



# Annual Implementation Plan 2022



**Respect**

**Learning**

**Community**

**Creativity**



## Ferry Grove State High School ANNUAL IMPLEMENTATION PLAN 2022

**Our Vision:** Every individual discovering their passion on their pathway of learning

**Our Purpose:** To create an inclusive and respectful environment that fosters resilient, knowledgeable and globally connected individuals.

**Our Motto:** "Always Aim High".

**Our Values:** Respect, Learning, Community, Creativity

**Improvement priority:** Positive Culture – Pride and Wellbeing

We are recognised for our supportive and inclusive learning culture where our students, staff and community feel a sense of belonging, demonstrate their passion for learning and live our school values.

**Strategy:** Implement collaborative planning processes involving all members of the school community to establish transparency in strategic decision making and strengthen trusting relationships.

### 2022: Review/Develop

Actions	Timelines	Measurable Goals	Responsible Officer/s
Clear line management structures put in place to encourage and support collaborative engagement with strategic planning and priorities.	End of Term 2	Common Meeting Agenda and protocols used by all staff and students holding meetings.	DP Workforce Wellbeing and Development
Clear alignment between strategic plan, Annual Implementation Plans (AIP), DP action plans and Faculty Improvement Plans (FIPs) established and enacted, including timelines for monitoring and reviewing.	End of Term 2	Consistent Line Management Agenda Topics – to enable data informed discussions at Exec which is demonstrated in the minutes of LM and Exec meetings.	
Develop and enact schedule for strategic leadership team to review and monitor progress against AIP, with this process emulated with faculties.	End of Term 2	Consistent Faculty Agenda Topics to enable consistent line of site from Exec, SLT and Faculties aligned to the AIP and Strategic Plan.	
Line managers to establish timelines for monitoring and reviewing FIPs and AIP with staff, sharing this feedback with SLT for action.	As required	AIP/Strategic Plan referenced in all strategic planning documentation.	
Utilise Local Consultative Committee and Staff Meetings for collaboration and feedback regarding strategic decisions.	End of Term 1	Common storage location for Strategic Planning documents, all staff can access and attest to these being engaged with in various meetings.	
Consider and plan mechanisms for 2023 to enable all staff to attend staff meetings.	End of Term 1	Meetings in week 3 and 8 of each term to discuss progress towards NSIT aligned Strategic Agenda and AIP.	
	End of 2022	When committees review school policies/ practices, where necessary, feedback from staff, students and parents is considered as part of the decision-making process.	
	End of 2022	Any school polices/ practices that will affect staff workload are to be discussed at faculty meetings and staff meetings.	



**Strategy:** Establish and implement effective communication strategies to outline key school decisions for the school community.

**2022: Review/Develop**

Actions	Timelines	Measurable Goals	Responsible Officer/s
Trial existing decision-making flowchart with SLT members using past decision as sample.	Term 2	Questions raised by staff in relation to decisions made by SLT decrease in volume.	DP Workforce Wellbeing and Development
Ensure the school's vision and purpose is at the forefront of decision-making and communication.		Staff are provided with an opportunity to see how the decision-making flowchart is enacted in a real-life context.	
Role model decision making flowchart to all staff.	Term 3	Staff are aware of decisions and thus will not need to question how, why and when they were made.	
Publish decisions from meetings that affect the whole school on SharePoint for all staff to access.	Term 1	Copy of the communication provided to staff is saved in meeting minutes.	
Ensure communication column of Exec minutes is completed.	Term 1	Staff are aware of responsible officer for communicating of decisions.	
Add communication column to SLT minutes to document the person responsible for communicating the decision and how such decisions are communicated to staff.	Term 2	Executive newsletters sent out weekly.	
Continue utilising exec newsletters to communicate weekly to staff about past and upcoming events and acknowledge staff achievements.	Term 1	Staff accessing chosen modicum to obtain information specific to the school	
Consider mediums to create a handbook for staff which functions as a single point of truth.	Term 2	Latest version of policies/ procedures is on share point and being accessed by Staff.	
Provide opportunity for staff to engage with PD on how to access handbook.	Term 2	Parent/Students form representation of school community in the review of key school decisions.	
Ensure all school policies and procedures are centrally located in share point and regularly updated and version controlled.	Term 3	Representatives meet once a term regardless to ensure engagement and connectiveness of the team.	
Invite student and parent representatives to provide feedback on key decisions/policies being developed.			



**Strategy:** Develop and implement new school approaches to enhance students' school spirit.  
**2022: Develop**

Actions	Timelines	Measurable Goals	Responsible Officer/s
<p>Review current school approaches to developing school spirit including compilation of anecdotal information from students and staff to gauge their sense of belonging to FGSHS; including traditions and programs they value, how they have experienced belonging in other settings.</p>	<p>End of Term 2</p>	<p>All staff, student and the wider community have the opportunity to feedback on school spirit.</p>	
<p>Establish with students and staff a common understanding of "Spirit" and how this contributes to sense of belonging – what do they belong to? What groups? Houses – what does that mean to be a member of the house? How does it relate our shared history (indigenous v school history) links to country and culture, and links to indigenous groups etc.</p>	<p>End of Term 2</p>	<p>Some students and staff can attest to the fact that they have been the opportunity to define school spirit.</p>	
<p>Develop a definition of school spirit with student body through working with students across all year levels to determine a definition of school spirit specific to FGSHS.</p>			<p>DP Inclusion and Culture</p>
<p>Provide opportunities for the student body to look at other models of practice and support them to instigate change within the FGSHS community.</p>	<p>End of Term 4</p>	<p>100% of Form classes have a student representative who is a spokesperson to ensure a student voice is heard.</p>	
<p>Establish a student committee to review and evaluate other models of practice and to formulate a plan of action for implementing changes to FGSHS practices.</p>			
<p>Compile feedback and review 2023 action plan.</p>	<p>End of Term 4</p>		



**Strategy:** Develop a culture of trust and valuing of people to support collaborative approaches in transparent school decision making.

**2022: Develop**

Actions	Timelines	Measurable Goals	Responsible Officer/s
Re-establish wellbeing committee.	Term 2	Active membership of wellbeing committee with representation from all staff groups and recording of meeting minutes and actions.	DP Workforce Wellbeing and Development
Develop a Ferry Grove SHS wellbeing framework.	Sem 2	Staff can identify the 5 wellbeing dimensions and can give examples of what is happening at Ferry Grove for each dimension.	
Engage all SLT members in professional readings / book studies about building trust in workplaces.	Ongoing	Careful and deliberate selection of experts and readings that align with school's values, vision and purpose.	
Research, and investigate experts who work to develop high performing teams.	Ongoing	Discussion of selected professional reading is a regular SLT agenda item.	
Create opportunities for collaborative approaches to flourish.	Term 2	LCC and QTU Representatives consulted about most suitable medium to use to seek feedback from staff.	
Provide all staff with the opportunity to share feedback on key school decisions.	Term 2	Use of feedback tools at staff meetings, committee meetings and via email to gauge staff responses about school wide decisions.	
Establish Wellbeing Champions within each faculty of the teaching staff and within the admin / cleaner / teacher aide teams.	Term 4	Wellbeing champions engaging with the wellbeing framework and feeding back information from SLT to staff.	

**Strategy:** Develop collaborative school resourcing decision making practices for all curriculum programs.

**2022: Review/Develop**

Actions	Timelines	Measurable Goals	Responsible Officer/s
Establish a group from representatives of each area in the school to evaluate and direct spending.	Term3	A functioning committee with active members representing the various interests of the school.	Business Manager
Develop specific items that require review each term to ensure committee members are aware of topic issues and can prepare prior to meeting	Sem 2	Clear outline in place for agenda items to occur at various periods of the year to ensure all essential items are reviewed appropriately and timely.	
Communicate funding models, spending strategies and limitations and ethical use of public funds.	Sem 2	Committee able to articulate different funding sources and ethical spending.	



**Strategy:** Develop and implement with fidelity a consistent model of QA practices across the school  
**2022: Develop**

Actions	Timelines	Measurable Goals	Responsible Officer/s
<p>Review QA practises at other schools and EQ sites.</p> <p>Present the review to staff to invite volunteers to engage in the process of developing a model for FGSHS.</p> <p>The group will collaboratively use the inquiry cycle to map out the various stages and develop an implementation plan and identify how this process will be reviewed.</p>	Term 2 - 4	<p>100% of SLT engaged in the consultation process.</p> <p>Committee members create action plan for 2023.</p>	DP Curriculum

### Improvement priority: Engaged Learners - Curriculum



Our learning community of staff and students are confident and creative and lead through a collective, whole school approach to teaching, learning and wellbeing, with the purpose of building lifelong learning and the skills to prepare young people for the future of work.

**Strategy:** Collaboratively review the collegial engagement framework leading to consistent, school-wide processes for systematic observation, modelling, coaching, mentoring and feedback for all staff, including the sharing of best practice.

**2022: Develop**

Actions	Timelines	Measurable Goals	Responsible Officer/s
Introduce the current model (2022) to staff and explain WHY and the purpose.	Term 2	At least 70% of all staff having completed the survey and given feedback.	DP Teaching and Learning
Continue with the current (2022) model in the interim.	Ongoing 2022	100% of staff to have completed at least 1 of the two observation opportunities.	
Continue with the current model (2022) of observations and profiling.	Term 2	Improve School opinion survey – staff development, Workplace culture, Parent and Student satisfaction	
Refresher and upskilling for Profilers, EST and HoDs involved in implementing the Collegial Engagement policy for FGSHS in 2022, and consider resourcing needed to enact this process.	Ongoing 2022	Representation from staff on the “Collegial Engagement Review Committee and completion of CEF for 2023	
Post survey staff at conclusion of 2022 to gather feedback and to inform action plan for 2023.	End 2022		
Review of current framework- staff survey/staff meetings.	Term 2		
Form a small group (Collegial Engagement Review Committee) to enact the feedback from the staff Investigate other models of “Collegial Engagement”.	Ongoing 2022		
Finalise the “2023 Collegial Engagement Policy”. Use of staff testimonials (in person/by video etc) to highlight ESCM successes and best practice (SM and FM).	End 2022		

**Every individual discovering their passion on their pathway of learning**



**Strategy:** Develop consistency of QA across faculties to align curriculum program processes agreed upon through the SLT.

**2022: Develop**

Actions	Timelines	Measurable Goals	Responsible Officer/s
<p><u>Scan &amp; Assess:</u> Audit current processes in order to inform the collaborative development of QA processes for curriculum</p>	Term 2	100% faculties engaged in the process.	
<p>Internally audit a sample across faculties for alignment of achievement standard, assessment, marking guide and QCAA standard elaborations</p>	Term 2	Collaborative development of consistent task sheet design used for all assessments across years 7-10.	
<p>Seek teacher and student feedback on current task sheets and marking guides</p>			
<p>Review the implementation of assessment policies</p>	Term 3 onwards	100% task sheets and criteria sheets are accessible for all students.	
<p><u>Develop QA processes:</u></p>			
<p>Develop systematic processes to quality assure the alignment of the Years 7 to 10 curriculum and its enactment in classrooms.</p>	Term 3 onwards	The curriculum plan is a living document, all teachers review teaching programs and update when changes occur as a routine practise.	
<p>Develop a school-wide Junior QA assessment audit tool.</p>		100% of faculties engage in QA process (to be finalised – perhaps use the Metro Curriculum Audit Tool/ Developing and/or reviewing unit plans aligned to P-12 CARF requirements as part of the Three Level of Planning) to support the implementation of ACARA into classrooms.	DP Curriculum
<p>Develop a quality assurance process to ensure the intended curriculum is the enacted curriculum.</p>			
<p>Collaboratively develop a whole-school moderation framework and associated faculty moderation processes.</p>		100 % of SLT engaged in the consultation process and will lead this work with their faculties. (2023 - 100% of teachers utilising this process). 100% of subject areas.	
<p>Maintain and retain an assessment folio for each student in each learning area.</p>			
<p><u>Build Staff Capability:</u></p>			
<p>Support staff to access professional development to enhance their understanding of the Australian Curriculum</p>		Liaise with Metro Teaching & Learning to provide support for working teams on various aspects of the AC on a need's basis.	
<p>Allocate time in faculty meetings/other times for staff to work on assessment refinement based on teacher feedback and assessment review.</p>		Working party volunteers established from across different faculties. The group is then trained and supported by Metro T & L to develop understanding and clarity around the requirements of aligning to the P-12 CARF.	
<p>Build staff capability to enact data-informed moderation cycles.</p>		Members of the group then lead further internal audits within their faculties building capability and ensuring the QA processes are embedded.	



**Strategy:** Collaboratively review the impact, effectiveness and outcomes of signature programs.

**2022: Develop**

Actions	Timelines	Measurable Goals	Responsible Officer/s
Collaboratively develop agreed criteria measuring their impact effectiveness and outcomes.	Term 2	100% of signature programs conduct annual reviews against agree criteria measuring their impact effectiveness and outcomes.	DP Junior Secondary
Staff, students, parents have input to triangulate annual review outcomes.	Term 1, 4	Copies of feedback surveys are available for each signature program student, parent and staff member.	
Annual review data is used to inform teaching and learning.	Term 4, 2022	The School Council, P&C and school staff can attest to the review process being shared with them	
The annual review process is shared with School Council, P&C and school staff.	Term 1, 2023	All members of the school council can attest that the outcomes of signature programs are shared with them annually from 2023	
From 2023 Outcomes of annual reviews are shared with School Council, P&C and school staff.		All staff can identify where the annual signature program review data can be located	

**Strategy:** Consult and engage the SLT in the design and development of new or signature programs to ensure clear and transparent decision making and communication.

**2022: Develop**

Actions	Timelines	Measurable Goals	Responsible Officer/s
Present this improvement strategy at staff meeting to inform staff of the direction and call for volunteers to establish a working party of interested members.	Term 2	All new programs have a completed "Proposal for New Program" which outlines how any proposed program enacts the school vision, purpose, aligns to the strategic plan and references the NSIT (meets an identified student/community need, effectively utilises school resources, involves expert teaching teams, enacts effective pedagogical practices, engages community partnerships to deliver quality differentiated teaching and learning).	DP Junior Secondary
Gather feedback from the SLT and staff regarding what elements should be considered in a "Proposal for New Programs" procedure.	Term 2		
Utilise working party to develop a draft "Proposal for New Programs" including a way of identifying criteria by which to assess the implementation of new programs.	Term 2/3	All new programs have an implementation plan which projects a timeline from commencement to full implementation.	
Establish an agreed protocol to communicate implementation of new programs including timelines.	Term 3	All new programs follow the communication protocol outlined within the "Proposal for New Program" to ensure transparency of decision making across the school.	
Include the final procedure in the internal version of the Signature Programs Handbook.	Term 4	All programs undertake an annual review to ensure they are delivering outcomes as outlined within their proposal.	
Regularly update whole staff and SLT and staff meetings.	Ongoing	The enactment of the school vision and purpose are evident in the criteria of each signature program.  All staff know where and how to access the process for the proposal of new or signature programs.	





**Strategy:** Implement collaborative school budgetary processes involving the SLT and communicate the outcomes.  
**2022: Develop**

Actions	Timelines	Measurable Goals	Responsible Officer/s
Continue to refine budgeting process introduced in 2021.	End of Term 3	Efficient and effective data collection process for HODs and Faculty Cost Centre owners.	Business Manager
Have budget discussion with cost centre owner, line-manager Principal and BM during the budget review process to continue to reinforce understanding of what different funding sources are for.	End of Term 3	All cost centre owners can articulate the source of school funds and ethical use of public funds.	
Ensure clear alignment between AIP when planning/spending	Week 3, Term 4	All cost centre owners submit budgets with expenditure aligned to appropriate funding source after discussion	
Further refine the budget process to align spending with time of year (i.e. term) to inform budget development process.	Term 3	Cost centre owners are able to articulate how spending and budgets link with the AIP (and more broadly the EIA).	
Cost centre owners review budget/s with line manager each term to monitor scheduled spending and/or adjust spending where necessary.	End of Term 3	2023 budget aligns with planned spending to ensure appropriate cash flow.	
	Ongoing	Ensure funding and resources are spent each term or adjustment to ensure effective use of funds, in line with the AIP toward achieving the best outcome for the students.	

**Strategy:** Continue to provide opportunities through PD, observation and feedback to build teacher capability to embed further strategies to improve engagement.  
**2022: Review**

Actions	Timelines	Measurable Goals	Responsible Officer/s
Review current framework for applications and approvals- PD policy and make explicit links to the EIA and building an expert teaching team.	Ongoing 2022	100% of staff engaging in PD <ul style="list-style-type: none"> <li>Whole of school PD -Extended SM</li> <li>Faculty based, T and L developed sessions</li> <li>Supported sessions delivered by HODs</li> </ul>	DP Teaching and Learning
Ensure the Collegial engagement framework is reflected in the PD process and supports the building and enhancement of expert teaching teams.	Term 2	Collegial Engagement for 2023 to run as agreed	
Induction and training for APR mentors (DPs' HoDs and EST).	Ongoing 2022	100% of staff to have completed an APR <ul style="list-style-type: none"> <li>Phase 1 review by end T1</li> <li>Phase 2 review by end T3</li> <li>Phase 3 review by mid T4</li> <li>Phase 2 and 3 can review concurrently.</li> </ul>	
Review of Neuroscience and Growth Coaching as a framework to support staff and Mentors (APR)/observers (Classroom Obs.)	Term 2	Decrease in SDA data, daily Beh. Incidents Student attendance improvement	
Planning the Extended Staff meetings to meet the strategic needs of the staff.	Ongoing 2022	Improved Effort and Behaviour data.	



<p>Planning preorganised Professional Development through the Teaching and Learning HoD to meet the strategic needs of staff.</p> <p>HoDs to consider needs of their staff and request support in the form of PD to enhance their expert teaching teams. Utilise the pre-planned PD process to enact this.</p> <p>Utilise the review of the CEF to inform future strategies around differentiated and targeted PD for staff.</p>	<p>Ongoing 2022</p> <p>Ongoing 2022</p> <p>End Term 4</p>		<p>DP Teaching and Learning</p>
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**Strategy:** Improve QA processes to ensure greater consistency and understanding of the classroom observation process aligned with the EIA to strengthen the culture of learning within the school.  
**2022: Review**

Actions	Timelines	Measurable Goals	Responsible Officer/s
<p>Review of the CEF Process and enactment by HODs and T&amp;L DP.</p> <p>Classroom Observations and Classroom Profiling will be tracked by responsible staff and collated centrally for QA.</p> <p>Create consistent template for Classroom Observations and feedback, share with staff for feedback and provide observers with training in the use of the template for QA.</p> <p>Engage in a QA process for profilers to ensure consistent enactment of profile process and feedback sessions.</p> <p>Provided targeted School based PD on the following topics through staff and faculty meetings:</p> <ul style="list-style-type: none"> <li>• Staff refresher for</li> <li>• ASOT</li> <li>• Profiling/ESCMs</li> <li>• Classroom expectations and Effort and Behaviour Matrix</li> </ul> <p>Collect feedback on processes from 2022 to inform action plan for 2023.</p>	<p>Term 2</p> <p>Ongoing 2022</p> <p>Term 2</p> <p>Ongoing 2022</p> <p>Ongoing 2022</p>	<p>Improvement in Effort and Behaviour data for students.</p> <p>Improve School opinion survey – staff development, Workplace culture.</p> <p>Sharing of practice by staff through faculty or whole of staff forums.</p> <p>Staff electing to have more observations than required to support their own growth.</p>	<p>DP Teaching and Learning</p>



**Strategy:** Enhance a school data culture that will consistently enable the measurement of individual growth, within the classroom and across year levels  
**2022: Review**

Actions	Timelines	Measurable Goals	Responsible Officer/s
<p>Ensure there are consistent structures/ processes for collecting data which include how faculties collect, store and use data as part of the school data plan.</p> <p>Scan and assess student data to establish current academic and engagement levels.</p> <p>Review and revise the school data plan to include key student data sets.</p> <p>Review "like schools" key data sets to collaboratively establish whole school targets for attendance, achievement, effort and behaviour.</p> <p>Ensure school data plan reflects these targets, strategies and review junctures.</p> <p>The executive will review academic and engagement data for the whole school as well as individual year levels to identify trends, and develop strategies to inform 2023 action plan.</p>	<p>Term 2</p> <p>Sem 2</p> <p>Term 2 and 3</p> <p>Term 3</p> <p>Ongoing</p>	<p>School data plan is aligned to AIP and all staff can identify where it is stored.</p> <p>Whole school targets are established and advertised across the school, and shared with the wider community.</p> <p>School data plan is stored in a central location and referred to regularly.</p> <p>All of the executive team can discuss the academic and engagement data for their year levels.</p>	<p>DP Junior Secondary and DP Senior Secondary</p>

**Strategy:** Enhance a school data culture that will consistently enable the measurement of individual growth, within the classroom and across year levels  
**2022: Review**

Actions	Timelines	Measurable Goals	Responsible Officer/s
<p>Collect data sets which track attendance, effort and behaviour. Share data sets with staff; determine optimal conditions for learning and develop committees to propose strategies and actions to address improvement of attendance, effort and behaviour.</p> <p>Complete review of attendance policy and procedure.</p> <p>Implement new attendance tracking process through Year Coordinators.</p>	<p>Term 2</p> <p>Term 3</p> <p>Term 2</p> <p>Term 2</p> <p>Term 4</p>	<p>School data plan reflects regular collection and analysis of key data sets.</p> <p>Faculty agendas reflect systematic review of key data sets with strategies documented in response.</p> <p>SLT agendas reflect systematic review of key data sets with strategies documented in response.</p> <p>Exec agendas reflect systematic review of key data sets with strategies documented in response.</p> <p>Committees agendas reflect systematic review of key data sets with strategies documented in response</p>	<p>DP Inclusion and Culture</p>

## Improvement priority: Connected Community - Pathways & Partnerships



Our community ensures students are supported to achieve to the best of their ability, through genuine connectedness with strategically developed and successful partnerships across all phases of schooling and beyond.

**Strategy:** Review industry and training partnerships to enhance post-schooling training or employment opportunities for students on non-ATAR pathways.

**2022: Develop**

Actions	Timelines	Measurable Goals	Responsible Officer/s
Complete an audit with the senior school team and strategic leadership team of industry and training partnerships.	Sem 2	A document is produced which outlines all industry and training partnerships. This is stored in central location for all staff to access.	DP Senior Secondary
Include any MOU's and ensure they are up to date.	Ongoing 2022		
Establish if the partnerships are meaningful, effective and reciprocal, and look for opportunities to revitalise and extend on these.	Sem 2	99% of students engaged with training organisation are finishing their qualification, and/or School based traineeship/ apprenticeship.	
Identify students in senior who are not studying for an ATAR and are not enrolled in VET subjects for case management.	Ongoing 2022	This data is shared with all staff.	
Identify VET qualifications aligned to future market trends, and look for opportunities to align these to student pathways.	Sem 2		
Use this information in case managing year 13 students to support pathway opportunities.	Ongoing 2022	Next step summary data for 2021 reflects small percentage of students; not in further training and/or employment, only part-time work.	
Review current programs to ensure that there is viable connections and partnerships to ensure continuity of the program.	Sem 2		

### Endorsement


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



Kiah Lanham  
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