

TOWNSVILLE STATE HIGH SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN

School priority 1: Improve Year 7-9 LOA in English and Mathematics	Monitoring <div style="display: flex; justify-content: space-around; font-size: small;"> Embedded Progressing Not started </div>	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> 85% achieving A-C in English and Mathematics years 7-9 45% 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% QCE/QCIA attainment Curriculum plans aligned to the p-12 Framework, three levels of planning and the whole school approach to moderation 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 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% QCE/QCIA attainment 95% of classrooms implement the CCPs with fidelity Student responses to the 5Q4S indicate 80% are assessment literate Curriculum plans developed in alignment with the implementation of reviewed QCAA syllabuses and school wide roll out of ACV9 <p>Success Criteria</p> <ul style="list-style-type: none"> 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 plan in the specified data interrogation process Students, Teachers and Leaders can articulate when, how and with who the 5Q4 model is used Teachers can articulate the specific pedagogical practices they use to ensure engaging, challenging, high impact teaching and learning Pedagogical coaches and coachees can articulate the improvement to pedagogical practice and student learning outcomes that have occurred as a result of engaging in instructional coaching <p>Resources:</p> <ul style="list-style-type: none"> Three Capability Coaches Teaching and Learning Handbook Reduced load HOD Capability InSchool
School priority 2: Maximise learning days for Year 7-9 students	Monitoring <div style="display: flex; justify-content: space-around; font-size: small;"> Embedded Progressing Not Started </div>	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> 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% 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 70% of students state that the student behaviour is well managed 87% 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 SDA rate by 2% Reduce First Nations student's suspension rate by 5% <p>AIP Success Criteria:</p> <ul style="list-style-type: none"> 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 <p>Resources:</p> <ul style="list-style-type: none"> PBL team External professional learning providers Classroom Management Handbook and behaviour matrix
School priority 3: Increase community connection and Belonging	Monitoring <div style="display: flex; justify-content: space-around; font-size: small;"> Embedded Progressing Not Started </div>	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> 95% 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 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 82% or above attendance for all year levels 72% or above attendance for First Nations Students years 7-9 90% of staff indicate that they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas 95% of staff can articulate the purpose, vision and values of Townsville State High School <p>Success Criteria</p> <ul style="list-style-type: none"> 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 <p>Resources:</p> <ul style="list-style-type: none"> External consultant Professional learning providers Marketing and Events Officer Additional allocation to CEC

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