

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

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.

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

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 – Positive Behaviour for Learning
- TRS for PBL professional development

		• Collegial Engagement Framework Responsible officer(s): Principal, Leadership Team, Guidance Officer, HOSES and Student Support Services Team, Teachers			
School priority 2: Improve Year 7 and Year 9 Level of Achievement (LOA)	Monitoring				AIP measurable outcomes: <ul style="list-style-type: none"> 100% of students receiving a C or above across all Learning Areas. 10% increase in LOA data in students moving from a C to a B a B to an A Naplan Students can articulate a response to 5 questions for students
	Term 1	Term 2	Term 3	Term 4	
Strategies: <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. 					Resources: <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 Responsible officer(s): Principal, Leadership Team, HOSES, Teachers
Actions: <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 					
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	