TOWNSVILLE STATE HIGH SCHOOL
2024 ANNUAL IMPLEMENTATION PLAN

School priority 1: Improve Year 7-9 LOA in English and Mathematics

**Monitoring**
- Embedded
- Progressing
- Not started

**Strategies:**
1. Implement an aligned and engaging 7-12 curriculum (ACV, QCAA)
2. Embed high impact, differentiated engaging pedagogical practices for learning including the Consistent Classroom Practices (CCPs) and data interrogation processes

**Actions:**
Implement an aligned and engaging 7-12 curriculum (ACV, QCAA)
- Utilise the p-12 framework, three levels of planning and moderation strategies (BAAE) to support staff to familiarise, plan for, enact and quality assure an engaging and aligned (ACV, QCAA) curriculum

Embed high impact differentiated engaging pedagogical practices for learning including the Consistent Classroom Practices (CCPs) and data interrogation processes
- Develop, implement and quality assure the TSHS modernisation Project and a systematic approach to data interrogation which includes the use of marker students and evidence of learning to inform real teaching steps
- Provide ongoing professional learning connected to the CCPs, GSS, engaging pedagogical practices and data literacy
- Continue to implement an instructional coaching program to drive early adoption of high impact pedagogies
- Quality assure classroom walkthrough procedures and faculty teaching sports
- Continue faculty and cross campus ghost walks

**Long term measurable/desired outcomes:**
- 85% achieving A-C in English and Mathematics years 7-9
- 50% achieving A or B in English and Mathematics years 7-9
- 10% gap between whole school and First Nations Students receiving A-C in English and Mathematics years 7-9
- 100% QCSS/CCP attainment
- Curriculum plans aligned to the p-12 Framework, three levels of planning and the whole school approach to moderation

**AIP measurable/desired outcomes:**
- 80% achieving A-C in all subject areas years 7-9
- 30% achieving A or B in all subject areas years 7-9
- 15% gap between whole school and First Nations Students receiving A-C in English and Mathematics years 7-9
- 100% QCSS/CCP attainment
- 50% of classrooms implement the CCPs with fidelity
- Student responses to the SQ4R indicate 80% are assessment literate
- Curriculum plans developed in alignment with the implementation of reviewed QCAA syllabuses and school wide out of ACV

**Success Criteria**
- Students can articulate the manner in which teachers implement the CCPs
- Leaders and Teachers can outline how they ensure that the intended curriculum is the enacted curriculum and the role they play in the specified data interrogation process
- Students, Teachers and Leaders can articulate when, how and why the SQ4R model is used
- Teachers can articulate the specific pedagogical practices they use to ensure engaging, challenging, high impact teaching and learning
- Pedagogical coaches and coaches can articulate the improvement to pedagogical practice and student learning outcomes that have occurred as a result of engaging in instructional coaching

**Responsibility/Officer(s):**
Deputy Principal (Nelson)
Curriculum HOODs
Deputy Principal (Nelson)
Curriculum HOODs

**School priority 2: Maximise learning days for Year 7-9 students**

**Monitoring**
- Embedded
- Progressing
- Not started

**Strategies:**
1. Create an intentionally inviting learning environment of high demand and high support
2. Enhance teacher knowledge of, and confidence in effective classroom management skills

**Actions:**
Build a culture of high level attendance and engagement
- Review, refine and develop a multi-tiered case management process with targeted interventions focused on improving attendance, behavoiur and academic achievement
- Guidance Officers to plot the use of Collaborative and Proactive Strategies (CPS) to proactively target student lagging skills and reduce the occurrence of secondary behaviours to maximise learning days
- Employ additional Youth Support Coordinator to support student engagement
- Employ Behaviour Support Teachers to provide individualised student behaviour support
- Implement Inspiring Brighter Futures Program to improve the engagement of target students
- Enhance teacher knowledge of, and confidence in using effective classroom management skills, trauma informed practices and restorative practices
- Employ a behaviour capability coach to deliver ongoing classroom management professional development in staff meetings and implementation coaching focused on the Essential Skills for Classroom Management and school CCPs
- Engage key staff in the 3 day Restorative Practices training to enable the school-wide implementation of Restorative Practices

**Long term measurable/desired outcomes:**
- 85% or above attendance for all year levels
- 75% attendance for First Nations Students years 7-9
- 90% of students, parents and staff state that student behaviour is well managed at the school
- Reduce percentage of students with one suspension by 20% and more than one by 10%
- Reduce First Nations Students’ suspension rate by 15%

**AIP measurable/desired outcomes:**
- 70% of students state that the student behaviour is well managed
- 65% of parents and staff state that the student behaviour is well managed
- Reduce percentage of students with one suspension by 7% and more than one by 4%
- Reduce SQA by 2%
- Reduce First Nations students’ suspension rate by 5%

**Success Criteria**
- Leaders can articulate their involvement within the refined case management process
- Students state that processes for managing student behaviour across classes are consistent
- Leaders and teachers can describe their role in the consistent application of the agreed whole-school processes for managing student behaviour
- Leaders and teachers can articulate how restorative practices are used at all levels of the Code of Conduct for Students

**Responsibility/Officer(s):**
Deputy Principal (Nayland)
Guidance Officers
Deputy Principal (Nayland)
Capable HOODs

**School priority 3: Increase community connection and Belonging**

**Monitoring**
- Embedded
- Progressing
- Not started

**Strategies:**
1. Collaboratively review the purpose, vision and values of the school
2. Enhance student and community connection to the school by providing diverse pathway options, events and projects to engage in
3. Develop a future focused infrastructure plan to provide a high quality environment that meets learning and curriculum demands

**Actions:**
Collaboratively review the purpose, vision and values of the school
- Engage a consultant to lead an appreciative inquiry to review and refine the purpose, vision and values of the school
- Use the Consultative year as a catalyst to enhance current marketing and communication strategies highlighting the strengths and priorities of Townsville State High School to the wider community
- Enhance student and community connection to the school by providing diverse pathway options, events and projects to engage in
- Re-allocate TAC and Reef processes to enhance student leadership opportunities, belonging and school spirit
- Develop a partnership between refugee students, parents, DESBIB and DAS to enhance community knowledge and support of diverse student pathways
- Review and refine current elective subject offerings to enhance student pathways and opportunities for future employment
- Expand and formalise current recognition and celebration processes connected to student attendance/engagement and staff achievement
- Develop a future focused infrastructure plan to provide a high quality environment that meets learning and curriculum demands
- Engage in community consultation to develop a comprehensive list of infrastructure priorities
- Engage with the Regional Office and Central Office infrastructure teams to ensure the school is prioritised for infrastructure funding

**Long term measurable/desired outcomes:**
- 90% of staff indicate that they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas
- Purpose, vision and values statement published
- Formal marketing plan published

**AIP measurable/desired outcomes:**
- 90% of staff indicate that they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas
- 90% of staff can articulate the purpose, vision and values of Townsville State High School

**Success Criteria**
- Teachers and Leaders can articulate the vision, values and purpose of the school
- Teachers can demonstrate how they support the diverse range of students within and beyond their classroom

**Responsibility/Officer(s):**
Principal
Deputy Principal (Gallagher) – HOOD Student Services
HOOD -Induction
HOOD - Senior Schooling and VET
Business Manager

**Resources:**
- PBL team
- External professional learning providers
- Classroom Management Handbook and behaviour matrix

**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