

# ANNUAL IMPROVEMENT PLAN 2023

## Expert Teaching Team

QETC prioritises developing an **expert teaching team**. This is reflected in:

- A comprehensive whole school *Professional Learning Plan*
- A scaffolded *collegial engagement* program
- A *team culture* program which supports faculties to strengthen their collaborative practices.

Our team culture defines how we work, our commitment to a common purpose and an evident drive for continuous improvement as we work towards becoming an **expert teaching team**. The ongoing development of a positive staff culture underpins both the whole school *Professional Learning Plan* and the teachers' *collegial engagement* program.



## OUR TEAM CULTURE

### Strategies

Continue to grow a shared commitment to a common purpose and a positive and professional culture by:

- Faculties unpacking the QETC team culture statement to develop shared ways of working with a sustained commitment to agreed goals and processes.
- Supporting identified faculties to reflect on their team culture and complete 'temperature checks' with the assistance of an external consultant.
- Ensuring faculty and leadership meetings have a regular team culture reflection item.

### Key Performance Indicators / Targets

- Team ways of working are documented for each faculty.
- Successful faculty team culture building is celebrated and strategies collated as a resource for other teams to access.
- Weekly briefing agendas demonstrate links to positive work behaviours linked back to team culture.
- Staff responses to *Workplace culture* items in the school opinion survey (SOS) remain all above 90%.

## STAFF DEVELOPMENT

### Strategies

QETC *Professional Learning Plan* (PLP) published to:

- ensure all teachers understand and use consistent classroom practices, phased lesson delivery, high-yield teaching strategies and school reading instruction.
- build staff data literacy to enable planning for student learning and measuring growth.
- increase staff understanding of growth mindset and teacher credibility.

QETC documentation is refined to:

- ensure onboarding processes are effective and streamlined.
- formalise staff curriculum induction processes (including consistent classroom practices).
- update the QETC Annual Performance Development Template to align to 2023 school priorities.

### Key Performance Indicators / Targets

- A Professional Learning Plan, intentionally differentiated to support both teaching and non-teaching staff, is published in Term 1 and all activities are implemented as per the schedule.
- At least 90% of teachers at each campus report (via a locally developed survey) that they can access relevant student data and know how to use the data in their lesson planning.
- 100% of English and Maths teachers consistently retest students at the correct level and at required timeframes (eg 50 days for reading test).
- Other faculty teachers are able to articulate a literacy goal for every student linked to QLD Literacy Continuum 'next steps'.
- 100% of staff attend key school staff development sessions or participate in the 'catch up' program if they are absent.
- 100% of new staff confirm the effectiveness of staff induction processes by confirming they received adequate information and support upon commencement.
- 100% of staff have an APDP completed using the school template by the end of Term 1, 2023.

## COLLEGIAL ENGAGEMENT

### Strategies

Implement a *collegial engagement* program to support teachers to reflect on their teaching practice with peer support. Key strategies include:

- Each term there is an articulated collegial engagement focus aligned to the school's priorities.
- All teachers receive regular feedback from their colleagues and are able to identify improvement goals using agreed reflection processes and templates.
- Middle leaders monitor and support the collegial engagement process to ensure transference of learning into adjusted classroom practice.
- Teachers are supported to develop high-level feedback skills and reflect on the quality of the feedback they provide to their peers.

### Key Performance Indicators / Targets

- A collegial engagement workbook is produced each term which documents the term focus and records evidence of feedback frequency and quality.
- The leadership team have reviewed the collegial engagement once per term to updated priorities and make required adjustments.
- Teachers acknowledge that they receive useful feedback which is used to adjust their teaching practices (cycle surveys) as evidenced in school opinion survey items:
  - I receive useful feedback about my work at this school (target  $\geq 95\%$ ).
  - This school encourages coaching and mentoring activities (target  $\geq 95\%$ ).
- Data on collegial engagement peer observations (engagement and observation focus) is published to teaching staff each term.

# ANNUAL IMPROVEMENT PLAN 2023

## Differentiated Teaching & Learning

At QETC teachers work with students to ensure learning is visible through **setting targets**, **monitoring progress** and celebrating success. Meaningful and accessible education plans are developed for students that support staff to **know our learners**. The school has a **responsive curriculum**, and our teachers have a deep understanding of their students' abilities and the curriculum they teach and so they can skilfully vary a pathway to support students to be successful learners.



## SETTING TARGETS & MONITORING PROGRESS

### Strategies

The learning environment reflects high expectations for all students. At QETC this will be evident in:

- Clearly defined ways for faculties to show student progress.
- Teachers developing learning goals with students, which have been informed by learning continua (eg Literacy Continuum).
- Visibility of learning goals in classrooms.
- Teachers monitoring student progression via trackers / student learning plans.
- Teachers frequently provide students with detailed feedback on their learning and next steps in learning.
- HODs monitoring tracker / learning plan completion and ensuring continuous improvement processes are implemented.
- A leadership meeting once per term focussed on quality assurance processes with feedback provided on teacher goal setting in each faculty.

### Key Performance Indicators / Targets

- Every learning area has a student progress tracking system.
- Every student folder includes an up-to-date VET student tracker which is updated by the teacher on completion of assessment/project.
- All student assessments are returned to students marked within 2 days of completion.
- Student learning goals are visible in classrooms and confirmed by leadership walkthroughs.
- Feedback provided to students is detailed and feedback stamps are used daily to provide feedback on learning progress and clear next steps.
- The reading wall is refined to include student growth with teachers interacting with the data and involved in updating processes.
- At least 90% of students report through the school opinion survey that teachers provide them with useful feedback.

## KNOWING OUR LEARNERS

### Strategies

Meaningful and accessible plans are developed for students that support staff to know our learners. To achieve this we will:

- Develop and implement an Education Plan for targeted students.
- Embed in the *Professional Learning Plan* opportunities to unpack Transition and Education Plans to ensure alignment of classroom conversations and student goal setting.
- Develop teacher and teacher aide data literacy in the areas of collection (including consistency of testing protocols), interpretation and use of data. eg. skill gaps, goal planning.
- Develop and implement communication channels for the cross-agency sharing of Education Plans.

### Key Performance Indicators / Targets

- An Education Plan template has been developed by the end of Term 1, 2023. Accompanying processes have been developed so that students review their progress and identify areas where they have improved.
- Student case management processes are implemented including establishing a team to review case allocations and process improvements.
- Faculty meeting minutes reflect Education Plan use.
- The *Professional Learning Plan* includes planned events to improve the data literacy of QETC staff.
- Education and transition plans are shared with stakeholders.
- Faculty minutes include learning goal setting development discussions with links to growth mind set theory (including strategies on motivational conversations with students).

## RESPONSIVE CURRICULUM

### Strategies

QETC teaching staff plan and implement a responsive curriculum to ensure every student is succeeding by:

- Developing a deep understanding of the curriculum that is being taught and the resources used for delivery so that content differentiation can be planned for to support student learning.
- Reviewing current training materials to ensure learning is delivered sequentially using high quality learning resources in each subject area.
- Consistently planning for and delivering lessons that use the school's agreed practice in phased lesson structure (whole class explicit teaching, course/unit work, skills gaps).
- Planning new units of work, as student need arises, using the school's agreed planning template, peer feedback and MS Teams collaboration processes.

### Key Performance Indicators / Targets

- The *Professional Learning Plan* includes development activities (either whole school or in faculties) in 'unpacking' a unit of competency or aspects of the Australian Curriculum.
- A plan is developed to review training materials in at least 50% of qualifications with timelines set for updating.
- The *Professional Learning Plan* includes development events on phased lessons including example structures and theory.
- The *Professional Learning Plan* includes development events on differentiation with a focus on content differentiation.
- Teachers are able to demonstrate how they adjust content for diverse learners. eg. supplementary resources in addition to workbooks.
- Teachers and trainers participate in pre-use or post-use validation panels and a dedicated moderation day.
- Teacher responses to the school opinion survey indicate at least 90% of staff are '... interested in my school work'.