2025 Annual Implementation Plan

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.

EIA Targets 2025

- 100% IBDP and QCE Attainment
- >10% IBDP Score 40 or above
- 100% A-C Year 10 Maths and English
    - ≥90% A-B Year 10 Maths and English
- QACI IBDP Score continue to Exceed World Average IBDP Score
- 100% Cert III Completion
- ≥95% Year 12 Next Step engaged in further Education, Training or Employment
- >65% of Year 12 completers engaged in tertiary studies (SORD Next Step data)
- ≥93% Attendance Rate
- ≥90% students with > 85% attendance rate
- <10% attrition rate Year 10-12 Enrolment

Shannon Carter
Principal

Paul Pengelly
School Supervisor
Metropolitan North Region

Anthony Fuge
School Council Chair

Strategic Priority: Positive Learning Culture

Theory of Action	Strategies	Actions	Responsibility	Success Indicators	Resources/Budget
High Expectations and Authentic Relationships (WS)	*Differentiation strategies and learning adjustments are implemented and reviewed for students within all classrooms and teacher feedback sought for Personalised Learning Plans (PLPs)*	Develop a clear process for implementing, reviewing and tracking student PLPs where teacher feedback is embedded at each juncture. Record PLPs and subsequent reviews clearly on OneSchool. Systematic implementation of Individual Adjustment Arrangements (IAAs) to address specific student needs. Review PLPs and use data from student attendance and engagement to assess effectiveness of learning adjustments. Build a shared understanding of quality teaching and differentiated practices teachers can employ to support all students including those with additional needs through NCCD and SWD practices.	• PLC Hub • Guidance Officers • Teachers • IB Co	Records of PLPs are maintained on OneSchool and routinely updated. Improved student attendance of those students on PLPs. Teacher feedback on PLPs demonstrates continuous development of Quality Differentiated Teaching Practices.	https://www.nccd.edu.au/ ibo.org Meeting Student Learning Diversity Universal Design for Learning ibo.org - Approaches to Learning ibo.org Access and Inclusion Policy
	Foster an inclusive and welcoming school environment that reflects the inclusive culture at QACI	Conduct staff and student induction to develop a shared understanding of QACI's inclusive culture aligned to the school's Statement of Purpose and core values. Celebrate and promote inclusion through scheduled events, classroom activities and communications. Support student leaders to advocate for inclusive practices, promote student voice and support peers. Enhance student engagement by actively involving students in shaping the learning environment and school culture through student voice. Promote the roles of Connect Mentors, House Managers and Connect Coaches.	• ELT • HOD Student Services • Guidance Officers • Student Directors, House Managers and Connect Mentors • Teachers	Maintain 100% affirmative responses to "My school encourages students to respect one another." (SOS, student responses). >98% affirmative responses to "My school celebrates student achievements." (SOS, student responses). >98% affirmative responses to "My school takes students' opinions seriously." (SOS, student responses). >93% Attendance Rate. >90% students with > 85% attendance rate.	ibo.org Access and Inclusion Policy OECD Student Agency
Consistent Learning Protocols (WS)	*Continue whole school approach to positive learning culture through consistent routines, explicit expectations, and the promotion of student agency/self-reflection*	Display QACI IB Learner Matrix in every classroom that illustrates expectations, routines, and the link to IB Learner Profile attributes. Explicit teaching of the skills from the QACI IB Learner Matrix to reinforce key concepts and behaviours to promote a positive, safe and predictable environment. Integrate the IB Learner Profile Attributes with the QACI IB Learner Matrix to encourage student self-assessment and growth. Encourage students to regularly assess their progress and learning skills through reflection and peer feedback.	• PLC Hub • Teacher • Students	>95% affirmative responses to "The expectations and rules are clear at my school." (SOS, student responses). Evidence of students actively self-assessing.	OECD Student Agency OECD Future of Education ibo.org - Learner Profile
	Foster global awareness and intercultural understanding by embedding international mindedness into curriculum delivery and school culture	Model international perspectives and promote global citizenship cultivating empathy and open mindedness by engaging in and celebrating diverse cultures. Infuse the curriculum with content that encourages students to explore local, national, and international contexts, addressing global challenges and perspectives.	• CAS Coordinator • PLC Hub • Teachers • Students • Cultural Ambassadors	>98% affirmative responses to "My school gives me opportunities to do interesting things." (SOS, student responses). Maintain 100% affirmative responses to "My school encourages me to participate in school activities." (SOS, student responses).	OnePortal - Indigenous Education https://www.multiculturalaustralia.org.au/events/ Calendar of cultural diversity Multicultural QLD Month Harmony Week

Strategic Priority: Data Informed Practices

Theory of Action	Strategies	Actions	Responsibility	Success Indicators	Resources/Budget
Connect Feedback to data	*Create a coherent and aligned whole school data plan to support school-wide decision-making*	Evaluate & Review: Assess current data processes across the school. Align Data Systems and Processes: Standardise and integrate various data platforms to ensure consistency in data reporting, tracking and analysis. Market & Communicate: Regularly update the school community on the progress and benefits of the data plan. Future Planning: Establish a clear vision for the evolution of a whole school data platform (adoption of new technology or system – e.g. Power BI). Ensure alignment across the school and with IB/Departmental goals and objectives.	• DIP Hub • IT Coordinator	Data Plan is visible, accessible and utilised by staff. 90% alignment of school data practices as outlined in the Whole School Data Plan (as measured via internal survey/audit). Clear communication of the data plan to staff, with feedback collected via regular survey/meetings.	Funding for HR recruitment for AO2 Data
	Foster a culture of data literacy through ongoing professional learning and collaboration	Provide continuous, informal opportunities for staff to engage with data (e.g. through weekly bulletins, 1:1 conversation, etc.). Build routines for data-informed decision-making and conversations during Faculty meetings or Professional Learning Communities (PLCs). Introduce new staff to the school's data practices and tools through a structured induction program.	• DIP Hub • SLT	100% of new staff completing Data Literacy as part of Induction Training. 80% of staff consistently use data in decision-making (measured through line management discussions).	Learning package
	Develop a systematic and user-friendly placemat tool to guide data-driven practices in the classroom and at leadership meetings	Use the placemat as a clear reference for next steps in data utilisation to inform teaching practice (Inquiry Cycle). Implement a structured and cyclical process for data discussions, providing actionable insights from data trends for Line Management Meetings (Inquiry Cycle). Create a digital version of the placemat that updates in real time (automated and dynamic) and can be easily accessed by staff, providing ongoing insights into relevant key data points.	• DIP Hub • Principal	100% of teachers use the placemat during line management meetings and in planning. Clear evidence (through meeting minutes and feedback) that LM meetings regarding data analysis are cyclical and directly inform actions. The placemat is updated dynamically, and 85% of staff report it is user friendly and enhances their efficiency to access relevant data.	Software and development resources for creating a dynamic, digital placemat
	Create and implement clear, systematic tracking processes for key data sets	Identify the key data sets required for tracking student progress, including student mark books, and ensure this is reflected in the Whole School Data Plan. Establish clarity around the SAR Process, outlining how the data is reviewed, analysed and acted upon. Allocate HR Resourcing to ensure timely and accurate data collection, reporting and dissemination. Establish uniformed approach to tracking and relaying communication to staff.	• DIP Hub	100% of identified key data sets are being tracked and updated regularly. 100% of staff follow systematic tracking processes and contribute to data review sessions. Positive feedback from staff on the SAR process and strategies implemented to improve student outcomes.	HR Resourcing
Commit to Assessment for Learning (T)	*Leverage existing data to improve instructional and operational practices*	Use IB assessment data to inform teaching practices and to identify trends in student performance Create specific, actionable steps based on data for informing future task practice and curriculum focus.	• DIP Hub • IB Co • Teaching Staff		

Strategic Priority: Highly Effective Teaching and Learning

Theory of Action	Strategies	Actions	Responsibility	Success Indicators	Resources/Budget
Emphasise Inquiry Focused Teaching (WS)	*Enhance capability of teaching for Highly Capable Learners*	Develop a series of modelling, sharing, and celebratory practices that showcase: • inquiry • peer observations • good practice of Curious and Powerful Learning • P-12 Framework • Australian Curriculum V9 and IBDP at faculty and whole school levels. This will be done by providing opportunities for aligned Professional Development as well as different Faculty groups to lead discussions of focus areas at multiple, meaningful juncture points as authentic and purposeful Professional Development. This could include refreshers and masterclasses to ensure "that every student achieves at least one year of learning growth each year" (Equity & Excellence). HODs receive guidance of focus areas to address throughout the term at Faculty meetings (e.g. differentiation, V9, data). Faculty groups lead discussion of pedagogical practice regarding a key focus at PLCs.	• HETL Hub HODs	Increased visibility of practices. The Collegial Engagement Plan is an active point of reference for planning discussion and sharing of practice. 100% of teaching staff are engaged in Peer Observations and these are used to model and share practice at faculty and school-wide levels. All teaching staff creating lessons, assessment and units of work based on up-to-date knowledge of relevant curriculum documents. Students in Year 10 achieving C or above in English and Maths: 100% (OneSchool reporting data). Students in Year 10 achieving A or B in English and Maths: 100% English and >90% Maths (OneSchool reporting data).	AITSL APST for Teachers The Academies HCL Model Highly Effective Teaching (What and How) documents PLT & SLT Annual Planner IB Approaches to Teaching & Approaches to Learning P – 12 Curriculum, assessment and reporting framework Australian Curriculum V9 (version 8.4 still available). IB Programme Standards and Practices Education Futures Institute Professional Development
Adopt Consistent Teaching Protocols (WS)	*Teaching practices provide consistent expectations for Highly Capable Learner model*	Align use of the Highly Capable Learner Model and Highly Effective Teaching (What and How) documents with school-wide practice and planning, including expectations around utilising these documents.	• HETL Hub HODs	Clear cross-reference between the Highly Capable Learner Model, Highly Effective Teaching documents, and Curriculum Unit and Year Plans. PLC and SLT planning documents include key junctures of use.	P – 12 Curriculum, assessment and reporting framework AITSL APST for Teachers The Academies Highly Capable Learner Model document Highly Effective Teaching (What and How) documents PLT & SLT Annual Planner QACI Induction program
	eLearning systems and practices are reviewed and updated	Identify opportunities for improvement, assess current and future needs, ethical use of emerging technologies such as AI, and implement strategies that enhance student outcomes and support effective teaching practices.	• HOD Outreach • HOD eLearning	Clear, consistent documentation of school process and good practice regarding eLearning and AI. Enhanced "capability and confidence of teachers in digital teaching and learning" (Equity & Excellence).	IB Guidance including the IB Academic Integrity policy.
Leadership for Learning	*Expertise is developed and shared across multiple people*	Foster instructional leadership through formal and informal systems, such as an aspirants' program and sharing of knowledge and practice at faculty and whole-school levels.	• Deputy HETL • Principal	Teachers lead learning through modelling, sharing, and celebratory practices. Increase number of applications for leadership positions.	AITSL APST for Teachers AITSL Professional Standards for Middle Leaders
Australian Curriculum, IB Standards and Practices, P-12 Framework	*Lead systematic curriculum and assessment implementation*	Establish Moderation Cycle for all year levels e.g. Before, After, End process including unit plan reflection cycles each term/cycle. Moderation including assessment task and unit plans.	• HETL Hub • HODs	All subjects and faculties embedding Moderation Cycle process in their ways-of-working.	P – 12 Curriculum, assessment and reporting framework Education Futures Institute Professional Development
		Develop Marking Guides & Unit Plans for Year 10 subjects in alignment to the P-12 Framework and AC V9. Review and update Unit Plans for 11/12 in alignment with IBDP Standards and Practices. Including focus on new subject guides.	• HETL Hub • HODs • IB Co (for Standards and Practice)	By end of 2025, all faculty areas and subjects have engaged with Marking Guides for at least one assessment piece. Senior subject planning and documentation is aligned to IBDP Standards and Practices.	P – 12 Curriculum, assessment and reporting framework PLT & SLT Annual Planner
		Refine and review processes and policies for assessment, reporting, moderation, etc. to create the QACI Whole School Curriculum Policy.	• HETL Hub • HODs • IB Co (for IB-related policy)	By end of 2025, a coherent, comprehensive, consistent, clear plan (WSCP) for Year 10-12 in development and key EQ and IB policies updated.	QACI Assessment Policy, Key IB Policies

Strategic Priority: Community & Partnerships

Strategies	Actions	Responsibility	Success Indicators	Resources/Budget
Implement a collaborative process for parents, students and staff to actively engage in our approaches to learning and teaching.	Establish regular stakeholder forums or workshops that encourage open communication between parents, students, community members and the school. Use these forums to gather input on school culture, teaching practices, and community initiatives to improve student engagement. (e.g. SOS, Destination Data). Strategically engage parents as partners in the educational process, leveraging their skills, experiences, and networks to support student learning, providing opportunities that connect the classroom to the broader community. Implement Termly Staff Traffic Light Survey to determine progress on Key Priorities to inform future actions and strategies. Presenting SOS and unpacking with staff including tracking progress over the years.	• Principal • PLC Hub	>50% SOS Student and Parent participation rate. >60% SOS Staff participation rate. 50% participation in other survey responses. >90% SOS Parent Agreement – *'The school takes parents' opinions seriously"* (89.7% 2024). >80% SOS Staff Agreement – *'The school takes staff opinions seriously'* (74.4% 2024).	
Build upon community partnerships with local businesses, organisations and tertiary institutions to enhance opportunities for student engagement *Explore how the school can leverage community, industry and business knowledge and skills*	Audit existing partnerships and document centrally. Identify new partnership opportunities, including broader curriculum and tertiary collaborations (including EE and Outreach). Clearly define and document purpose of engagement for each partnership. Develop and maintain a data spreadsheet of partnership contacts. Explore ways to formally recognise our community partners or celebrate their mutual partnerships. Plan for an Industry Partners/Alumni Event and celebrate key contributions of key external partners – including guest speakers and showcase of student work that resulted from these partnerships. Continue to promote QACI's achievements by featuring staff spotlights in newsletters or social media, showcasing student success stories, and telling the stories of alumni through campaigns that demonstrate the school's impact on the broader community. Develop further collaborative opportunities with City Collective primary schools to engage with students and teachers.	• Principal • SLT • Principal • Marketing & Admissions • PLC Hub	Database of existing partnerships created – outlining areas requiring further breadth and scope. Establishment of Industry Partners/Alumni Event and Showcase.	Marketing & Admissions Outreach
First Nations Engagement Strategy	Establish a formal relationship with community elders and organisations to provide cultural guidance for QACI. Develop a Reconciliation Action Plan (RAP) in consultation with elders. Investigate opportunity to implement a First Nations scholarship (potentially P&C supported).	• Principal • PLC Hub	RAP developed and implemented.	First Nations Scholarship Community connection and engagement with community elders
Outreach Program for Highly Capable Learners	Continue to expand connections and network with local schools and stakeholders to support the learning and development of highly capable primary and junior students. Implement robust and enriching program (Brilliant Futures Brisbane & QACI Bright Minds). Track enrolment and engagement data. Strengthen industry partnerships with QACI.	• HOD Outreach • Principal • HOD Outreach	>15% Enrolment Growth through applications for Brilliant Futures Brisbane (BFB) and nominations for QACI Bright Minds from City Collective and beyond. >95% Brilliant Futures engagement Year 7 into Year 8. QACI student/staff engagement with programs (CAS & TOIL). Industry engagement with programs (QUT, UQ & others).	Marketing & Admissions Outreach
Marketing and Enrolment Strategy	Strengthen the school's market presence and increase enrolment applications through targeted marketing and community outreach (including Open Day, Discovery Workshops, etc.). Creating targeted digital and community-based marketing campaigns highlighting unique programs (e.g. IB focus, Brilliant Futures, QACI Bright Minds etc.). Continue to engage prospective families through open days, information sessions and school tours. School musical - consider the marketing opportunity and outreach strategy presented - endeavour to select musicals that will appeal to primary school target market and offer a showtime for primary schools (Year 5-6 target).	• Principal • Marketing & Admissions • HOD Outreach	20% Increase in 2026 – Year 10 enrolment applications. Increased media presence **and positive storytelling campaigns** about staff, student, and alumni achievements.	Marketing & Admissions Outreach
Enhance Staff Wellbeing by Adopting DOE's Framework	Re-establish a staff wellbeing committee, undertake a needs assessment of the workplace and develop a wellbeing action plan.	• Principal	Staff wellbeing committee established, and plan established.	