



CALAMVALE COMMUNITY COLLEGE
2025 ANNUAL IMPLEMENTATION PLAN



Educational
achievement

EA



Wellbeing and
engagement

WE



Culture and
inclusion

CI

Our Moral Purpose: Our Strategic Focus:		TBCD Curriculum/Pedagogy and Culture of Learning/Engagement		Our Informing documents: 2025-2028 Strategic Plan (in development – no previous Strat Plan) 2021 Review Report 2024 DET Equity and Excellence									
School priority 1: CURRICULUM AND PEDAGOGY		Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>		12-month measurable/desired outcomes to inform 2025-2028 Strategic Planning:									
An aligned K-12 curriculum, responsive to learner needs.		<table><tr><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>		Term 1	Term 2	Term 3	Term 4					<ul style="list-style-type: none">PYP and MYP curriculum meeting the requirements of the P-12 CARF with rigorous alignment to AC v9.0 and clarity of the application of the achievement standards with the IB criteria.Data informed and responsive pedagogical approaches that support visible and engaged learning, complementing units of inquiry and ensuring every student progresses, develops and achieves.Interassessment agreement within the margin of alignment.Improved NAPLAN performance.Established moderation cycles BAAESET Planning and Senior Pathways clarified.SOS Teacher measures (insert targets)SOS Student measures (insert targets)	
Term 1	Term 2	Term 3	Term 4										
Strategies: <ul style="list-style-type: none">The development of the Calamvale CC P-12 CARF which clearly articulates the progression of curriculum P-12 and the three levels of planning. (EA)The development of CCC Pedagogical Approach - with context specific pedagogical practices including the ongoing development of a WOC approach to reading. (EA, WE)An unwavering focus on Knowing Your Learner (KYL) to inform starting points for learning and review. (EA, WE, CI)A commitment to collegial and collaborative practice to inform ongoing professional development. (EA)				AIP measurable/desired outcomes: By the end of 2025: School wide – all staff/faculties/Connect (junior school): <ul style="list-style-type: none">100% staff participate in KYL and NCCD activities, including learner data analysis.K-12 CARF developed with alignment across the faculties and the 3 levels of planning.Quality assured A-C and A-B data sets in English/Maths, evidencing alignment to NAPLAN and inter-assessment agreement.Dibels – junior school measure Sounds WriteMaths – junior school measure – diagnostic tests vs NAPLANEnglish – secondary school measure - %A-B, %A-C baselines establishmentMathematics – secondary school measure - %A-B, %A-C baselines established100% QCE attainment									
Actions: Whole of College: <ul style="list-style-type: none">Develop a clear whole of college curriculum plan, across year, pending SRR.Build teacher capacity to Know Your Learner and support student learning by building understanding and use of student data – academic data, wellbeing and engagement data, NCCD Data, PLRs, ICPs and Support Provisions. Track Ed as vehicle P-12.Development of a sequential NCCD process – incorporating WOC refined understanding of NCCD, reasonable adjustments and effective pedagogical strategies.Development of a WOC pedagogical approach to encompass the learner (incorporating the IB Learner Profile lens), the learning (including but not limited to inquiry learning, ATL) and the curriculum (with a focus on General Capabilities (inc 21C learning and Cross Curriculum priorities through the PYP, MYP lens))A focus on establishing learning environments for students that include artefacts of learning and appropriate graphic organisers to signpost and support student learning. Junior School: <ul style="list-style-type: none">Provision of CONNECT - intentional collaboration time, within rostered duty time, aligned to instructional focus and led by HOPs.Implementation of data responsive practices – pedagogical, reasonable adjustments, aligned to NCCD data.Development of 3 levels of planning, aligning AC 9.0 and PYP with a CCC format and approach to ensure consistency.Embed and extend Sounds Write and reading practices across Junior School, aligned to the DET Reading Approach. Secondary School: <ul style="list-style-type: none">Development of 3 levels of planning, aligning AC 9.0 and MYP with a consistent format and approach to ensure consistency and clarity in planning, delivery and moderation.Develop a Secondary School approach to the explicit teaching of reading, aligned to the DET Reading Approach with an initial focus on Tier 2, Tier 3 words in unit planning – subject specific vocabulary and command terms/cognitions across the curriculum.Provision of intentional collaboration time, using flexible hours, aligned to BAAE moderation practices and QA processes.Review of secondary school pathways year 10 and beyond, incorporating rigorous student tracking and year 13 analysis.		Responsible officer(s): Executive Principal Heads of School Senior Leadership Team Heads of Program – P-12 Whole Staff Collaboration: Faculty Meetings Flexible hours Collegial Observation Processes (all teaching staff) CONNECT Communities – Junior School		Resources: Teacher release, in addition to flexible SFD hours, sufficient to achieve targets. Renewal of learning environments through planned classroom upgrades.									

<p>School priority 2: CULTURE OF LEARNING AND ENGAGEMENT</p> <p>A genuine and visible commitment to prioritising a culture of learning and engagement.</p>	<p>Monitoring</p> <p><small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table><tr><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr></table>	Term 1	Term 2	Term 3	Term 4	<p>12-month measurable/desired outcomes to inform 2025-2028 Strategic Planning:</p> <ul style="list-style-type: none">• Data informed and responsive wellbeing approaches that support visible and engaged learning ensuring every student progresses, develops and achieves.• Improved student attendance (please insert targets by year level)• Parent and student voice in school policy review• 100% staff engagement in NCCD processes to ensure student learning needs are captured and supported• Student SOS measures – (insert improvement targets)	<p>AIP measurable/desired outcomes:</p> <p><i>By the end of 2025:</i></p> <p><i>School wide – all staff/faculties/Connect (junior school):</i></p> <ul style="list-style-type: none">• 100% staff participate in KYL and NCCD activities, including learner data analysis.• Improved student attendance (data targets from YLC/DPs)• QEW data baseline established
Term 1	Term 2	Term 3	Term 4				
<p>Strategies:</p> <ul style="list-style-type: none">• Establishing and nurturing a sense of belonging for all learners, with aligned strategic resourcing - human and financial. (WE, CI)• Ensuring a year of growth for a year of learning for all students – specific focus on inclusion, NCCD processes, reasonable adjustments and differentiated teaching and learning. (EA, WE)• A renewed focus on student wellbeing through evidence based actions. (EA, WE, CI)• Whole of College focus on the learner and learning readiness. (EA, WE)		<p>Responsible officer(s):</p> <p>Executive Principal Heads of School Deputy Principal Inclusion Senior Leadership Team Year Level Co-ordinators</p> <p>Whole Staff Collaboration:</p> <p>Faculty Meetings Flexible hours</p>		<p>Resources:</p> <p>Teacher release, in addition to flexible SFD hours, sufficient to achieve targets.</p> <p>Renewal of learning environments through planned classroom upgrades.</p>			
<p>Actions:</p> <p>Whole of College:</p> <ol style="list-style-type: none">1. Creation of Year Level Co-ordinator positions with a focus on transition junctures between junior and secondary school and within secondary school.2. Development of lesson expectations and routines, refined by PBL, Non-negotiables and classroom agreements.3. Development of HQ, including Coaching HQ, with a streamlined referral process, interventions and supports to increase student engagement and belonging.4. Strategic staffing of student cultural supports – new CEC to support First Nation Learners, Youth Worker to support Pasifica learners.5. Actively seek opportunities to increase student and community voice at the school – family engagement activities, policy review, cultural activities, student union.6. Active tracking and monitoring of student engagement (via attendance rates, academic outcomes, behaviour referrals, support interventions) to improve pedagogical change and increase engagement. <p>Junior School:</p> <ol style="list-style-type: none">1. Focus on junior school student engagement – explicit teaching of PBL, student wellbeing activities and the play environment.2. Focus on refining current referral processes and communication in junior school – including SNAC referrals, OT/SLP referrals <p>Secondary School:</p> <ol style="list-style-type: none">1. Implementation of CCC (Care, Connect, Communicate) routines and wellbeing lessons in secondary school.2. Development of whole of secondary school lesson expectations and routines, refine by PBL and Non Negotiables.3. Refinement of behaviour support processes to clearly articulate roles and referral channels for student support.4. Participation in QEW to establish base-line evidence for wellbeing and engagement intervention.							
<p>Approvals</p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>							
<p>Principal</p> <p><i>[Signature]</i></p>	<p>13/02/2025</p>	<p>P&C</p> <p><i>[Signature]</i></p>	<p>School Supervisor</p> <p><i>[Signature]</i></p>				