Teachers can/will</p> <ul style="list-style-type: none"> Understand and engage with TrackEd Engage with CAT, disaggregating data sets, to inform differentiation strategies Analyse disaggregated LOA data to identify 3 marker students per class for case management, aligned with vulnerable and threshold groups <p>Leaders can/will</p> <ul style="list-style-type: none"> Analyse whole College and faculty data to inform SPOTLIGHT subjects, professional development and support Engage in data informed fortnightly House meetings to track and monitor student engagement (behaviour and 	<p>Regional principal advisor – Teaching and learning</p> <p>Time in staff / faculty meetings</p> <p>Allocated release time</p>	<p>Principal</p> <p>HOS – C&O</p> <p>LoL – S&O</p> <p>LoLs</p> <p>Teachers</p>	<p>Data Walls</p> <p>Learning for Life</p> <p>Community</p> <p>CARP</p> <p>LWT</p> <p>Student Voice</p> <p>Teacher Survey Data</p> <p>PL plan</p> <p>LLC cycle</p>

		<p>attendance), wellbeing and academic progress to inform support and intervention, including complex case management processes and senior and junior certification attainment</p> <ul style="list-style-type: none"> • Undertake regular Learning Walks and Talks (LWT), to monitor student learning and in CoLab classes, use data wall and marker students as a starting point 			
		<p>At 6 months. Behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none"> • In Maths and English CoLab pilot groups, be able to answer Sharratt's 5 questions, using the learning wall, as evidenced in LWT • Effectively use TrackEd profiles to enhance goal setting process • Be able to engage in Lyn Sharratt's 5 questions for students <p>CoLab teachers and Leaders</p> <ul style="list-style-type: none"> • will use the data wall as a starting point for collaborative conversations about teaching and learning, informing practice and resource allocation <p>Teachers can/will</p> <ul style="list-style-type: none"> • Engage with goal setting with students after each reporting juncture as a minimum • Analyse data from CAT to inform classroom practice following each reporting period • Be able to engage in Lyn Sharratt's 5 questions for teachers <p>Leaders can/will</p> <ul style="list-style-type: none"> • Analyse faculty data to build staff capability through utilising evidence to inform best practice as well as appropriate allocation of resources 			

At 9 months behaviourally

Students can/will

- In SPOTLIGHT groups, be able to confidently answer Sharratt's 5 questions, using the learning wall, as evidenced in LWT

CoLab and Spotlight teachers will

- Develop a data wall used for collaborative discussions between teacher team and leaders for LWT, establishing common expectations for Whole of College practice

Teachers will

- Have the knowledge and skills to develop and use a data wall using the College wide common expectations for practice

Leaders will

- Undertake regular Learning Walks and Talks (LWT), to monitor student learning and in SPOTLIGHT classes, use data wall and marker students as a starting point
- Reimagined Learning for Life Communities (LLCs) to incorporate revised processes for moderation, data analysis and pedagogical practice

Governance and Management

		Term 1	Term 2	Term 3	Term 4
	SAR				
	AIP				
	I4S				
	Budget				
	Data Plan				
	Annual Safety Assessment				
	Evacuation Drill				
	Lock Down Drill				
	WHS Meeting Minutes				
	Emergency Response Plan				
	Enrolment Management Plan				
	P & C Executive				
	P & C Financial				
	Internal Audit				
	Mandatory Training				
	Finance Actual/Planned				