

QACI Strategic Plan 2023 - 2027

Statement of Purpose

QACI is a proudly inclusive community of innovative and creative thinkers who seek opportunities to ignite their curiosity, develop global and intercultural perspectives and foster a love of lifelong learning.

Strategic Direction

- Community awareness of QACI – Continue to build and define QACI brand
- Promote future culture – Promote community connection and wellbeing within and beyond QACI
- Refinement of QACI vision to purpose – Alignment to Education Queensland Strategic Priorities and International Baccalaureate
- Visibility of International Mindedness – Increase our reach within the community to foster global and intercultural awareness
- Flexible teaching and learning – Empower our highly capable learners and enhance their engagement and agency in lifelong learning
- Embedded partnerships – Enrich QACI learning experience with professional opportunities
- Beyond Inclusion, Data and Pedagogy – Quality teaching and learning

Future Focused

Preparing every student for their future and supporting positive transitions from school onto their next steps into further education and employment.



**Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective**

International Baccalaureate Learner Profile Attributes
International Baccalaureate Organization 2013



**Queensland
Government**

QACI 2023 Strategic Priorities

- **Refinement of QACI vision to purpose** – Alignment to Education Queensland Strategic Priorities and International Baccalaureate
- **Beyond Inclusion, Data and Pedagogy** – Quality teaching and learning
- **Promote future culture** - Promote community connection and wellbeing within and beyond QACI
- **Flexible teaching and learning** – Empower our highly capable learners and enhance their engagement and agency in lifelong learning

Highly Effective Teaching

Inquiry Focused Teaching

- Develop a shared systemic approach to inquiry
 - Definition, Process and Stages defined
- Develop staff capability
 - Fertile question creation – specification & guidelines
 - Pedagogical inquiry stages & strategies

Consistent Teaching Protocols

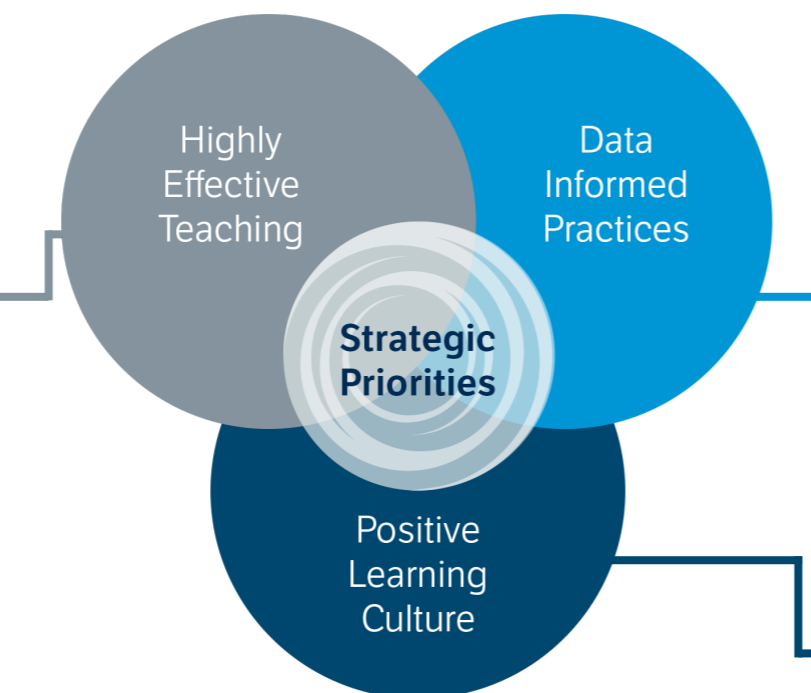
- Develop and unpack the “why” with all staff
- Collaboratively develop QACI expectations for teaching (pedagogy)
 - Common Language
- Systemic deliberate methods of shared practice
 - Precise & Practical
 - Planning templates
- Establish a range of teaching models and scaffolds aligning to the stages of inquiry
- Harness Learning Intentions, Narrative and Pace
- Approaches to teaching

Consistent Learning Protocols

- IB Learner Profile embedded into planning and teaching
- Curiosity
 - Characteristics & types
 - In stages of planning
 - Learning processes that occur
- Approaches to Learning
 - Characteristics & types
 - In stages of planning

Higher Order Thinking

- The power of good questions
- Blooms Taxonomy
- Command terms / Assessment objectives
- Facilitating insight through metacognitive questioning



Data Informed Practice

Connect Feedback to Data

- Refine and align a coherent, sequenced plan for curriculum delivery and implementation
 - Streamline curriculum processes
- Establish a school wide approach to data literacy
- Align professional development to QACI strategic direction
 - Annual Implementation Plan (AIP)
 - Annual Faculty Plan (AFP)

Commit to Assessment for Learning

- Develop QACI Data plan inclusive of inquiry cycles
 - Measuring the impact of Teaching & Learning
- Develop QACI specific Curriculum, Assessment Reporting Framework (CARF)
- Build community culture around assessment for learning
 - Embed International Baccalaureate and National curriculum framework elements

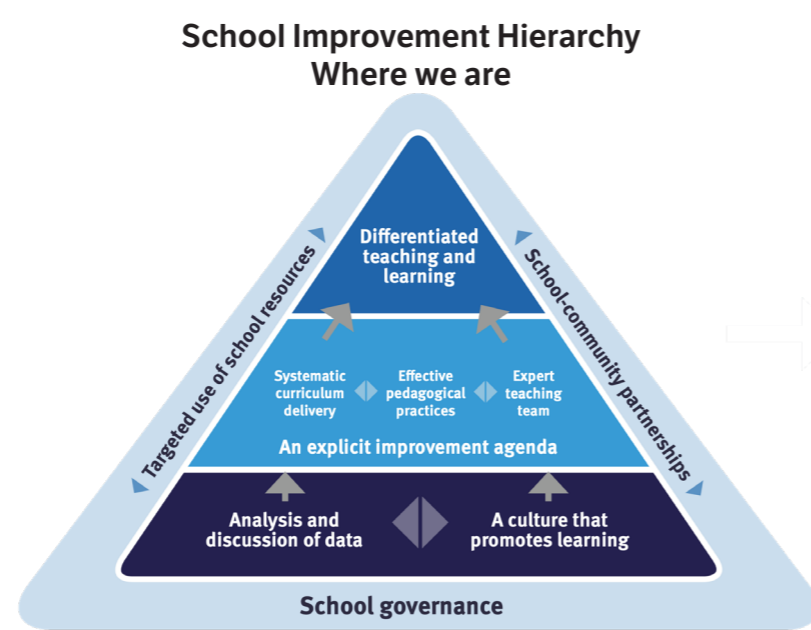
Positive Learning Culture

High expectations and Authentic Relationships

- Create a holistic student data approach that informs differentiation, targeted and focused teaching
- Develop staff capability
 - Systemic approach to support processes
 - Continuous professional development in type, frequency and intensity of adjustments
- Systemic approach to collection of student, community and stakeholder voice in our approach to teaching and learning
- Collaboratively establish positive learning expectations
- Aligning the Department of Education Learning and Wellbeing Framework for QACI community

Student Agency

- Encourage active participation in learning and collaborative behaviour by developing social and academic skills
 - Approaches to learning
 - Curiosity thinking
 - International Baccalaureate Learner



Impact

Attendance & Engagement
High community expectations on student attendance where participation and engagement in learning is visible and valued by the whole community
Evidence – attendance data, School Disciplinary Absences

Enrolment and Retention
Every student is engaged and thriving in learning where the community recognises and values the inclusive culture within the school.
Evidence – School Online Reporting Dashboard (SORD) - Year 10 to 12 Retention Enrolment data, Enrolment trend, Same School Retention data

Academic Achievement
A commitment to supporting all young people with their academic achievement across diverse backgrounds, priority groups, and of all identities and abilities. Student agency in their learning to empower measurable personal growth.
Evidence – Year 10 A-E academic reporting data, Year 11/12 IB 1-7 academic reporting data, Year 12 exit data

Transitions
Students’ pathways for the future are supported with positive transitions to their next stage of learning or employment that enable meaningful and productive experiences.
Evidence – Next Step Survey, Alumni School Survey

Community Engagement and Partnerships
There is a strong and growing sense of community to engage more parents, alumni, volunteers and local organisations to enhance student learning opportunities.
Evidence – P&C Meeting attendance, Parent Teacher Interview attendance, Alumni Association membership, Managebac CAS data, curriculum partnerships.

Inclusion, Learning & Wellbeing
Students and staff articulate a common language and understanding of inclusion, learning and wellbeing across all aspects of teaching and learning.
Evidence – School Opinion Survey, Student Voice, P&C Engagement, Wellbeing Inclusion Program (WIP) Team

Quality Teaching and Learning
All teachers engage in Curiosity and Powerful Learning with differentiated, targeted and focused teaching to realise the potential of every student.
Evidence – School Opinion Survey, Student Positive Gain data, Annual Performance Review (APR) Process, Student Voice Survey

Professional Learning Culture
All staff seek professional growth aligned to the QACI Collaborative Engagement Framework.
Evidence – Professional Learning Community (PLC), Learning Hubs, Professional Development Plan, Annual Performance Review, Collegial Engagement

Gavin Bryce
Principal

Anthony Fuge
School Council Chair