## Curriculum

<table>
<thead>
<tr>
<th>Actions</th>
<th>Targets</th>
<th>Timelines</th>
<th>Responsible Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement consistent whole school Quality Assurance protocols to ensure that curriculum planning and assessment are aligned with the AC or appropriate Queensland Curriculum and Assessment Authority (QCAA) curriculum documents.</td>
<td>Full introduction of new timetable model and Senior Compressed Curriculum</td>
<td>Term 1 - 2</td>
<td>Middle Management</td>
</tr>
<tr>
<td>Review ATAR results and develop action plans in each Faculty for improvement.</td>
<td>Plan developed and actioned</td>
<td>Term 1 – 2</td>
<td>Heads of Department</td>
</tr>
<tr>
<td>Implement VR resourcing in classrooms to enhance and transform classrooms and implement Stage 2 of Digital Curriculum Plan.</td>
<td>Roll out Plan/ Coaching</td>
<td>Term 1 – 2</td>
<td>Middle Management</td>
</tr>
<tr>
<td>Develop and implement 5 E’s TMSHS Pedagogy for Year 7 – 9</td>
<td>Full Year 7 – 9 implementation</td>
<td>Term 1 – 3</td>
<td>Heads of Department</td>
</tr>
</tbody>
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## Culture

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<tr>
<td>Continue to promote and communicate positive student achievement and wellbeing outcomes to the wider community.</td>
<td>SOS feedback &gt; 85% on indicators</td>
<td>Term 1 – 4</td>
<td>Student Support Leaders/Heads of Department/ Administration</td>
</tr>
<tr>
<td>Expand implementation of Raise Program.</td>
<td>100% Improvement in engagement and achievement</td>
<td>Term 1 – 3</td>
<td>Welfare Team</td>
</tr>
<tr>
<td>Review and implement new Awards/acknowledgement of student success processes e.g. Awards Night.</td>
<td>Survey students and parents/caregivers and 80% satisfaction</td>
<td>Term 4</td>
<td>Administration/Heads of Department</td>
</tr>
<tr>
<td>Review and expand Student Wellbeing Hub/SSL Structure.</td>
<td>New structure commitment</td>
<td>Term 1 – 2</td>
<td>Student Support Leaders/ Administration</td>
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</tbody>
</table>

## Capability

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<td>Continue to build the capacity of HODs and leaders to provide quality instructional leadership aligned to the improvement agenda through Action Research Project leadership/engagement/ and 360 coaching.</td>
<td>100% HOD engagement</td>
<td>Term 2</td>
<td>Heads of Department</td>
</tr>
<tr>
<td>Develop a plan to guide Information and Communication Technology (ICT) resourcing for the next four years and the effective use of digital devices in classrooms to enhance and transform learning including staff PD needs/support and commence implementation.</td>
<td>Plan developed and actioned</td>
<td>Term 2</td>
<td>Deputy Principal – Technology</td>
</tr>
<tr>
<td>Develop an explicit plan (G &amp; T Plan) to engage and extend high achieving students ensuring identification of best practice, coaching and monitoring.</td>
<td>Plan developed</td>
<td>Term 4</td>
<td>HOD Inclusive Practices</td>
</tr>
<tr>
<td>Review of T18–T22 workplace initiative.</td>
<td>Successful implementation and review</td>
<td>Term 1 – 2</td>
<td>Administration</td>
</tr>
<tr>
<td>Expand Certificate/Diploma courses offerings through staff skilling.</td>
<td>Successful implementation and review</td>
<td>Term 1 – 4</td>
<td>Administration</td>
</tr>
<tr>
<td>Implement ‘Knowing by Seeing’ coaching trial.</td>
<td>Successful implementation of ‘Knowing by Seeing’</td>
<td>Term 1 – 4</td>
<td>Heads of Department</td>
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</tbody>
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## Teacher Practices

- I deliberately plan opportunities for students to purposefully engage in thinking skills.
- I actively create a rich feedback culture that allows students to receive and act on feedback on their thinking and skill development.
- I regularly take time to gather a range of evidence (student survey, video and feedback) to help me evaluate my impact on student learning.
- I focus on the impact that feedback has on student learning and progress.
- I know how much progress each student is making towards their learning and performance goals and success criteria.
- I use evidence of my students’ learning and progress to inform my teaching.
- I develop assessment literate students by using annotated samples that encourage student collaboration and engagement with task specific criteria.
- I know what challenge for each student looks like because I understand my learners. Through checking for understanding and pre-testing, I can recognise what my students do/do not know.
- I explicitly prepare and use questioning strategies that support checking for understanding, metacognition and interdependent thinking.
- I construct learning experiences that allow students to work collaboratively with their peers and to overcome challenges.
- I create environments high in challenge and support, so that students feel supported to challenge themselves – personally, socially and academically.

## Leader Practices

- I reflect on my leadership behaviours and their impact on organisational culture and student/staff learning.
- I deliberately design structures and processes that build collective teacher efficacy with a focus on expertise and learning.
- I regularly take time to gather a range of evidence to help me evaluate my impact and inform my ways of working.
- I talk explicitly with students, teachers and leaders about what progress and expertise looks like in practice.
- I am strategic about creating highly challenging, highly supportive environments.
- I deliberately select language that builds alignment with cognitive verbs (Senior).
- I deliberately plan opportunities for teachers (and students) to think interdependently, reflect on progress and collaborate meaningfully to strengthen learning.
Whole School Targets

**Headline Indicator Targets**

- Maths/Science/English % A or B (Year 7 – 10) ➞ 60%
- Maths/Science/English % C (Year 7 – 10) ➞ 95%
- % NMS (proportion of students at or above)
  - Reading/Numeracy (Year 7) ➞ 95%
  - Reading/Numeracy (Year 9) ➞ 95%
- % U2B
  - Reading/Numeracy (Year 7) ➞ 30%
  - Reading/Numeracy (Year 9) ➞ 30%
- % QCE, VET or QCIA (awarded at least one) ➞ 100%
- % QCE or QCIA ➞ 90%
- % Cert II+ ➞ 90%
- % Non-ATAR (75 – 99.9) Cert III+ ➞ 90%
- Enrolment trend ➞ 4%
- Attendance rate ➞ 90%
- Attendance < 85% ➞ 10%
- Short suspensions per 1000 per term ➞ 50
- Exclusions per 1000 per term ➞ 5
- Cancellations per 1000 per term ➞ 0
- Satisfaction by staff (SOS) ➞ 95%
- Satisfaction by Parents (SOS) ➞ 95%
- Satisfaction by Students (SOS) ➞ 95%
- Post school destinations (proportion in Education, training, employment) ➞ 80%
- NB. Indigenous targets identical to school targets as per above.

**Endorsement**

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements. Sharp and narrow improvement agenda focused on actions with proven significant impact on “effect size” of student learning.

Tracey Brose
Principal

Scott Dippel
School Council President