

YERONGA STATE HIGH SCHOOL

2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



School profile

Yeronga High School has a long tradition of academic, sporting and cultural achievement. 'Quality Pathways to Success' is the school vision, underpinned by the values of Quality, Harmony and Sustainability. Yeronga is a harmonious school where students from the local area including those from multilingual and diverse backgrounds are enriched through a climate of mutual respect and support. The school's Code of Conduct for students emphasises a culture of respect and the creation of optimum universal conditions for learning. Yeronga celebrates student diversity and encourages individuality through leadership programs, tailored learning pathways and a nurturing learning environment. As staff we remain committed to fostering respectful, responsive and inclusive learning environments for our diverse learners. We acknowledge the necessity to maintain high expectations of our students, inclusive of their cultural identity as individual learners. We work with our young people to listen and respond to student voice with empathy to ensure we all feel safe, respected and valued members of our learning community.

Vision and values

Quality Pathways to Success. Quality, Harmony and Sustainability.

Our promise to our community, students and parents aims to deliver vision as a school that provides *Quality Pathways to Success* for all learners. At Yeronga we believe in the importance of celebrating student diversity and fostering a nurturing learning environment. As staff we strive to model high standards of personal accountability, social justice and global competence. We believe it is important to ensure our students have authentic multicultural school experiences that are deliberately inclusive. We appreciate our point of difference and place value on the contributions from our students in our community. We believe we are a culturally inclusive school community and committed to a tailored personal learning experience for our students. This is our customer value proposition and our promise to our community as we transform the experience for our students through a deep commitment to improving student life and codeveloping their agency in learning.

School priority 1:

Quality: Quality and Authentic Curriculum Delivery

Implement Australian Curriculum v9 in Year 7 with fidelity in 2024 to inform our curriculum planning and progress

Monitoring

Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4
--------	--------	--------	--------

Long term measurable/desired outcomes:

- English: A-B 50%, learning progression sustained at A-C 85%.
- Maths: A-B 50%, learning progression sustained at A-C 90%.
- 100% QCE/QCIA attainment.
- We remain committed to individual learning progression with 90% of students achieving A-C in subject areas, including 50% of students achieving A-B across subject areas.
- 100% of staff implement full cycles of BAAE moderation in Year 7, 8, 9 and 10.
- 100% of staff in the senior years develop a moderation strategy for their subject area.
- All faculty staff involved in a PLC focusing on tracking progression of marker students within faculty meetings.
- Tracking of marker students and differentiation of learning in all classes.
- Improve academic result through feedback loop.

AIP measurable/desired outcomes:

100% QCE/QCIA attainment.
85% of school leavers are in education, training, full time work.
90% attendance of students.
Faculties create a class dashboard to monitor progression to track marker students.

Students can/will:

- Own their learning and articulate next steps through implementation of Agency of Learning complex competency.

Teachers can/will:

- Seek feedback from students regarding curriculum delivery and are actively involved as participants in PLC meetings, improving quality assurance systems and processes.

Yeronga Leadership Team will:

- Facilitate a culture of collaboration (PLCs and moderation processes).

Actions:

- Conduct professional development with Heads of Department on how to lead PLCs and track marker students [Nominated lead: Holly Haswell-Smith, HOD of Middle School]
- All classrooms display Lesson Intention and Success Criteria on whiteboards or teaching space [Nominated lead: Holly Haswell-Smith, HOD of Middle School]
- Lead BAAE moderation at scheduled faculty meetings twice a term [Nominated leads: Ben Habermehl, HOD of Maths; Bree Sipple, HOD of English; Steve Smith, HOD of Science, Kathy Fortescue, HOD of Humanities; Lauren Askin, HOD of Health and Physical Education; Susan Gilchrist, HOD of Creative Industries and Technologies and; Adrienne Jones, HOD of the Arts]
- All Year 7 teachers upload units of work through Q Learn and deliver Q Learn within the classroom [Nominated leads: Ben Habermehl, HOD of Maths; Bree Sipple, HOD of English; Steve Smith, HOD of Science, Kathy Fortescue, HOD of Humanities; Lauren Askin, HOD of Health and Physical Education; Susan Gilchrist, HOD of Creative Industries and Technologies and; Adrienne Jones, HOD of the Arts]

Responsible officer(s):

Steve Smith
Ben Habermehl
Bree Sipple
Lauren Askin
Adrienne Jones
Dee Marshman
Susan Gilchrist
Kathy Fortescue
Holly Haswell-Smith
Matt Petersen
Alistair Purser
Domini Roblin
Phuong Truong

Resources:

- Alignment meeting schedule to include PLC meetings during faculty time
- School Data Plan
- Staff Booklet – Amplify

School priority 2:

Harmony: Culturally Inclusive and Responsive Learning Environments

- Embed Universals expectations and implement Student Summits and Congress

Monitoring

Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4
--------	--------	--------	--------

Long term measurable/desired outcomes:

- Teacher confidence realised with the implementation of universal expectations across the school to support improved student engagement for learning.
- 10% reduction in short term suspension data of students, focusing on improved learning and engagement in the classroom.
- All students provided with a rocket report to assist self-reflection with their learning agency progression.
- Towards sustaining 90% attendance of student each semester in all cohorts to improve student learning progression.
- Year 7 staff are engaged in three levels of planning incorporating TEMC and global competence mapped in new V9 curriculum units.
- First Nations Attendance Target – 85% (from 73% 2023).
- First Nations A-C Target 85% across school.
- First Nations A-B Target 70% across school.
- Support for differetation and adjustments to curriculum.

AIP measurable/desired outcomes:


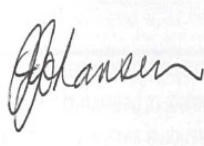
10% reduction of SDA.
90% sustained effort and behaviour across all year levels.
90% attendance of all year levels.

Students can/will:

- Lead learner agency conversations and utilise their Rocket Report as part of the conversation.

Teachers can/will:

- Survey students in one class to address feedback from students regarding curriculum delivery to contribute to discussions in PLC meetings.
- Embed Universal expectations into everyday teaching practise.
- Use the 3 levels of planning to embed TEMC and Global Competence.

<ul style="list-style-type: none">Commence whole school learner agency micro-credential program, empowering students to take ownership of their own learning.Establish regular forums or surveys to gather feedback from students on their learning experiences, school activities, and areas they feel need improvement.Facilitate collaborative planning sessions for teachers to share successful strategies for student engagement and global competence.Create a culture of continuous improvement by regularly reviewing and updating teaching practices based on student feedback and evolving educational best practices.						Yeronga Leadership Team will: <ul style="list-style-type: none">Reinforce Universals.Follow up students with low attendance.Facilitate positive rewards for attendance.				
Actions: <ul style="list-style-type: none">Students Summits and Congress are conducted twice a term where students are provided topics/issues relating to their learning experiences [Nominated lead: Holly Haswell-Smith, HOD of Middle School]Universal posters are displayed in all classrooms and all teachers implement them within their classes [Nominated lead: Alistair Purser, Deputy Principal]TEMC professional development implemented to all new teaching staff in Term 2 [Nominated lead: Holly Haswell-Smith, HOD of Middle School and Suzanne Devonshire, EAL/D Coach]First Nations support class (weekly) focusing on student outcomes and cultural needs of students [Nominated lead: Alistair Purser DP Junior School]					Responsible officer(s): <i>Holly Haswell-Smith</i> <i>Suzanne Devonshire</i> <i>Dee Marshman</i> <i>Adrianne Jones</i> <i>Thuong Ngugen</i> <i>Tim Hohenhaus</i> <i>Kate Middleton-Pol</i> <i>David Fan</i> <i>Kim Andrews</i> <i>Domini Roblin</i> <i>Brock Germain</i> <i>Matt Petersen</i> <i>Alistair Purser</i> <i>Phuong Truong</i>		Resources: <ul style="list-style-type: none">Alignment meeting schedule to include PLC meetings during faculty timeSchool Data PlanStaff Booklet – Amplify			
School priority 3: <i>Sustainability: Developing Agile, Resilient and Adaptive 21st Century Learners</i> - maintain attendance percentage of 90% across Year 7-12 - develop student agency for learning			Monitoring <i>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i> <table><tr><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr></table>		Term 1	Term 2	Term 3	Term 4	Long term measurable/desired outcomes: <ul style="list-style-type: none">100% of Year 7-12 students receive a Rocket report on “<i>Agency in Learning</i>”, ensuring alignment of student work through moderation.Credential students in Arts Academy with Micro-credentials as part of the Melbourne University Partnership.Work towards credentialing students in the STEM and Athletes Academies with Micro-credentials as part of the Melbourne University Partnership.Build staff capability to successfully implement the Yeronga Micro-credential Program.Review and gather feedback from students regarding our Learner Agency Program in 2024 to advance the skills and capabilities of each learner.100% students and teachers will actively participate in shifting the pedagogical approach within the Learner Agency Program (LAP) reviewing feedback to establish an improvement agenda for 2025.90% sustained student attendance across Year 7-12.	
Term 1	Term 2	Term 3	Term 4							
Strategies: <ul style="list-style-type: none">Learner Agency Conversations enacted to support students to take the lead, set goals and articulate their focused agency for learning, identifying curricular and co-curricular growth plans.Enhance staff expertise and provide training for all staff members to deliver a quality pastoral care program supporting student life and agency.Integration of micro-credential program at school level – allocating dedicated time to assess Learner Agency through the distinct phases of learning.Review Academic Conferencing process to align an improved student centric Learner Agency Conversation with stakeholders.					AIP measurable/desired outcomes: <ul style="list-style-type: none">90% sustained student attendance across Year 7-12. Students can/will: <ul style="list-style-type: none">Actively participate in the LAP and demonstrate engagement and become proactive learners and engage in productive learner agency conferences. Teachers can/will: <ul style="list-style-type: none">Engage in shifting the pedagogical approach within the LAP fostering agency a conferences student-driven learning environment.Be facilitators of learning. Yeronga Leadership team will: <ul style="list-style-type: none">Lead the implementation of micro-credentials in their respective curriculum areas, ensuring a more coordinated and cohesive approach to recognising student skills and competencies.					
Actions: <ul style="list-style-type: none">Conduct Learner Agency Conversations in Terms 2 and 3 for Years 7 – 11 and in Term 2 Year 12 [Nominated leads: Domini Roblin, Acting Deputy Principal; Brock German, HOD of Junior School; Holly-Haswell-Smith, HOD of Middle School].Review Academic Conferencing with Learner Agency Mentors and Learner Agency Teachers to improve processes [Nominated leads: Domini Roblin, Acting Deputy Principal; Brock German, HOD of Junior School; Holly-Haswell-Smith, HOD of Middle School].Attend and participate with New Metrics workshop sessions with Melbourne University, via online and face-to-face in Melbourne [Nominated lead: Domini Roblin, Acting Deputy Principal; Brock Germain, HOD of Junior School; Holly Haswell-Smith, HOD of Middle School; Phuong Truong, Principal].			Responsible officer(s): <i>Domini Roblin</i> <i>Brock Germain</i> <i>Holly Haswell-Smith</i> <i>Matt Petersen</i> <i>Alistair Purser</i> <i>Phuong Truong</i> <i>Dee Marshman</i> <i>Thuong Ngugen</i> <i>Adrianne Jones</i> <i>Tim Hohenhaus</i> <i>Kate Middleton-Pol</i> <i>David Fan</i> <i>Kim Andrews</i>		Resources: <ul style="list-style-type: none">Professional development with Melbourne University, engagement with structured professional development opportunities.Learner Agency Mentor meetings with a defined plan for implementation.Collaboration release time for staff to moderate and review and program design.Staff Booklet – Amplify.					
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.										
Principal 		P&C/School Council 		School Supervisor 