

INDOOROOPILLY STATE HIGH SCHOOL

Annual Implementation Plan 2024

Our Vision: *A community of forward thinkers*

Our Values: *Each person's dignity, Our community's diversity, Open communication, Quality learning*

Indooroopilly State High School is defined by high expectations with a focus on learning and growth for our students and staff. We guide our students towards the development of self-discipline and social responsibility within a nurturing and supportive environment. Our staff are responsible for implementing quality learning programs with engaging teaching and responsive interventions. As a community we are committed to improvement.

School priorities for 2024:

1. Consistent implementation of NASOT through Teamwork;
2. Clarity of Roles and Responsibilities across the whole school;
3. Enhanced Wellbeing of Students, Staff and the Community to drive strong School Engagement.

All strategies and actions to achieve these priorities will be implemented in an ongoing manner. All targets include improving student outcomes and performance.


Indooroopilly State High School commits to providing opportunities for every First Nations student to achieve success by walking with First Nations people to teach and celebrate local histories and cultures.



Michael Hornby
Executive Principal



Nigel Pearn
P& C President
1/3/2024



Gary Austen
Regional Director

School Improvement Priority: Consistent implementation of NASOT through Teamwork	
Strategies and Actions	Key Performance Indicators
<ul style="list-style-type: none"> • Continue to embed the <i>New Art and Science of Teaching (NASOT)</i> through the implementation of Faculty based NASOT meetings that focus on pedagogy, challenging practice, assessment design and planning • Developing and implementing initial phase of QLearn across whole school to provide access to digital learning resources • Continue to implement revised Observation and Feedback Strategy, based on NASOT principles, including Learning and Teaching Walks to inform ongoing professional dialogue and learning 	<ul style="list-style-type: none"> • Evidence of consistent use of pedagogical practice in classrooms including: <ul style="list-style-type: none"> - 95% student A-C academic target with goal of 75% A-B success, - All Years 11 and 12 students meet QCE literacy and numeracy requirements • Staff completion, and ongoing review, of Semesters 1 and 2 QLearn Curricular and extra-curricular Blueprints • Staff satisfaction with Observation and Feedback Strategy demonstrated by internal survey feedback, School Opinion Survey and APDP individual goal setting
School Improvement Priority: Clarity of Roles and Responsibilities across the whole school	
Strategies and Actions	Key Performance Indicators
<ul style="list-style-type: none"> • Continue to develop Roles and Responsibilities statements for all positions within the school ensuring all staff have an understanding of each role • Develop and implement an inclusive approach to case management and interventions to ensure the success of every student is routinely monitored • Heads of Year to discuss with students their progress, and to identify strategies for reaching their achievement goals including Academic Conferencing for students in Years 7-12 	<ul style="list-style-type: none"> • Increased student satisfaction in areas of behaviour management reflected in School Opinion Survey • All teachers identify, review and evaluate Data Placemats to remain responsive to learner needs and identify engagement strategies • 95% of all students experiencing at least one session of Academic Conferencing
School Improvement Priority: Enhanced Wellbeing of Students, Staff to drive strong School Engagement	
Strategies and Actions	Key Performance Indicators
<ul style="list-style-type: none"> • All First Nations students and families are supported to engage and achieve success; eg by providing regular access to First Nations Coach • Strengthen extra-curricular opportunities through the delivery of tailored programs designed to broadly enhance the skillset and capability of students • Continue to review and communicate school-wide student referral processes and proactive interventions to support students' behavioural and social emotional needs 	<ul style="list-style-type: none"> • Success of all First Nations students as demonstrated by attendance and achievement levels that are reflective of their talents and aspirations • Positive growth in student representation and student satisfaction in extra-curricular opportunities (<i>High Performance Programs, Clubs</i>) reflected in School Opinion Survey and Queensland Engagement and Wellbeing survey • Increased student and teacher satisfaction in areas of fairness and clarity of rules at the school reflected in School Opinion Survey