




# 2025 TAROONA HIGH SCHOOL IMPROVEMENT PLAN

The [School Improvement Planning Guide](#) provides instructions for completing the School Improvement Plan, including how to use the template. Please read this guide carefully. For more information about the Improvement Planning process visit the [Our Approach to School Improvement Intranet Hub](#).

Scan and Assess	Priorities and Targets	Key Actions	Monitoring
<b>Scan</b> Power-Bi – Measuring School Progress PAT Attendance NAPLAN Dibels (2024) from THS and Feeder Primary Schools Student Wellbeing Survey TCE Attainment School Survey Walkthrough questions and Data 2023/2024 PDPs CTT – Systematic Approach Feedback ESR – 2022 Report and Recommendations School Improvement Tool OATSI	<b>Priority 1: Setting Up For Learning</b> SIT: 1, 3, 5, 6, 7, 8 OATSI: Reading Years 7-12 <i>2022 ESR Recommendation:</i>  1) <i>Review the current practices at Taroona High School – define implement and monitor agreed pedagogical practices that strengthen the knowledge, understanding and skill in evidence informed teaching strategies to improve teaching, raise expectations, aspirations and engagement of all students.</i>  2) <i>Collaboratively develop and enact a vision and commitment to a culture that promotes wellbeing for learning so that every student is supported, stretched and challenged and can reach their full potential.</i>	 1) Professional Learning each term that explicitly builds teacher knowledge and understanding. 2) CTTs create, plan, teach and review THS Systematic Approach to ACF. 3) CTTs use data to develop increased understanding of individual teacher impact and effective pedagogy. Walkthroughs to capture data for CTT teams. 4) Walkthroughs and observations to capture data for feedback to individual teachers. 5) Teacher PDPs will reflect year team agreements and expectations along with DECYP Reading/Attendance and Safeguarding requirements. 6) Student achievement from units of work will be reviewed as part of the CTT agenda and supported from CTT leader. 7) Develop consistent CTT understanding about ACF units and work completion for every unit and reporting period. 8) 11/12 staff to use Power-Bi TCE Progress Report to track and respond to students and follow up as necessary. 9) 11/12 Staff to co-ordinate with Hobart College to support students with a shared enrolment. 10) Teacher routines will promote both Enabling and Planning aspects to support holistic student capacity and achievement.	 1) Monitored through the meeting schedule to ensure the correct amount of time is allocated to each PL need. 2) Feedback will be collected and collated to CTT Leaders from Executive or peers. 3) CTT walkthrough data captured by Exec and Leadership. 4) Formative Feedback for individual teachers as part of PDP process for all staff. 5) PDPs will have a range of data, including walkthroughs, peer feedback and self-reflection and will be discussed during PDP conversations. 6) CTT agendas will be monitored and CTT leaders will include data from units. 7) Work completion data at each reporting period and moderation of unit data in CTTs will occur regularly in each term. 8) 11/12 Meetings to monitor those who are “at-risk” or move into “at-risk” data space. 9) 11/12 students who share an enrolment to be monitored with regular communication and check-ins with HoCo staff.
<b>Assess</b> <b>ACF:</b> Continuing to monitor across the curriculum is critical to honour the work of our teams and teachers, while also raising the profile and importance of all subjects to our students. Shifting to have explicit focus on Pedagogy and the SIP and team goals that support this will be critical work for 2025 and beyond.  We are maintaining our high expectations and our skilled and knowledgeable teachers are effective at ensuring that 93.6% of students are achieving at the standard expected across our core	<b>Focus Area/s:</b> <b>Enabling Learning</b> <b>Planning for Learning</b>  <b>Target 1:</b> Maintain or improve end of year ACF ratings (overall) from end of year 2024 to end of year 2025 ( <i>Source: Measuring School Progress – PowerBi</i> )  <b>Target 2:</b> Maintain or improve 11/12 Attainment data for students who attend THS@Utas, with specific focus		

<p>subjects. The continued focus on work completion and collaboration of each team will be important work for our team in 2025.</p> <p>11/12 Data continues to show high achievement in ATAR and TCE attainment, with a stabilising of student numbers at about ~25 per cohort.</p> <p><b>Wellbeing:</b> This space has been impactful for students and staff, while being recognised positively by our community. We have seen positive data shifts or high levels maintained. We have seen staff and families share common views on areas of strength and areas that we could focus on in the future.</p> <p>While we made progress in most areas, we still have set aspiration goals around attendance (pre-covid levels) that we have not been able to meet, however it has led us to improved data none the less.</p> <p>SWS Data is continuing to be high and improving or maintaining.</p> <p>School Survey Data was up for both Parents and Teachers. Parent numbers were lower than previously.</p> <p>Attendance data across the school has risen by 0.5% for the last two years.</p> <p><b>Reading:</b> We will need to review our MTSS approach for consistent testing to determine the targets that we set and review.</p> <p>Will try to streamline the SIP to reduce targets under priorities.</p> <p>Uncertain about the lead and lag data sets and how PAT fits with our tier one practice and the work that will occur in this space.</p> <p>Having technical targets such as reading modules can create a uncertainty about what has an impact on the learning targets, these technical targets may need to sit in key actions and monitoring to create a SIP that highlights the learning as being key.</p>	on TCE attainment, while monitoring ATAR.	<p>11) Students to work through regular and ongoing knowledge and understanding of Tarooma High School Wide Expectations (THSWE)</p> <p>12) Continue to have explicit Wellbeing activities and opportunities for students and staff.</p> <p>13) Wellbeing check ins for students to continue to be prioritised in Home Group.</p>	<p>10) Student voice will be monitored and teacher actions in classrooms will be reviewed in Year Team Meetings.</p> <p>11) Year Team meetings to prioritise the unpacking and understanding of the THSWE and will be monitored during Leadership Meetings.</p> <p>12) Meeting schedule and calendar to show opportunities for these at least once a term.</p> <p>13) Year Teams to continue to collate year wellbeing check-ins, responding when identified.</p>
	<p><b>Priority 2 – DECYP Priorities</b> SIT: 2, 4, 6, 9</p> <p>OATSI: Reading 7-12, Attendance, Safeguarding.</p> <p><b>Focus Area/s</b> <b>Reading</b> <b>Attendance</b> <b>Safeguarding</b> (named up in PDP process in Supporting Learning Priority)</p>		
	<p><b>Target 1-</b> MTSS approach to Reading will continue to be implemented at THS during 2025 with PAT-Reading Met or Above to maintain or be above 2024 assessment and all THS teaching staff completing their mandated modules.</p>	<p>1) Sharing of reading data with students and their parents.</p> <p>2) Explore supports to engage home school relationship to support reading development and improvement.</p> <p>3) Dibels, ORF, Maze testing and data analysis to be prioritised and key roles understood and agreed upon.</p> <p>4) Create a Datawall that highlights to teachers and year teams the students and their data over time including those on a Learning Plan.</p>	<p>1) Ongoing intervention in line with MTSS agreements and making this part of Data Plan.</p> <p>2) As agreed approaches and supports are created, they will be updated on THS website.</p> <p>3) Exec meetings and Learning Centre meetings occurring every fortnight, with Quality Teaching Team meeting weekly.</p> <p>4) Year Teams to monitor Datawall and incorporate key teaching and learning strategies in line with DECYP Reading Priority to meet the differentiated needs of identified students as monitored through CTT planning.</p>
	<p><b>Target 2 –</b> MTSS approach to Attendance will continue to be implemented at THS during 2025</p>	<p>1) Individual student attendance concerns/patterns identified by Year</p>	<p>1) Year level Attendance monitored during Year Level Support Meetings weekly.</p>

<p><b>Overall School Improvement:</b> We need to ensure that our targets are as clear as they can be and SMART. Some ambiguity surrounded some targets when we have reviewed them in 2024 and this shows that we can improve in these areas.</p> <p>Aligning our two priorities into a less hierarchical structure and a more complimentary narrative is critical to ensure that staff and our community start to see how wellbeing supports and enables learning. Creating targets that are precise and identifying key actions that we can consistently apply across our whole school will be our work for this year.</p> <p>We continue to work towards the long term goals from our 2022 External School Review. Our two priorities in 2023 and 2024 have led us to be able to bring those together under one banner, with two streams of work that we believe are a significant step forwards to having explicit evidence and change of practices to being able to show growth and improvement when next reviewed in 2026.</p>	<p>resulting in at least a 0.5% increase from the 82.9 overall rating achieved in 2024.</p>	<p>Team Leaders and planned actions carried out during Leadership meetings.</p> <p>2) Home Group Teachers, Year Team Leaders, Year Team AP work on agreed approaches and responses to attendance patterns.</p> <p>3) Create a Datawall that highlights to teachers and year teams the students and their data over time.</p>	<p>2) Leadership Team meetings to track overall attendance.</p> <p>3) Leadership Teams to monitor Datawall and have specific focus students to work on improving attendance</p>
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Signed by Principal		Signed by Improvement Consultant	
Name of Principal	Charles White	Name of Improvement Consultant	
Date	17/3/2025	Date	