

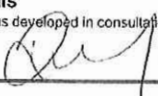
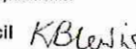
# THURINGOWA STATE HIGH SCHOOL

## 2024 ANNUAL IMPLEMENTATION PLAN

Educational  
achievementWellbeing and  
engagementCulture and  
inclusion

School priority 1		Phase D&I	School priority 2		Phase D&I
<b>Link to school review improvement strategy:</b>		Improve Year 7-9 A-C Levels of achievement	<b>Link to school review improvement strategy:</b>		Improve student engagement and maximise learning days
<b>Strategies/ies</b>		<ul style="list-style-type: none"> <li><b>Reading and Literacy</b> Establish a consistent approach to the teaching of reading</li> <li><b>Moderation</b> Engage in the Before After After End phases of moderation</li> <li><b>Feedback</b> Collaboratively develop, implement and monitor processes to provide students with effective ongoing feedback regarding their progress at all stages of the learning cycle</li> </ul>	<b>Strategies/ies</b>		<ul style="list-style-type: none"> <li><b>Multi-tiered Systems of support</b> to improve and maintain attendance and engagement</li> <li>Employ a Success Coach to further develop and implement a holistic approach to student learning, wellbeing and engagement</li> <li><b>Culture</b> Real Schools partnership</li> </ul>
Actions including Responsible officer(s)		Resources	Actions including Responsible officer(s)		Resources
<ul style="list-style-type: none"> <li>Unpack the reading demands of V9 AC, NAPLAN and PATR data during the 'before' phase of moderation</li> <li>Provide professional learning to all staff on the teaching of reading, including the completion of the Reading Modules provided during the SFD program</li> <li>Build capability of teaching staff in the planning, teaching and monitoring of reading and the use of data differentiate for their learners</li> <li>Explicitly teach reading strategies to students within class</li> <li>Collaboratively identify next steps in teaching, using data and evidence of student learning through moderation</li> <li>Conduct Instructional Walk and Talks regularly using Learning Walls to engage with students about their progress in reading</li> <li>Use the 'after after' moderation phase to moderate student learning of identified marker students and use this to inform next step planning</li> <li>Literacy/ Numeracy Coach (L/N Coach) develop School-Wide Literacy program</li> <li>Timetabled classes for targeted reading support (Reading to Learn or other targeted support classes)</li> </ul>		Student diaries PATR administration and resources fee Resources to support NAPLAN administration Literacy/ Numeracy Coach Timetable considerations for targeted classes Release time for Teacher Aides to complete reading modules Release time for staff to engage in BAAE L/N Coach teaching load to reflect time required for developing and embedding School-Wide Literacy program PLD/ Synthetic Phonics Program cost Funds to support reading program	<ul style="list-style-type: none"> <li>Provide professional learning for all staff during the SFD in January around expectations of Care teachers to develop consistency of practice.</li> <li>Develop explicit engagement practices for all Coaches to ensure consistency across all houses</li> <li>Learning and Wellbeing (LWB) HOD and LWB teachers undertake academic achievement and attendance review with students</li> <li>Student Success meetings each term with a focus on attendance, wellbeing, academic success and goal setting.</li> <li>SET planning in Year 10 and QCE tracking in Year 11/12.</li> <li>Deputy Principals will monitor attendance rates for their respective year levels and work with Heads of house (HOH), Coaches and members of the Student Support Services Team (SSST) to develop plans for all students with less than 85% attendance (2023 data).</li> <li>Coaches, HOH Deputy Principals and members of the SSST will coordinate to conduct parent contact / meetings with every student and their parent with an attendance rate under 85%.</li> <li>Develop a strong, sustainable and relational culture through work with Real Schools</li> <li>Principal will highlight to the school community the importance of attendance (school newsletter, SMS messaging, School Facebook page and other opportunities as available)</li> <li>Celebrate success through designated parades</li> <li>Engage the Student Representative Council (SRC) to guide the spirit component of the house system and facilitate student 'Voice and Choice'</li> <li>Real Schools partnership to develop a strong, sustainable and relational culture</li> </ul>		Purchase of individual student folios (awards/certs) Funds to create certificates Timetabling parades to acknowledge student success Funds for celebration parades Coach teaching load will be reduced to reflect time required for support and intervention Purchase of student diaries Schedule of parades and reviews included in school calendar. Release time for staff to conduct Student Success meetings Engage Real Schools for 3 years for embedded improved school culture
End Term 4	<b>Measurable outcomes</b>	<ul style="list-style-type: none"> <li>Improved LOA of marker students</li> <li>Improved Year 7-9 A-C LOA Data by 10% by end semester 2</li> <li>Reduction of Year 9 students requiring additional support during NAPLAN- by 5% (45.5% - 40.5%)</li> <li>Improvement from 2023 PATR data</li> <li>School-Wide Literacy program developed, documented</li> </ul>	End Term 4	<b>Measurable outcomes</b>	<ul style="list-style-type: none"> <li>Reduction in the percentage of students with attendance rate of less than 85% by 5% (51%)</li> <li>Celebration parades have been held as scheduled</li> <li>Student Success meetings, SETP, Learning and wellbeing reviews, attendance/QCE action plans developed / conducted and documented</li> <li>All Year 11 /12 students have QCE plan in place and Year 12 students are QCE eligible</li> <li>School Opinion Survey data "My school celebrates student achievement" increased from 78.9% (student responses)</li> <li>School culture surveys</li> </ul>
	<b>Success criteria</b>	Behaviourally: Students can/will: Have improved their LOA from 2023 Have enhanced their literacy capability measured through PATR Data Teachers can/will: Have completed Reading Modules and have a deeper understanding of how to teach reading to support student success, and engaged in BAAE moderation cycle. Teachers also have a deeper understanding of PATR and NAPLAN reading data. Leadership team can/will: Have completed Reading Modules, led BAAE moderation cycles, conducted instructional walk and talks and gathered and analysed reading data to inform next steps. Literacy/ Numeracy Coach and line manager have collaborated and developed the school-Wide Literacy program		<b>Success criteria</b>	Behaviourally: Students can/will: articulate their attendance rate, and have set goals for improvement Teachers can/will: have identified students in their classes to celebrate achievements and have developed consistency of practice in monitoring attendance and process for referrals Coaches can/will: have knowledge of all students in their house and provided intensive case management to at risk students Leadership team can/will: have monitored attendance rates for all students in their cohort and have met with all parents/guardians of identified students
	<b>Artefacts</b>	NAPLAN data placemat, PATR data placement, English Learning Wall, Instructional Walk and Talk data, Staff records of completion of Reading Modules, School-Wide Literacy program		<b>Artefacts</b>	Awards and Certificates, School Calendar with scheduled celebrations, Case Management plans, Attendance intervention plans, QCE Action plans, Parent/Guardian meeting notes, getting to know you surveys, Student Attendance Data, Student Diary entries



	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	<ul style="list-style-type: none"> <li>Term 1 LOA data</li> <li>Minimum 55% participation PATR</li> <li>NAPLAN participation rate</li> <li>100% Alignment meetings completed</li> <li>100% of teachers and leaders who have completed reading modules</li> </ul>	<b>Behaviourally:</b> <b>Students can/will:</b> have completed PATR test (Years 7-10) and Students in Year 7 and Year 9 will have completed NAPLAN testing <b>Teachers can/will:</b> unpack literacy demands of curriculum. Access baseline data at the individual student level through PATR for all students in Years 7-10. <b>Leadership team can/will:</b> Gather baseline data at the individual student level through PATR for all students in Years 7-10 and used the data to develop explicit improvement curriculum planning Conduct Instructional Walk and Talks regularly using Learning Walls to engage with students about their progress in reading Complete Reading Modules and engaged in / led before moderation cycles	Term 1 LOA data PATR Reading data Reading module completions Documentation from alignment meetings		End Term 1	<ul style="list-style-type: none"> <li>Student Attendance Data</li> <li>Term 1 Celebration Parades</li> <li>Care Teachers have completed 'getting to know you' for every student in their Care class</li> <li>Increased Swimming Carnival attendance</li> </ul>	<b>Behaviourally:</b> <b>Students can/will:</b> be able to articulate their attendance rate and have completed goal setting <b>Teachers can/will:</b> identify students with less than 85% attendance and intentionally engage with all students to build positive relationships with their class. Care Teachers have all completed the getting to know you documents with each student in their Care Class. Students for Term 1 Awards have been identified and Certificates organised. <b>Coaches can/will:</b> have knowledge of all students in their house and have identified at risk students for early intervention and follow up. Success plans developed. <b>Leadership team can/will:</b> have identified all students with less than 85% attendance in their cohort and have collaborated with Coaches and SSST to identify Case Manager	Getting to know you surveys Student Attendance Data Awards and Certificates Attendance Intervention plans	
End Term 2	<ul style="list-style-type: none"> <li>Increase Semester 1 A – C LOA data across all year levels</li> <li>Year 12 QCE Literacy status achieved for all students</li> <li>100% Alignment meetings completed</li> <li>100% Moderation meetings completed</li> </ul>	<b>Behaviourally:</b> <b>Students can/will:</b> have engaged in targeted and specific learning episodes to improve reading ability and this is documented in their student diary <b>Teachers can/will:</b> have reviewed student progress with literacy demands of the curriculum and provided targeted support. Engaged in BAAE and reviewed data to look for evidence of impact <b>Leadership team can/will:</b> have reviewed targeted support to look for evidence of impact and consider highest impact strategies for further enhancement. Have ensured that all Year 12 students at risk have had intervention strategies documented. Leaders will have also led enquiry cycles for their subject areas. Conduct Instructional Walk and Talks regularly using Learning Walls to engage with students about their progress in reading	Semester 1 LOA data QCE Action plans for literacy attainment Student diary entries Documentation from moderation meetings		End Term 2	<ul style="list-style-type: none"> <li>Student Attendance Data</li> <li>Term 2 Celebration Parades</li> <li>Increased Cross Country attendance</li> <li>Increased Care Carnival attendance</li> </ul>	<b>Behaviourally:</b> <b>Students can/will:</b> be able to articulate their attendance rate, have completed goal setting and Student Success meeting and have records in their student diary <b>Teachers can/will:</b> identify progress and provide acknowledgement to students both informally and through Term 2 Awards. <b>Coaches can/will:</b> have met with every student in their house at least once and reviewed all Term 1 plans and updated during Term 2. <b>Leadership team can/will:</b> have monitored attendance for all students with less than 85% attendance in their house/year level, have had at least one contact with parents / guardians and have a record of the intervention documented	Student Attendance Data Awards and Certificates Student Diary entries Parent/Guardian meeting notes	
End Term 3	<ul style="list-style-type: none"> <li>Term 3 LOA data</li> <li>NAPLAN data</li> <li>100% Moderation meetings completed</li> <li>100% Alignment meetings completed</li> </ul>	<b>Behaviourally:</b> <b>Students can/will:</b> all students know their results for PATR and LOA S1 and have reviewed these with their teacher to set goals in their student diary. Students in Year 7 and Year 9 will have reviewed their NAPLAN results along with their PATR and LOA S1 data (triangulation of data) and can articulate areas for improvement <b>Teachers can/will:</b> engage in data analysis PATR/ NAPLAN and LOA to identify trends and look for evidence of impact. <b>Leadership team can/will:</b> engage in whole school data analysis and identify evidence of impact, trends and next steps for targeted improvement. Conduct Instructional Walk and Talks regularly using Learning Walls to engage with students about their progress in reading	Term 3 LOA data NAPLAN data Documentation from moderation meetings Student diary entries Data analysis documents		End Term 3	<ul style="list-style-type: none"> <li>Student Attendance Data</li> <li>Term 3 Celebration Parades</li> <li>Increased Athletics Carnival attendance</li> <li>School Opinion Survey Data "My school celebrates student achievement" increased from 78.9% (student responses)</li> <li>QCE tracking data</li> </ul>	<b>Behaviourally:</b> <b>Students can/will:</b> be able to articulate their attendance rate, have completed goal setting and Student Success meeting and have records in their student diary and recognise that the school celebrates student achievement through their responses in the School Opinion Survey <b>Teachers can/will:</b> identify progress and provide acknowledgement to students both informally and through Term 3 Awards. <b>Coaches can/will:</b> have developed plans for all students identified as at risk and have QCE action plans for all Year 11 and Year 12 students to ensure certification. <b>Leadership team can/will:</b> have monitored attendance for all students in their cohort and all Year 12 students are on track for QCE attainment	Attendance Data Awards and Certificates Student Diary entries QCE action plans	
<b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.									
Principal 		P&C/School Council 		School Supervisor 