Toogoolawah State High School

2024 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. Quality Teaching - Build a whole school Curriculum, Assessment and Reporting Plan (CARP) aligned to the P-12 CARF(ACv9) to increase teacher clarity, understanding and implementation of effective teaching and learning and assessment practices.

Long-term targets/desired outcomes

- Attendance >90 %
- Junior Secondary A – C > 85%
- Junior Secondary A or B > 50%
- Year 12 100% QCE/QCIA achievement
- Year 13 > 90% in education, training or employment

AIP targets/desired outcomes

- Junior Secondary A – C > 85%
- Junior Secondary A or B > 50%
- Year 12 100% QCE/QCIA achievement
- Year 13 > 90% in education, training or employment

School Strategic Plan Strategy:	Within our Curriculum we will plan, document, retain and monitor the school's plan (CARP) for systematic curriculum delivery, including the three levels of planning and share the school's plan widely with our community.
Actions	**Responsible Officer(s)**
Complete the storage the whole school curriculum plan in OneNote.	HOD
Reviewed the WSCP for consistency and alignment to expectations.	HOD
Develop Teacher capability to use the P–10 Planning app in the QCAA Portal for Version 9.0 of the Australian Curriculum to so that Teachers are supported to implement Year 7 for 2025.	Principal, Deputy Principal, HOD, HOSES
Collaboratively develop unit plans aligned to the AC for all learning areas in Year 7 2025 to provide guidance for teachers on what to teach and assess, and what students should learn.	HOD
Teachers use the P–10 Planning app to develop ACv9 year level plans for Year 7 for 2025.	HOD
Teachers use the the ACv9 Unit Plan template to develop Unit 1 for Year 7 for 2025.	HOD

School Strategic Plan Strategy:	Implement Quality Assurance processes, including the use of assessment and reporting data to monitor the enactment of the school's plan for consistency of implementation and intended impact.
Actions	**Responsible Officer(s)**
Evaluate the use of intentional collaboration to undertake moderation.	Principal, HOD, HOSES
Collaboratively review the extension class enrolment process to include to provide clarity for teachers, students and parents.	Principal

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Collaboratively update moderation processes to guide teachers to understand the purposes of particular moderation junctures, make consistent judgements and determine the next steps in student learning	Principal, Deputy Principal, HOD, HOSES
Publish the 2025 Moderation Process and build Teacher understanding of the process for consistent implementation SFD 2025	Principal, HOD

School Strategic Plan - 2. Engaged Learning - Collaboratively develop and document agreed pedagogical approaches to provide clarity for leaders and teachers about high impact strategies designed to maximise intellectual challenge for all learners.

Long-term targets/desired outcomes

- Attendance >90 %
- Junior Secondary A – C > 85%
- Junior Secondary A or B > 50%
- Year 12 100% QCE/QCIA achievement
- Year 13 > 90% in education, training or employment

AIP targets/desired outcomes

- Junior Secondary A – C > 85%
- Junior Secondary A or B > 50%
- Year 12 100% QCE/QCIA achievement
- Year 13 > 90% in education, training or employment

School Strategic Plan Strategy:	Refine collegial engagement processes so that school leaders and teachers discuss, model, observe teaching practice to providing constructive feedback that results in enhancements to practice.
Actions	**Responsible Officer(s)**
Evaluate the impact of the collegial engagement process as part of the Professional Learning Plan	Principal
Table the evaluation and review schedule with the LCC	Principal
Collaboratively review the classroom observation process, including observation choices for intended impact.	Principal, Deputy Principal, HOD, HOSES
Publish the 2025 Professional Learning Plan and build Teacher understanding of the process for consistent implementation Term 1 2025	Principal
School Strategic Plan Strategy:	Continue to implement the Flourishing School strategy so that student and staff wellbeing are high priorities in the school and processes are in place to provide both academic and non-academic support to address individual needs.
Actions	**Responsible Officer(s)**
Baseline School & Leadership Team Assessment	Principal, Deputy Principal, Guidance Officer, HOD, HOSES
Implementation of Team Pulse System	Principal

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Implement High Performance Team Meetings	Principal, Deputy Principal, Guidance Officer, HOD, HOSES
Student Pulse – Introduce Student Pulse to for whole school rollout.	Deputy Principal, HOD
Team Pulse – Reinforce monthly debriefing of results and weekly check-in on progression of actions. Introduce 2 x team boosters per term in staff meetings or teaching teams.	Principal
Senior Leadership Team (SLT) develops and publishes School Wide Collaboration Map. Schoolwide meeting cycles, toolkits and communication protocols are aligned to best practice.	Principal, Deputy Principal, HOD, HOSES
Rotating showcase of team specific data walls by HoDs at SLT and General Staff meetings.	Principal, HOD, HOSES
Review data wall documents and plan time for new team member on boarding and updating of strategy for the following year.	Principal, Deputy Principal, HOD, HOSES

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal	P and C / School Council	School Supervisor

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