



# Nanango State High School

## 2024 Annual Implementation Plan

### School Priorities

#### School Strategic Plan - 1. Build Staff Capacity

##### Long-term targets/desired outcomes

- Junior and Senior subjects are aligned to the Australian Curriculum with scheduled moderation throughout the year. Explicit teaching of reading and writing evident in all subjects. Staff engaged in PDP processes and building data literacy skills. Induction processes strengthened for all staff.

##### AIP targets/desired outcomes

- 100% of subjects aligned to AC with explicit teaching of reading and writing embedded
- Year 7 Subjects aligned to ACV9 for implementation in 2025.
- Year 11 QCAA 2024 Applied syllabi implemented

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| <b>School Strategic Plan Strategy:</b>  | Further refine and fully develop for teachers and leaders the curriculum alignment (Australian Curriculum) and moderation process in Junior Secondary. Quality assure the systematic curriculum implementation and moderation across all subjects. |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>  |
| Continue the P-12 Curriculum alignment process across all learning areas.                                       | Principal,<br>Deputy Principal,<br>HOD,<br>HOSES   |
| Develop Year 7 - 8 unit plans and associated materials for ACV9   | Deputy Principal,<br>HOD,<br>HOSES   |
| Develop associated resources for Year 11 Applied subjects where syllabus changes are required for 2024.         | Deputy Principal,<br>HOD   |
| Continue the whole school moderation process across all subjects.   | Principal,<br>Deputy Principal,<br>HOD,<br>HOSES   |
| Continue to develop staff's data literacy using the variety of data sets as outlined in the school's Data Plan. | Principal,<br>Deputy Principal,<br>HOD,<br>HOSES   |
| <b>School Strategic Plan Strategy:</b>  | Devise and enact a whole-school approach to the explicit teaching of reading and writing and quality assure its enactment in all classrooms.   |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>  |
| Implement a whole school approach to reading and writing using "Tactical Teaching".                             | Principal,<br>Deputy Principal,<br>HOD,<br>HOSES   |
| <b>School Strategic Plan Strategy:</b>  | Develop processes to engage school leaders in systematically driving, clarifying, monitoring and evaluating Explicit Improvement Agenda implementation to support improvements in levels of student achievement and exit outcomes.                 |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>  |



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| Leadership team regularly reviews EIA and investigates ways to evaluate this agenda in the areas of Attendance, Junior Student Achievement and Senior exit outcomes.  | Principal,<br>Deputy Principal,<br>Guidance Officer,<br>HOD,<br>HOSES |
| Review & refine role of Junior Outcomes Team.   | Principal,<br>Deputy Principal,<br>HOD,<br>HOSES                      |
| Continue the work of the Senior Outcome Team particularly in tracking Year 11 & Year 12 students and QCE/QCIA attainment.   | Deputy Principal,<br>Guidance Officer,<br>HOD,<br>HOSES               |
| Review the purchase of specific programmes and licences to improve numeracy and literacy and overall educational outcomes for example Quick Smart, EP, Mathematics, ACR, PAT Testing  | Deputy Principal,<br>HOD,<br>HOSES                                    |
| <b>School Strategic Plan Strategy:</b> Develop a comprehensive professional learning plan that includes all modes of professional learning opportunities within the school and which is aligned to the Explicit Improvement Agenda. |   |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>   |
| Review the school's professional development plan for teaching staff to align to the EIA.   | Principal,<br>Deputy Principal,<br>HOD,<br>HOSES                      |
| Review the school's professional development plan for support staff to align to the EIA.  | Michelle Dioth  |

### School Strategic Plan - 2. Enhance Student Wellbeing and Engagement

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| <b>Long-term targets/desired outcomes</b>   |
| <ul style="list-style-type: none"> <li>All staff have adopted the agreed pedagogical model and have this fully embedded in all aspects of teaching and learning thus improving student engagement. All staff will be confident in the differentiation process for the whole range of students.</li> </ul> |
| <b>AIP targets/desired outcomes</b>   |
| <ul style="list-style-type: none"> <li>100% teaching staff embedded the agreed pedagogical approach.</li> <li>80% students receive C/better for all subjects</li> <li>90% students achieve SA/above effort behaviour</li> </ul>   |

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| <b>School Strategic Plan Strategy:</b> Support teachers in developing their repertoire of practice in effectively differentiating for the full range of student learners in their classes, including consideration for the needs of high achieving students. |                               |
| <b>Actions</b>   | <b>Responsible Officer(s)</b> |
| Support the role of the STLaN to provide further capacity building of teachers to cater for all students.  | HOSES                         |
| Continue to review and refine ICP practices to cater for all students either above or below their chronological learning age   | Principal,<br>HOSES           |
| Refine differentiation practices across all classrooms using Effective Classroom Management PBL and Inclusive Education Policy (2021-2025) supported by Regional HOD   | Principal,<br>HOD,<br>HOSES   |



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| Quality assure the CEALS (Career Education & Life Skills) programme to track the developmental approach from Years 7-12                               | Deputy Principal,<br>Guidance Officer,<br>HOSES,<br>Year Coordinator |
| Continue co-teaching model in junior school classes.  | Deputy Principal,<br>HOD,<br>HOSES                                   |
| Continue to support First Nations students within the school enabling them to achieve to their full capacity.   | Kayleen Freeman,<br>Jade Wager                                       |
| Employ a 0.4 FTE youth worker to support vulnerable students and their families.  | Principal,<br>HOD  |
| Employ a Teaching and Learning HOD to support staff in implementing the school endorsed pedagogical practices in a consistent way across Year 7 to 10 | Principal  |

### School Strategic Plan - 3. Maintain Sustainable and Successful Educational and Community Partnerships

#### Long-term targets/desired outcomes

- Programmes and partnerships that assist student learning and well being are regularly reviewed to ensure quality student outcomes.

#### AIP targets/desired outcomes

- 100% students involved in learning/wellbeing/alternate programs, school partner programs and volunteer programs show improvement, achieve their qualification and are successful

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| <b>School Strategic Plan Strategy:</b>  | Establish a process to measure the impact of human resource purchases on student learning and wellbeing outcomes.       |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>   |
| Employ up to 2 classroom teachers over allocation to provide smaller class sizes across the school and allow for a wide range of curriculum offerings.              | Principal,<br>Deputy Principal  |
| Employ teacher aides over allocation to administer and record data for Fountas & Pinnell (reading), QuickSmart (Literacy & Numeracy) & Accelerated Reader Programs. | Principal,<br>Deputy Principal,<br>HOSES  |
| Develop a quality assurance programme that assesses the effectiveness of HR purchases on student learning and well-being programmes                                 | Principal,<br>Deputy Principal,<br>HOD,<br>HOSES  |
| <b>School Strategic Plan Strategy:</b>  | Establish a process to measure the impact of educational and community partnerships on student learning and well being. |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>   |
| Identify and document all educational and community partnerships involving student learning and well being  | Principal,<br>Deputy Principal,<br>Guidance Officer,<br>HOD,<br>HOSES   |





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| Develop a quality assurance programme that assesses the effectiveness of existing educational and community partnerships on student learning outcomes. | Principal,<br>Deputy Principal,<br>HOD,<br>HOSES |
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### School Strategic Plan - 4. Embed a School Culture Based on Positive Relationships

#### Long-term targets/desired outcomes

- Effective Classroom Management (Education Queensland - PBL) and Inclusive Education Policy (2021-2025) are fully embedded across the whole school. Collegial engagement through the classroom walkthrough process is fully established.

#### AIP targets/desired outcomes

- 100% of staff have undertaken training in effective classroom management • School attendance exceeds 89% • 100% staff involved in walkthroughs and aware of inclusive education policy

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| <b>School Strategic Plan Strategy:</b>  | Build staff understanding of, commitment to, and consistent enactment of agreed student management processes.  |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>  |
| Review and refine management of "Tier 3" behaviour processes and Complex Case Management operations                       | Principal,<br>Deputy Principal,<br>Guidance Officer,<br>HOD,<br>HOSES  |
| Implement Berry St strategies related to de-escalation of student behaviours.   | Deputy Principal,<br>Guidance Officer,<br>HOD,<br>HOSES  |
| Implement student code of conduct   | Principal,<br>Deputy Principal,<br>Guidance Officer,<br>HOD,<br>HOSES  |
| BMC continues to manage the Classroom Problem Solving Team to assist in managing students with "Tier 2" behaviour issues. | Deputy Principal,<br>HOSES,<br>Year Coordinator  |
| <b>School Strategic Plan Strategy:</b>  | Build the cohesive and systematic approach to collegial engagement that results in regular classroom observations accompanied by authentic feedback. |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>  |
| Develop a Collegial Engagement Framework to include the classroom walk through process                                    | Principal,<br>Deputy Principal,<br>Guidance Officer,<br>HOD  |
| <b>School Strategic Plan Strategy:</b>  | Reinvigorate processes and procedures to improve student attendance rates to the desired levels.   |
| <b>Actions</b>  | <b>Responsible Officer(s)</b>  |
| Review and refine attendance strategies to improve student attendance.  | Principal,<br>Deputy Principal,<br>HOD   |






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| Examine the communication structure to provide timely information to year level administrators   | Principal,<br>Deputy Principal,<br>HOD |
| Engage an Attendance Officer to assist HOD of Student Services develop positive attendance processes and communications with all stakeholders. | Principal,<br>Deputy Principal,<br>HOD |

### 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.*

  
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Principal

  
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P and C / School Council

  
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School Supervisor



**Queensland  
Government**