









TOWNSVILLE STATE HIGH SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN

	2024 ANNUAL IMPLEMENTATION PLAN	JE HIGH SCHOOL	
School priority 1: Improve Year 7-9 LOA in English and Mathematics Monito	 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 	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 Mathmatics years 7-9	
 Implement an aligned and engaging 7-12 curriculum (ACV9, QCAA) Embed high impact, differentiated engaging pedagogical practices for learning including the Consistent Classroom Practices (CCPs) and processes Actions: Implement an aligned and engaging 7-12 curriculum (ACV9, QCAA) 	planning and the whole school approach to moderation Responsible officer(s): Deputy Principal (Nelson)	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 Success Criteria	
 Utilise the p-12 framework, three levels of planning and moderation strategies (BAAE) to support staff to familarise, plan for, enact and dengaging and aligned (ACV9, QCAA) curriculum Embed high impact, differentiated engaging pedagogical practices for learning including the Consistent Classroom Practices (CCPs) and data Develop, implement and quality assure the Whole School Moderation Process and a sytematic approach to data interrogation which inclustudents and evidence of student learning to inform next teaching steps. Provide ongoing professional learning connected to the CCPs, GRR, 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 sprints Continue faculty and cross curriculum ghost walks 	a interrogation processes Deputy Principal(Nelson)	 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 Resources: Three Capability Coaches Reduced load HOD Capability Teaching and Learning Handbook InSchool 	
School priority 2: Maximise learning days for Year 7-9 students Monitor	Long term measurable/desired outcomes: • 85% or above attendance for all year levels	AIP measurable/desired outcomes:	
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	 Not Started 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% 	 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% Responsible officer(s): Principal Deputy Principal (Maynard) Guidance Officers 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% AIP 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 Resources: PBL team External professional learning providers 	
 Actions: Build a culture of high-level attendance and engagement Review, refine and develop a multi-tiered case management process with targeted interventions focussed on improving attendance, beg achievement Guidance Officers to pilot the use of Collaborative and Proactive Solutions (CPS) to proactively target student lagging skills and reduce 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 enagegement of target students 	phaviour and academic phaviour and academic the occurrence of		
 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 implement 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 Provide all staff with training in Trauma Informed Practice and Restorative Practices 		5 Classicon indiregenent Hariabook and Boriaviour madix	
School priority 3: Increase community connection and Belonging Embedded Progres 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 focussed infrastructure plan to provide a high quality environment that meets learning and curriculum demands	95% of staff indicate that they feel confident embedding Aboriginal.	AIP measurable/desired outcomes: • 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 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 Resources: • External consultant • Professional learning providers • Marketing and Events Officer	
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 Centenary year as a catalyst to enhance current marketing and communication strategies highlighting the strengths and priorities High School to the wider community	Responsible officer(s): Principal es of Townsville State		
 Enhance student and community connection to the school by providing diverse pathway options, events and projects to engage in Re-invigorate TAG and Reef processes to enhance student leadership opportunities, belonging and school spirit Develop a partnership between refugee students, parents, DESBIT and DoE to enhance community knowledge of and support of divers 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 focussed infrastructure plan to provide a high quality environment that meets learning and curriculum demands 	ent Principal	Additional allocation to CEC	
 Engage in community consultation to develop a comprehensive list of infrastructure priorities Engage with the Regional Office and Central Office infrastructure team to ensure the school is prioritised for infrastructure funding 	Business Manager		
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements. Principal PSC/School Council School Supervisor			
Principal P&C/School Council School Supervisor			

