2024 Taroona High School Improvement Plan

Priorities and Targets

Priority 1 - Excellence In Teaching and Learning

SIT – Domain: 1, 2, 3, 4, 5, 6, 7, 8, 9.

Our Approach – Teaching: Pedagogy, Curriculum, Assessment

Target 1 – ACF Achievement
Cohort and Learning Area ACF Ratings will maintain or improve for:
 	
  a) 2023 Mid-Year to 2024 Mid-Year results -matched cohort data –
    i)7-10 Eng
    ii)7-10 Maths
    iii)7-10 Science
    iv) 7 – 9 HASS
    vi) 7-9 HPE
 	
2023 End of Year to 2024 End of Year results – matched cohort data
	Key Actions
	Leaders will:
	Support teams to ensure all unit planning is aligned to ACF version 9.
	
	Teachers will:
	  1) Ensure all planning and teaching is aligned to ACF version 9.
	  2) Ensure all students not assessed via ACF, have learning plan goals and are assessed as per LP timeline.

Target 2 - TCE Achievement
  a) THS@UTAS students will maintain or improve their TCE achievement data when comparing 2023 to 2024 results.
	Key Actions
	Leaders will:
	  1) Ensure all TASC requirements are met.
	  2) Engage with Hartz Collective groups.
	  3) Meet with 11/12 teachers regularly to monitor student progress.
	  4) Ensure follow up is completed with families and supports put in place to enable student achievement.
	Teachers will:
	  1) Participate in TASC required PL.
	  2) Raise concerns or issues with leaders.
	  3) Discuss all issues with students when they arise.
	  4) Contact families to develop positive relationships and high expectations.
	Students will
	  1) Agree to engage with supports and actions from THS and families.

Target 3 - Student Work Completion
Cohort and Learning Area work completion data will maintain or improve each reporting period from end semester 1 baseline.
	Key Actions
	Leaders will:
	  1) Support CTT's to consistently collect, monitor and communicate with parents/carers.
	  2) Adjust and share the Work Habits/Completion rubrics and reporting timeline.
	  3) Provide meeting time to support reporting.
	  4) Leaders will develop a tight and loose in relation to tracking and communication work submission.
	Teachers will:
	  1) Teachers will collect, record, monitor and communicate with parents work submission as agreed by their CTT or Learning area.
	  2) Tally work completion results whilst entering reports.
	  3) Report on work completion – cumulative for each semester.
	Students will:
	  1) Complete and submit all required tasks

Target 4 - DECYP Priority - Reading
PAT:
  a) 90% plus PAT participation
  b) Maintain or improve on 2023 whole school PAT score.
  c) All teachers will have completed the 4 DECYP online reading modules by end of 2024.
	Key Actions
	Leaders will:
	  1) Provide support, time, and PL on the DECYP Reading Priority and teaching reading across the disciplines.
	  2) Support teachers to complete PAT tests.
	  3) Refine the Systematic Approach to Tier 3 reading instruction.
	  4) Identify students requiring T3 reading intervention and provide instruction to these students.
	  5) Communicate T3 Reading data and needs to classroom teachers and parents.

READING INTERVENTION:
   a) THS will have an MTSS intervention approach embedded into school practice by the end of 2024 school year
	Teachers will:
	   1) Provide support and adjustments to students on learning plans.
	   2) Conduct PAT tests in line with data plan.
	Students will:
	   1) All students identified through (Power BI) triangulation data will participate in required intervention.

Target 5 - Teacher Practice: Universal Design for Learning (UDL)
   a) Teacher Assessment on the UDL rubric will show team improvement each term from Term 1 Baseline data.
   b) Leadership Assessment 2024 End of Year UDL Progression Rubric data will improve or maintain on 2023 data.
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	Key Actions
	Leaders will:
	   1) Develop and implement PL on UDL focus areas.
	   2) Link UDL PL to DECYP Reading Priority and Priority 2: Wellbeing for Learning.
	   3) Review links between UDL Rubric and focus areas and modify for use.
	   4) Develop and implement process and procedure for Extra-Time UDL focus.
	   5) Plan for and conduct classroom walkthroughs to capture student voice data and classroom/teacher practices.
	   6) Provide meeting time for teachers/leaders to complete rubrics.
	Teachers will:
	   1) Practice and refine the use of UDL focus strategies through engagement in Professional Learning on UDL and demonstrate this in their classrooms.
	   2) Participate in PL to develop knowledge and understanding of how UDL connects to the DECYP Reading Priority and SIP priority 2: Wellbeing for Learning and make this visible in planning and practice.
	Students will:
	   1) Be able to explain how the UDL approach has been applied in their classroom.

Target 6 - Teacher Collaborative Practice: Systematic Approach (SA)
Each CTT will show evidence of having applied 100% of the steps in the Systematic Approach in each Semester
 	
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	Key Actions
	Leaders will:
	   1) Follow the Systematic Approach in CTT
	   2) QTCs and Exec will support CTT Leaders to follow Systematic Approach and plan for implementation.
	Teachers will:
	   1) Implement Systematic Approach in CTT and classrooms.
	   2) Use common templates.
	   3) Use common filing systems.
	
	Provide students with PAC rubrics for every unit of learning.

Monitoring

1) Systematic Approach monitoring template reviewed 4x per year (FA, Feedback, UDL, work submission, ACF data)
2) Excellence in Teaching and Learning (ELT) team will meet once a month to plan for CTT leader PL.
3) Tier 3 Intervention Tracking to monitor impact, frequency and attendance of Tier 3 sessions.
4) Walkthrough data will be collated each fortnight (FA, Teacher to student feedback, UDL).
5) All PDPs will have minimum 1 goal that is directly related to the SIP targets – target/action.
6) UDL Progression Rubric completed by CTT leaders for focus areas (1 x baseline, then week 9 of each term)
7) Unit Planning (UDL, FA, ACF assessment, ACF version 9)
8) Unit assessment (ACF, work submission)
9) SARIS data (ACF data) analysed and interpreted by Executive and Leadership Team.
10) Learning Plans -SARIS and SSS Learning plans.
11) Monitoring and collation of work submission data for all students from year 7-12
12) ACF Ratings Summary – students achieving expected or above.
13) Year 10 students' work completion data will support course counselling for year 11 and creation of future Learning Plans (if applicable)

Priority 2: Wellbeing for Learning
SIT: Domain: 1, 2, 3, 5,

Our Approach – Leading an inclusive and safe school community

Target 1 – SWS priority Questions	**Key Actions**
Each Key Wellbeing Measure will be at or above 2023 levels of High + Medium Wellbeing: a) Learning – Cognitive Engagement (2023 87%) b) Love and Safe – School Climate (2023 69%) c) Learning – Emotional Engagement with Teachers (2023 97%) d) Positive Sense of Culture and Society – School Belonging (2023 77%) e) The student wellbeing survey will be completed by at least 85% of students.	*Leaders will:* 1) Work together to ensure that all year groups have a known and understood values goal that will be shared with all teams across the school. This links back to the key SEL aspect of student needs. 2) Ensure that time is dedicated in relevant meetings to share and understand the whole school approach to improving the wellbeing of our students. 3) Conduct walkthroughs to collect data from students on their wellbeing, relationships, and experiences at THS. 4) Liaise with Inclusive Practice Team when dealing with Tier 3 & 4 students. *Teachers will:* 1) Co-construct the learning opportunities for developing a consistent SEL program that is responding to the current needs of the THS students. 2) Ensure that regular and repeated time is given to the SEL and Values education in all classrooms. 3) Regularly reflect and engage with ongoing PL and peer experiences and teaching approaches to develop and improve their own SEL teaching and learning. 4) Work with leaders to ensure that the Wellbeing check-in is conducted regularly, personalised and engaging. 5) Expect leaders to visit their classrooms regularly to understand and monitor student voice and experiences. 6) Ensure all students participate in the SWS and follow up with students who miss out the first time. *Students will:* Participate actively and share their experiences in the classroom, with their peers and teachers in relation to the SEL/Values focus of THS. 1) Provide feedback through walkthrough questions. 2) Complete the SWS.
Target 2 - Student Engagement and Attendance	**Key Actions**
a) By the end of 2024 we will have a tight process to be followed by staff around student attendance in class – on time, organised and engaged in learning. b) By the end of 2024, whole school attendance will be at 85% or above.	*Leaders will:* 1) Develop a tight and loose document for following up on student lateness and attendance. 2) Model the process for following up on attendance with their Year Teams. 3) Update and revise the attendance flowchart and provide for feedback. 4) Allocate Learning Plan time in YTM and CTT meetings . 5) Facilitate transition planning with the Year 10 Team. *Teachers will:* 1) Provide feedback on the tight and loose document in the planning phase. 2) Implement the tight and loose document in all classes. 3) Regular contact with home to ensure student engagement, through wellbeing check ins, transition plans and Learning Plan conversations 4) Work with support staff and support teachers to engage students through the LP process 5) Support all Year 10 students in completing their transition plan. *Students will:* 1) Arrive to class on time, organised and ready to learn. 2) Engage with supports in school or outside of school if they need wellbeing supports. 3) Engage in learning plan goal conversations, if appropriate. 4) Complete a transition plan by the end of Year 10.

Target 3: Values Education a) Student responses to walkthrough questions related to their year inquiry will show improvement from the term 1 baseline.	*Leaders will:* 1) Develop a template for Year Teams to develop a question based on the THS values 2) Provide PL to staff around the THS values – what do these look like for staff and students. 3) Model the values in all interactions with staff, parents/carers and students. 4) Develop a walk-through question which links to each team's values goal 5) After data is collected, share this with the appropriate teams *Teachers will:* 1) Co-construct values goal and walkthrough question to monitor progress towards this goal. 2) Discuss values in the classroom and model what these values looks like when interacting with other staff, students, and parents. *Students will:* 1) Participate in THS value activities and demonstrate these values in our school community 2) Provide feedback through student voice opportunities.
Target 4: Staff Wellbeing a) By the end of the year, we will have a system in place to do quick check-ins on staff wellbeing that can be responded to in a timely manner. b) Staff Wellbeing survey will improve from 2023 data.	**Key Actions** *Leaders will:* 1) Schedule staff wellbeing activities each term during GSM 2) Develop a process for checking in on staff wellbeing – both new staff and existing staff. 3) Ensure EAP details are readily available for staff. Invite EAP in for a GSM. *Teachers will:* 1) Participate in staff wellbeing activities and pulse check 2) Provide feedback on how the school can support their wellbeing

Monitoring

1) THS values will be visible in student, teacher and leaders work.
2) Meetings agendas.
3) Walkthrough data
4) Attendance data
5) YTM/GSM structures to embed school values in all classrooms.
6) Wellbeing check-ins will be conducted and monitored by YTL and HG teachers.
7) Wellbeing data wall will be updated and used in Year Team Meetings regularly.
8) Student and Teacher Voice.
9) Year Team Support Meeting and Wellbeing Wall
10) Students who are late to school data.