# HOME HILL STATE HIGH SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Monitoring

Monitoring

Term 2

Term 3

Term 2 Term 3 Term 4







Responsible officers:

Deputy Principal - Kym Ogomeni

(Junior Secondary / Curriculum)

Teaching and Non-Teaching Staff

Responsible officers:

Deputy Principal - Kym Ogomeni

Technical Officer - Shae Machin

Teaching and Non-Teaching Staff

Principal - Sharon O'Neill

STI aN - Lisa Todeschino

PBL Coach - Anna Bugeia

Principal - Sharon O'Neill

### Vision and values

At Home Hill State High School, we care about creating a culture that nurtures students to be confident, caring and life-long learners. Our motto 'The end crowns the work' is underpinned by our Positive Behaviour for Learning (PBL) program. Informed by the 2021 school review, annual performance data and tailored to Home Hill State High Schools' ways of working, the identified school priorities and goals for improvement over the next twelve months include Educational Program and Practice and Future Ready Culture.

## School priority 1: Educational Program and Practice

In 2025, staff will work together to develop a whole-school approach to pedgogy and improve Level of Achievement (LOA) in Year 9 through:

- Collaborative inquiry into pedagogy to develop a shared language and shared pedagogical practices
- Documented Systematic Curriculum Delivery through three levels of planning and consistent moderation
- Documented differentiation strategies throughout Personalised Learning Plans and three levels of planning

### Strategies:

- Build capabilities of school leaders and teachers understanding of the K-12 Framework and three levels of planning to deliver the Australian Curriculum (AC) v8.4 and v9.0 and Senior Syllabuses with fidelity
- Collaboratively build capabilities of teachers and school leaders through co-planning using AC and Senior Syllabuses to increase curriculum clarity and foster a deep knowledge of Australian Curriculum and Queensland Senior Curriculum
- Build assessment literacy through the application of quality assessment principles when fore fronting assessment
- Develop a whole-school approach to the teaching of reading through the Australian Curriculum learning areas

### Actions:

- Leadership team will co-moderate (before, after, after after, end) with teaching staff to ensure consistent moderation practices are embedded through planning cycles to build teacher capability and to ensure accuracy and consistency
- Leadership and teaching teams will engage in a collaborative inquiry into pedagogy to develop a shared language and shared pedagogical practices
- Develop and implement whole-school approach to pedagogy that incorporates evidence-based, high-impact pedagogical practices
- Actively and consistently participate in both internal and external Collaborative Learning Communities to stregthen teaching and learning, moderation practices and maximise learning
- Co-plan three levels of planning ensuring differentiation strategies and evidence informed approach to the teaching of reading are clearly documented and responsive to, and inclusive of, all learners
- Collaboratively unpack data and identify marker students and strategies for improvement to enhance both data and assessment literacy

### School priority 2: Future Ready Culture

In 2025, staff will work together to enhance student engagement, refine communication processes, and improve prepardness for the future across our school community through:

- Supporting literate, numerate and emotionally intelligent learners
- Cohesive culture of learning, growth and inclusion
- Fostering positive and productive school-community partnerships
- Multi-Tiered Systems of Support (MTSS)

## Strategies:

- Positive Behaviour for Learning (PBL) approach to targeted support for the management of student behaviour, attendance and wellbeing
- Collaborative Capability Development through Visible Learning Adventure (VLA)
- Targeted professional development
- Whole-school Wellbeing Action Plans

## Actions:

- Deliver student wellbeing program through SEL/SET lessons
- Deliver Literacy and Numeracy program across Year 7 and 8 and interrogate student data including IXL/NAPLAN to identify growth
- Develop clear complex case management processes through PBL / Curriculum, Assessment & Inclusion (CAIT) / Student Support Teams
- Participate in Classroom Profiling, De-escalation Strategies and PBL professional development
- Maintain comprehensive positive partnerships with Tafe, Universities and Industry pathways
- Maintain RTO status and continue to deliver VET courses in Year 10, 11 and 12 to boost students QCE points
- Develop and build staff capability in the use of digital pedagogies including the use of QLearn and MS Teams across all learning areas
- Commit to staff wellbeing at a whole school level and collaboratively develop and implement staff and student wellbeing action plans
- Develop and implement VLA that incorporates formal/informal observations, learning walk and talk and coaching and mentoring cycles
- Enhance teacher capability through targeted Professional Development aligned to school priorities/goals
- Develop and implement whole school Professional Learning Plan aligned to both school priorities and individual SPG/PDP goals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal: Sharon O'Neill

Melisson Miller MXC P&C President: Jess Henaway

## Long term measurable/desired outcomes:

- 100% accuracy across three levels of planning identifying regular moderation opportunities
- 100% planning documents include support/extention strategies aligned
- Quality assurance processes in place at Home Hill State High School to evaluate attributes and principles of quality assessment
- Whole-school approach to the teaching of reading implemented
- 100% staff willingly engaged in CLC
- Regular moderation practices documented in WSCARP

## AIP measurable/desired outcomes:

The measurable/desired outcomes after 12 months are:

- Increase overall Year 9 English A-B data to 40%
  - Increase overall Year 9 English A-C data to 85%
  - Maintain >58% overall Year 9 Maths A-C data
  - Maintain >75% Year 9 Science A-C data
  - SOS Parent Culture: Good School > 85%

## Resources:

- Dedicated planning time
- Alianed Professional Development.
- Expert support e.a. SEOC, NQR Senior Schooling DP
- Dedicated planning time
- Aligned Professional Development
- Expert support e.g.

## Long term measurable/desired outcomes:

- 100% implementation of PBL framework including Tiers 1 3
- Quality assurance processes in place at Home Hill State High School to evaluate effective teaching of literacy, numeracy

Heads of Department - Roslyn Gall (Senior Secondary / Curriculum), Louise Clark

- Whole school wellbeing program emotional intelligence
- Annual +1 improvement in School Opinion Survey (SOS) responses
- 100% completion rates of staff SPG/PDP

Head of Special Education Services - Adele Armstrong

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- All staff willingly engaged in Visible Learning Adventure
- Staff regularly engaged in Professional Learning aligned to school
- 100% Qlearn courses in use across all Learning Areas

Student Support Services (SSS) - GO, Chaplain, YSC, SBYHN, CEC

## AIP measurable/desired outcomes:

The measurable/desired outcomes after 12 months are:

- Increase overall attendance rate to 90%
- Decrease students with attendance <85% to 25%
- 100% QCE/QCIA attainment
- 100% VET completion
- >90% of Year 12 students have post school destination
- SOS Parent Partnerships >85% and Staff Morale >75%
- Collaboratively developed Collaborative Capability Development - Visible Learning Adventure

### Resources:

- Dedicated Professional Development, Aligned Professional Development,
- Expert support e.g. Wellbeing Workforce, SGO, PA PBL, SLP, OT, NQR IECM Team, EFI

School Supervisor: Grant Dale

Oueensland Government