

# Annual Implementation Plan 2024



**Respect**

**Learning**

**Community**

**Creativity**



# FERRY GROVE STATE HIGH SCHOOL

*An Independent Public School*

McGinn Road, Ferry Grove, Q 4055 | PO Box 128, Ferry Hills Q 4055

Tel: (07) 3550 5777 | email: info@ferrygroveshs.eq.edu.au

www.ferrygroveshs.eq.edu.au |  FerryGroveSHS

CRICOS Code 00608A

## Ferry Grove State High School Annual Implementation Plan 2024

Priority	Goals	Strategy	Measurable Targets	Support/Resourcing
Engaged Learners	Equip staff to differentiate for diverse learners so that they implement effective differentiation practices	<p>Review and develop whole-school processes to support staff to differentiate for diverse learners.</p> <p>Explore the Universal Design for Learning (UDL) framework (principles) as a way to cater for the diverse learners (support and extend) in the learning space.</p> <p>Facilitate professional development to support all staff to understand the what, why and how of differentiation.</p> <p>Establish a consistent approach for documenting and communicating reasonable adjustments to support and extend learners.</p>	<p>100% of teachers engage with differentiation resources.</p> <p>100% of teachers engage with professional development, readings etc., relating to the principles of Universal Design of Learning (UDL) to build staff understanding.</p> <p>100% of Teacher Aides aware of differentiation resources.</p> <p>100% of teachers document differentiation practices in an agreed format.</p> <p>100% of teachers complete NCCD capture.</p>	<p><b>Human</b> Focus group prioritising differentiation (e.g., Think Tank). Trial group/early adopters. Sharing of practice.</p> <p><b>Physical</b> Professional reference texts (UDL, differentiation). Develop differentiation resource bank stored in central location (dynamic interactive – Q Learn?).</p> <p><b>Financial</b> Allocation to engage with colleagues at other sites to see practice. Budgeting for release time to work on developing understanding of UDL. Use of an expert in UDL to support staff with understanding and resourcing (practices in the learning space and assessment).</p>



**Engaged Learners**

**Strengthen staff curriculum understanding through knowledge utilisation as we write, review, and refine the curriculum and assessment plan; and implement revised curriculum.**

Implement, review and refine version 9 in Year 7 and 8 in all learning areas, plus Year 9 - 10 in LEAF (9), English and mathematics; and write new assessment and units for 2025.

Implement new QCAA Applied Syllabus in Year 11 and write new QCAA Applied Syllabus for Year 12 2025.

Revise TLAPs for General Subjects to be implemented Year 11 2025.

Develop a logical, organised, accessible and user-friendly CARP where all curriculum documents for every learning area are located on SharePoint.

Mapping - aligning Junior Secondary with Senior Secondary in order to better prepare students and related inquiry in Year 10 space.

Continue to revise the curriculum planning and review pedagogical practices.

Quality Assure curriculum and assessment, enacted curriculum for consistency.

The 2024 A-C% and A-B % student data for English and mathematics is comparable or better than previous years.

The 2024 A-E targets for Australian Indigenous and Torres Strait Islander students are:

ENG and MAT	A	B	C	D	E	N
Targets	9.2	25.3	55.1	11.5	4.6	2.3

100% of teachers engage in four stages of moderation; use four stages of moderation and faculty data analysis 'subject class comparison' to measure that the intended curriculum is enacted.

2024 School Data Plan reflects [faculty targets](#).

Faculty Data Analysis template is updated and completed each term.

Intentional Collaboration Schedule is used to support collaborative development and implementation of curriculum.

All Curriculum artefacts, and all mapping documents, will be found in the CARP.

Determine accessibility and logical organisation of CARP documents through teacher feedback.

**Positive Culture**

**Implement a school wide focus on effective behaviour, developing and refining behaviour management processes and structures which will be applied consistently.**

Upskill and train staff in FGSHS's approach to behaviour management.

Use engagement data (OneSchool behaviour records, attendance data, reporting work ethic and behaviour data) to identify target areas and implement evidence-based strategies for a consistent whole school approach.

Teachers will explicitly teach behaviour using the behaviour matrix.

Develop a toolbox of strategies for teachers to promote effective behaviour.

Improve consistency of strategies that address behaviour which does not meet expectations.

100% of teaching staff have engaged with behaviour management strategies PD.

100% of new and beginning teachers have engaged with targeted behaviour management PD.

100% of staff are able to articulate the process for recording behaviour and referring on OneSchool.

A resource / flow chart developed which shows referral process.

Initial increase in incident reporting and then reduction in targeted engagement data.

Development of a process to triangulate behaviour data in order to determine priorities for focus areas.

All staff engaged in PD and prioritising within faculties.

Evidenced through attendance at PD and through meeting minutes.



<p><b>Build staff trust and capacity in the purpose and process of professional learning at Ferny Grove SHS.</b></p>	<p>Reinvigorate the APR/PDP process to understand the needs of staff.</p> <p>Collaboratively develop a Professional Learning Plan to support the identified capability development of staff.</p> <p>Create and implement a comprehensive staff development program to enhance the skills and capabilities of all staff.</p> <p>Collaboratively develop a program of professional development for our specific and targeted groups:</p> <ul style="list-style-type: none"> <li>▪ Aspirants and SLT</li> <li>▪ New and Beginning teachers</li> <li>▪ LEAD and HAT teachers</li> <li>▪ Non-teaching staff</li> </ul> <p>Review and implement the Collegial engagement process for 2024.</p> <p>Review and refine how we develop and share Professional Development opportunities with staff (internal and external).</p>	<p>100% of the staff submit an APR to contribute to the Professional Learning Plan for the school.</p> <p>The Professional Learning Plan is in place and accessible for staff.</p> <p>SOS Measures:          "I have access to relevant professional development increases from 81.5% to 85% in 2024.          "I receive useful feedback about my work at this school" increases from 70.5% to 75% in 2024.</p> <p>100% of staff have completed their collegial engagement in 2024.</p>	<p>A Professional learning plan developed with key stakeholders that supports staff needs.</p> <p>An annual PD plan which details the schedule of support for the identified groups is published to staff.</p> <p>A method is developed for sharing with SLT opportunities which are connected to their faculty.</p> <p>Mapping PD opportunities to support HOD planning for PD.</p> <p>Survey staff to measure participation and satisfaction in the process.</p> <p>A clearly defined induction process is place for staff.</p>
<p><b>Enhance School Spirit to promote positive culture for all students and staff, to provide a sense of belonging within our school community.</b></p>	<p>Implement house identities across the school; all staff and students belong to a house and participate in house events to develop a sense of belonging.</p> <p>Use consistent whole school assembly format to promote belonging; including a cultural item and positive messaging to finish.</p> <p>Focus on staff wellbeing via a review of the Wellbeing Framework (Think Tank) and implementation of wellbeing champions.          Review the purpose of the Social Club, investigate social events offsite and survey staff for possible alternatives.</p> <p>Improve positive communication across the school via 'Monday Matters' – celebrations and notice of events.</p> <p>Work with P&amp;C to investigate an alumni program to enhance community connections and sense of belonging.</p>	<p>Student SOS data: "I like being at my school" increases from 58% to 62% in 2024.</p> <p>Caregivers SOS data: "This school has a strong sense of community" increases from 87.7% to 90%</p> <p>Staff SOS data: "The wellbeing of employees is a priority for this school" increases from 67.9% to 70% in 2024.</p> <p>Staff SOS data: "I feel that staff morale is positive at this school" increases from 56.9% to 60% in 2024.</p>	

