

HOME HILL STATE HIGH SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN (TEMPLATE 2)



Educational achievement



Wellbeing and engagement



Culture and inclusion



Strategic Plan Priorities;

- Develop a school culture that actively promotes learning – underpinned by a school climate that promotes cohesion, collaboration, consistency, consultation, belonging, morale and well-being.
- Strengthen systematic curriculum delivery and effective pedagogical practices – Collaboratively develop a collective school-wide strategic approach to ETLO through the consistent alignment, application and enactment of evidence based pedagogical practices.
- Develop a school-wide strategic approach that differentiates to support individual student learning needs, with a focussed agenda to support highly capable and higher performing students, extend them to their potential capability, and boost the numbers of students achieving at this level.
- Collaboratively align expectations, processes and practices to the Student Code of Conduct, associated with (introducing) establishing authentic PBL and ESCM processes and quality assure its implementation across the school.
- Develop innovative education strategies linked to the local community context with specific emphasis on;
 - processes to support human and financial resource allocation as part of a broad workforce planning and recruitment strategy to support optimal teaching and learning outcomes.
 - Local context and pathways – Agricultural Studies.

School priority 1:

Creating a culture of inclusion and engagement

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
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AIP measurable outcomes:

- School opinion survey question results:
 - 1) *Is behaviour well managed at this school?*and
 - 2) *my child likes being at this school?*
- YEW Survey (Youth Engagement and Wellbeing Survey)
Improved results in survey for *Peer Relationships*
- 90% attendance in all year levels
- Increase enrolments
- Reduced School Disciplinary Absences
- 2 Accredited PBL Coaches

Strategies:

- Working Teams (PBL, Curriculum, SLAWF, Support Team) as an integral aspect enabling collaborative practices to drive departmental and school priorities in a localised context.
- SLAWF action plan.
- Positive Behaviour for Learning – data informed practice.
- Whole School approach to Respectful Relationships implementation
- Explicitly teach school-wide expectations
- Employ consistent use of Essential Skills for Classroom Management.

Actions:

- Working collaboratively with the LCC
- Collaborate with cluster schools
- Implementation of the Respectful Relationship program
- Complex Case Management
- Develop and implement an Attendance Framework
- Conduct whole school Profiling Sweep each semester
- Agreed Scheme of Collegial Engagement
- Revise and restructure Student Code of Conduct and referral process
- Targeted professional development in line with staff APDP's.
- Implement Restorative Practices in the school

Resources:

- Guidance Officer
- CEC/IEW time allocation
- Data Plan
- SLAWF Student Learning and Wellbeing Framework
- Attendance Framework
- Student Support Services Team
- Student Code of Conduct
- APDP
- Restorative Chat card
- Principal Advisor – Postivie Behaviour for Learning
- TRS for PBL professional development

					<ul style="list-style-type: none"> • Collegial Engagement Framework <p>Responsible officer(s): Principal, Leadership Team, Guidance Officer, HOSES and Student Support Services Team, Teachers</p>
School priority 2:		Monitoring			AIP measurable outcomes:
Improve Year 7 and Year 9 Level of Achievement (LOA)		Term 1	Term 2	Term 3	
Strategies:					AIP measurable outcomes:
<ul style="list-style-type: none"> • Review of whole school approach to pedagogy with a lens on differentiation • Shared understanding of agreed practice with marker students in English and Mathematics • Review and enact whole school moderation process • Implement literacy and numeracy classes in Years 7 and 8. 					
Actions:					Resources:
<ul style="list-style-type: none"> • Create band plans for V9 Australian Curriculum • Investigate the P10 App in the QCAA Portal • Reviewing moderation processes • Auditing of curriculum drive – consistency in following school processes around using curriculum templates for planning, assessment and overviews. • Planning for the implementation of V9 Australian Curriculum in 2025. • Develop and consistently use task sheets and unit plans for years 7 -10 • Term meetings with the teacher aides • 5 Questions Model – start with 5 questions for students • Informal and formal observations (walk-throughs) • Quality assure differentiation is evident in planning and classrooms 					<ul style="list-style-type: none"> • Retention of 3rd HoD position through payment 'above position' for 1 teacher allocation through I4S. • Reporting Data • V9 Australian Curriculum • CARF • Classroom Management Hub <p>Responsible officer(s): Principal, Leadership Team, HOSES, Teachers</p>
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	



