



Townsville State High School Strategic Plan 2024-2026

Townsville SHS is culturally inclusive and we value our diversity. We provide a safe, caring and supportive learning environment that enables every student to thrive and succeed. By fostering a sense of community responsibility and valuing diverse and innovative learning pathways, we empower all students to reach their full potential and to contribute positively to our community.

As members of the Townsville SHS community, we are:

- ◆ Kind and Respectful
- ◆ Curious and engaged; and
- ◆ Courageous and resilient



Inclusion

- Review and refine the school's statement of intent, purpose, vision and values to ensure alignment of schoolwide practices and processes
- Enhance the capability and confidence of teachers to embed First Nations perspectives across the curriculum
- Enhance the capability of all teachers to cater for the diverse learning needs of students within mainstream classrooms
- Develop and implement a Reconciliation Action Plan (RAP) to increase recognition and engagement of our First Nations students, parents and wider community
- Establish connections with parents and community through project co-design and implementation to increase belonging and pride in the school community
- Develop and implement a strategic approach to the delivery of targeted literacy and numeracy interventions to support student literacy and numeracy development
- Implement quality assured NCCD and support planning processes to ensure the learning needs of all students are being met



Teaching and Learning

- Implement a quality assured, aligned and engaging 7-12 curriculum including increased VET courses and School Based Traineeships and apprenticeships
- Embed high impact, differentiated engaging pedagogical practices for learning including the *Consistent Classroom Practices* and data interrogation processes
- Systematically enact a formalised approach for observation and feedback from school leaders to teachers regarding their use of agreed pedagogical strategies drawn from Gradual Release of Responsibility
- Develop and implement strategies that enhance access to digital infrastructure and improve the capability of staff and students to effectively use a range of technologies



School Culture, Wellbeing and Engagement

- Create a safe, supportive, inclusive environment through the reinvigoration of Positive Culture for Learning (PCL) and quality assurance of the implementation of agreed to behaviour management processes and expectations
- Build the capability of all staff to embed restorative practices and trauma aware practice
- Implement Collaborative Proactive Solutions (CPS) to identify student lagging skills and deliver strategies/interventions to improve student wellbeing, engagement and learning
- Implement a renewed Multi-Tiered Case Management model to track, monitor and support student engagement
- Re-invigorate TAG and Reef processes to enhance student leadership opportunities, belonging and school spirit
- Create a school-wide appreciative culture of celebration to recognise staff and student achievements
- Provide a high quality learning environment by implementing an infrastructure plan to ensure the school meets the learning and curriculum demands of the future

MEASURABLE OUTCOMES

- 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
- Reduction in the number of students receiving an N
- 100% of Year 12 students attain a QCE/QCIA
- Less than 10% gap in Yr 7-9 A-C LOA between all students and First Nations students
- 85% average attendance rate
- 75% attendance rate for First Nations Students
- 95% of staff state that they feel confident embedding Aboriginal and Torres Strait Islander perspectives
- 3% reduction in School Disciplinary Absence rate
- Reduction in School Disciplinary Absences for First Nations students
- 90% of students, parents and staff state that behaviour is well managed in the school
- Increase Year 10-12 Retention

Principal: _____

P&C President: _____

School Supervisor: _____