Fortitude Valley State Secondary College Annual Implementation Plan 2022

Creating a community of agile learners who are bold, resilient and kind.

Focus Area	2022 School Priorities	Strategies	Actions	Targets/Success Indicators
Directions	**NATIONAL SCHOOL IMPROVEMENT TOOL DOMAIN 6 - SYSTEMATIC CURRICULUM DELIVERY and DOMAIN 8 - EFFECTIVE PEDAGOGICAL PRACTICES**			
	Alignment of the *FVSSC Signature Practices* and the three levels of planning as required by the P-12 CARF.	• Differentiated information/ induction/onboarding sessions for staff, students and the community as outlined in the *FVSSC Signature Practices* including use of flexible spaces and technology • Curriculum approach which is focussed on the holistic development of the child, solving real-world problems and rich, authentic, interdisciplinary learning. • A pedagogical approach guided by Agency, Agility and Accessibility.	• Implementation of FVSSC Signature Practices • Teachers provide opportunities for students to engage in real world learning experiences to support them to be "good at learning and good at life" • Teaching Staff engage in reflective conversations after each phase of learning, • Partner, Parent and Community Events including co-creation opportunities with QUT critical friends and community	• The Signature Practices at FVSSC are aligned with the Australian Curriculum and evidenced in classroom practice. • NAPLAN achieve 100% NMS in all domains (Year 7 results 2021 – Reading – 96%; Writing 86%; Spelling 95%; G&P 95%; Numeracy 96%) • Improve U2B in all domains (Year 7 results 2021 - Reading – 26%; Writing 20%; Spelling 31%; G&P 29%; Numeracy 37%) • >85% student A-C Achievement Data in all subjects and year levels (2021 – 85%) • 95% student A-C Effort and Behaviour data in all subjects and year levels (2021 – Effort = 92%; Behaviour = 94%)
	NATIONAL SCHOOL IMPROVEMENT TOOL DOMAIN 2 - ANALYSIS AND DISCUSSION OF DATA			
	Systematic implementation of agreed practices for the sharing and analysis of data at all levels to inform teaching and learning.	• Implementation of the whole school data plan. • School-wide strategies to collect and analyse school-wide data.	• School-wide process to collect, assess, action and review student academic achievement data that encourages teacher accountability for individual student achievement. • Support staff collate data to provide to Student Support and teaching teams for analysis and action.	• School leaders work with teams to review achievement data relating to their areas. • Teaching staff are using data to inform planning, teaching and learning.
Acco	**NATIONAL SCHOOL IMPROVEMENT TOOL DOMAIN 5 - AN EXPERT TEACHING TEAM**			
	Implementation of the Collegial Engagement Framework (CEF) and Whole-school Professional Learning Plan	• Expert Teams Action Team lead the development of the Collegial Engagement Framework (CEF) • CEF implemented to enhance a culture of continuous professional improvement including mentoring and coaching opportunities for all staff. • Develop and implement a Whole-school Professional Learning Plan informed by individual APDPs and aligned to the FVSSC improvement strategies. • Early Career and Pre-Service teachers are supported through induction, mentoring and coaching.	• Implementation of Performance Development Plans - using the AITSIL standards for teaching staff and the Learning Capabilities Framework for Support Staff • Continuation of High Performance Teams program with Dr Danielle Stebbins • Professional learning through regular Collegial Cafés • Scheduled time for collaborative unit and lesson design • All staff provided with an iPad and regular professional learning and technical support.	• 100% of staff have a completed APDP and a clear set of (self-identified) professional learning goals for 2022 • Whole-school Professional Learning Plan developed and implemented Improvement in School Opinion Survey Data: • Staff "have access to relevant professional development" from 68% to 80% • "This school encourages coaching and mentoring activities" from 70% to 80% • "I receive useful feedback about my work at this school" from 54% to 65%

NATIONAL SCHOOL IMPROVEMENT TOOL DOMAIN 7 - DIFFERENTIATED TEACHING & LEARNING

Development and implementation of the FVSSC Inclusion Framework (as part of Signature Practices)	• Inclusion Framework to outline the legislative underpinnings, the DoE Inclusive Education Policy and a range of support processes to support learning for every student. • Implementation of the "Accessibility" Learning Principle which enables all learners to access curriculum and excel in their personalised learning pathway in an environment that champions safety, well-bing and inclusion. • Use learner data to inform professional development and explicit learning opportunities	• A Co-teaching model is developed to extend the range of differentiation strategies in targeted classes. • Upskilling staff in co-teaching (equal sharing of planning, instructing and monitoring of all students) • ESOs participate in professional learning to enhance their understanding of support processes for students.	• The FVSSC Inclusion Framework is fully developed and evident in classroom practices. • Teachers and ESOs are confident in implementing differentiated approaches to support students.

NATIONAL SCHOOL IMPROVEMENT TOOL DOMAIN 9 - SCHOOL-COMMUNITY PARTNERSHIPS

Implementation of the FVSSC Parent and Community Engagement Framework	• Actively seek ways to enhance student learning and wellbeing by partnering with parents, families and community partners. • Strategically establish partnerships to address identified student needs. • Collaborate with QUT in the Australian Research Council (ARC) project "Thriving in Vertical Schools" in conjunction with a range of community partners, locally, nationally and internationally.	• Invite parents to participate in Parent Consultation Sessions each term (either face-to-face or through written feedback) • Provide parents with regular updates following consultation sessions including strategies for improvement. • Provide learning Opportunities for parents (Apple, Microsoft, Stymie, Compass, School-based digital platforms) • Provide parents and community partners with regular updates on the ARC research project, Thriving in Vertical Schools"	• Parent and Community Engagement Framework completed and implemented. • Established partnerships are acknowledged and recognized as key contributors to student learning. Improved Parent/Caregiver School Opinion Survey data: • "This school keeps me well informed" from 78% to 85% • "This school asks for my input" from 72% to 80% • "This school takes parents' opinions seriously" from 82% to 85% • "This school has a strong sense of community" from 89% to 95%

NATIONAL SCHOOL IMPROVEMENT TOOL DOMAIN 3 - A CULTURE THAT PROMOTES LEARNING

Embed a culture of achievement (based on the work of Fisher, Frey and Pumpian)	• Enact the "Culture of Achievement" pillars for all members of the FVSSC community: *Welcome, Choice Words, Do No Harm, It's never too late to learn, Best School in the universe* • Develop a culture based on actions, traditions, symbols, ceremonies and rituals that align to our vision • Embed the FVSSC Student Code of Conduct into the culture of the school and clarify expectations regarding the application of classroom management systems and practices. • Work with students and parents to collaboratively develop guiding principles and structures to facilitate student leadership opportunities and enhance student voice.	• Implementation of school culture centered on six houses, which will build and maintain positive and caring relationships between staff, students and parents • Introduction of Deputy Head of House positions to provide additional support for students and staff • Build capacity of staff to implement Restorative Practices in classroom management • Embed protocols for incident management, data entry into OneSchool, positive behaviours and student referrals for minor, major incidents • Provide Stymie (an on-line anonymous bullying reporting tool) including presentations to students, parents and staff. • Broaden the range of co-curricular and extracurricular opportunities for students with increased oversight, coordination and promotion of activities (including lunchtime TLC activities).	• Full implementation of the Student Code of Conduct • Clear and actionable processes to support teachers and ESOs in classroom management. • Increased student participation and increased co-curricula offerings to students Improved Student School Opinion Survey data: • "The expectations and rules are clear at my school: from 88% to 95% • "Teachers at my school treat students fairly" from 76% to 85% • "Student Behaviour is well managed at my school" from 54% to 70% Improved Staff School Opinion Survey data: • "The expectations and rules are clear at my school: from 71% to 80% • "Students are treated fairly at this school" from 88% to 90% • "Student Behaviour is well managed at my school" from 50% to 60%

	Implementation of the Health, Safety and Wellbeing Plan (HSWP)	• Action Team meets regularly and proactively implements strategies to support staff Health, Safety and Wellbeing.	• Wellbeing Team to review Happy Schools modules for staff and lead rollout to full school implementation • Engage SoundOff for Schools to provide professional learning for staff and training for students and to support students and staff to design their own meditation sessions to deliver an engaging and relevant experience. • Engage PIVOT as a tool for staff to provide and receive feedback and to monitor and support staff wellbeing. • Collaborate with Neil Carrington to provide professional learning opportunities for the College Leadership Team to engage in professional growth with a particular focus on the desired skills and behaviours to accomplish the FVSSC purpose, deliver on the vision and live out the values.	• HSWP completed and actioned • Implementation of PIVOT to track and support staff wellbeing • Mindfulness consistently practiced during the course of each day Improved Staff School Opinion Survey Data: • "Wellbeing of employees is a priority for this school" from 64% to 75% • "This school's culture supports people to achieve a good work-life balance" from 72% to 80% • "I feel this is a safe place in which to work" from 90% to 100% Improved Student School Opinion Survey Data: • "I feel safe at my school" from 86% to 100%

Sharon Barker, Principal
29 March, 2022

Uwe Dulleck
29 March, 2022