

TOWNSVILLE SHS

2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1: Improve Year 7 to 9 A- C LOA		Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
		Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.					
		Term 1	Term 2	Term 3	Term 4		
Strategy/ies: 1. Implement a quality assured, aligned and engaging AC v9 to ensure the planned curriculum is delivered with fidelity 2. Embed high impact, differentiated pedagogical practices for learning including CCPs and ESCMs to create highly engaged classrooms 3. Implement a rigorous case management process to track and monitor student academic, attendance and behaviour progress 4. Implement a quality assured NCCD and support planning process to ensure teaching and learning is targeted at student needs 5. Implement a reading program focussed on targeted decoding intervention and reading across the curriculum.						• 85% of Year 7-9 students achieving C or better in all subjects • 45% of Year 7-9 students achieving A or B in all subjects • 100% of curriculum plans are aligned to the K-12 CARF, 3 levels of panning and the Whole School Approach to Moderation	• 80% achieving A-C in all subject areas years 7-9 • 40% achieving A or B in all subject areas years 7-9 • Increase Year 7-9 A-C LOA percentage for First Nations Students • Reduce the number of students receiving an N • 95% of classrooms implement the CCPs with fidelity • All faculty areas have documented, aligned and quality assured 3 levels of planning as per AC v9 implementation plan • 80% of students identify their learning units as interesting and engaging
Actions: <u>Implement a quality assured, aligned and engaging AC v9 curriculum to ensure the planned curriculum is delivered with fidelity</u> • Provide ongoing Whole School Moderation Process professional development to all staff during staff meetings • HODs lead staff in faculty meetings to apply each phase of the Whole School Moderation Process within each unit • HODs and DPs to implement the quality assurance process to QA assessment and all levels of planning in small cross faculty groups for each unit • HODS to lead teachers in the collaborative development of assessment and aligned Level 1, 2 and 3 curriculum planning • All level 2 and level 3 planning documentation to be placed on Sharepoint • Engage all staff in cross faculty moderation during faculty meeting time • Engage local primary partner schools in Year 6/7 English moderation <u>Embed high impact, differentiated pedagogical practices for learning including CCPs and ESCMs to create highly engaged classrooms</u> • Leadership team to engage with the Teaching and Learning Hub to build knowledge of high impact pedagogies in LT meetings • Provide ongoing professional learning during staff meetings focussed on all aspects of the PCL placemat outlining (values/behaviours, pedagogy, Learning walls, implementation of GRR, CCPs relevant to each phase of the lesson and ESCMs) • Provide ESCM training to all staff throughout Term 1 • Provide 2 Day Classroom Profiler training to identified staff in Term 1 • Conduct schoolwide classroom profiling sweeps twice per Semester to inform ESCM implementation and next steps for professional learning • Behaviour Coach to lead 1 on 1 coaching with identified teachers and work with cohort groups of teachers to develop focussed strategies for identified groups and targeted individual students • Leadership Team in small groups to conduct LWTs twice per term and provide feedback focussed on the collaboratively identified ‘look fors’ in each LWT cycle • Provide opportunities for teachers to engage in peer LWTs in Semester 2 • All HODs to lead a faculty teaching sprint each term focussed on an identified measurable pedagogical practice • All HODs to implement Instructional coaching model with individual and/or cohort groups of teachers						Responsible officer(s): DP, Tanya Nelson and HOD T&L Faculty HODS Leadership Team Faculty HODs Faculty HODs Faculty HODs Principal, HOD English Leadership Team Principal, DPs-Amanda Maynard and Tanya Nelson DP-Tanya Nelson DP-Tanya Nelson Behaviour Coach and Profilers DP- Tanya Nelson, HOD T&L, Behaviour Coach DP-Tanya Nelson & Leadership Team HOD T&L DP-Tanya Nelson & HOD T&L Faculty HODs	Resources: Clear and concise Meeting Schedule Whole School Moderation Resource and presentation Level 1, 2 and 3 planning templates Quality Assurance template Positive Culture for Learning Placemat Teaching and Learning Hub Resources Autex learning walls in all classrooms ESCM Regional Facilitators to provide PD Classroom Profiling Faciltitation Purchase Behaviour Coach Collaboratively developed LWT template Teaching Sprint text- Simon Breakspeare

<u>Implement a rigorous case management process to track and monitor student academic, attendance and behaviour progress</u> • Provide all staff PD on school wide case management approach in full staff meeting • Communicate MTSS case lists on Oneschool Dashboard to all staff • All DPs build and maintain year level data walls using TrackEd student data profiles focussed on LOA, attendance and behaviour • Conduct Tier 2 Case Management meetings 3 times per term in week 2, 5, 8 • Faculty HODs conduct a results analysis each term and engage in academic case management focussed on identified marker students • Engage in line of sight academic case management focussed on marker students in fortnightly line management meetings • Implement an academic review process for students to receive their own academic reports, review progress and set goals for improvement each term in extended TAG • Develop and maintain First Nations at risk student data wall to track and monitor engagement <u>Implement a quality assured NCCD and support planning process to ensure the learning needs of all students are met</u> • Provide full staff PD during SFD on how to access support provisions in Oneschool to understand ICPs, PLPs and other support plans to inform the teaching and learning needs of identified students • Engage teachers, students and parents in the collaborative development of PLPs • Develop and implement a comprehensive NCCD Action Plan in Term 1 to outline the NCCD process • Provide PD to all teachers in Term 1 on the NCCD process and evidence collection requirements • Use staff and faculty meetings during Term 1, 2 and 3 for staff to enter evidence of adjustments • Develop the capability of Inclusion Teachers to lead the development of PLPs through collaboration with teachers and then support teachers to implement them <u>Implement a Year 7 reading program focussed on targeted decoding intervention and reading across the curriculum</u> • Conduct a Oneschool data analysis and implement a reading test in term 1 to identify Year 7 students requiring decoding intervention • Purchase and implement a decoding program(PLD or MacqLit) in year 7 for students reading below Year 5 • Purchase additional SLP time to assist in the development and implementation of a decoding reading program • Provide decoding literacy teachers and TAs with professional development to deliver the decoding program • Engage teachers and TAs in professional development on the simple view of reading • All teachers and TAs to complete the online reading modules • Provide ongoing professional development during full staff meetings on reading across the curriculum	DP-Amanda Maynard All DPs communicate Yr levels All DPs All DPs Faculty HODs ELT, Faculty HODs DP- Tanya Nelson, HOD T&L Principal. CEC DP- David Gallagher, HOIE-SWD HOIE-SWD DP-David Gallagher, HOIE-SWD DP-David Gallagher, HOIE-SWD DP-David Gallagher, HOIE-SWD HOIE-SWD HOIE-IEC Principal Principal HOIE-IEC DP-David Gallagher, HOIE-IEC DP-David Gallagher, HOIE-IEC DP-David Gallagher, HOIE-IEC	Case Management Guide and presentation TrackEd product and student profiles Invest in Data Walls in DP offices/staffrooms/CEC office Marker Student template Line Management meeting tempate Academic Review Template NCCD corporate presentation CPS Ross Greene Professional Development Oneschool Support Provisions Purchase Literacy Program Purchase additional Speech Language Pathology Simple View of Reading Resources and online modules
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements. Principal P&C/School Council School Supervisor		