



# Townsville State High School Strategic Plan 2024 - 2026

Townsville SHS has a rich history, and a proud tradition. We aim to provide evidence based, innovative and creative approaches to the curriculum delivery of educational services and programs. We are a school of achievers in every sense of the word. The performance of every student is important to us and the pursuit of excellence and intellectual quality across our curriculum is a key focus. Our staff members are highly committed to supporting the individual learning needs of all of our students and achieving continuous improvement in student outcomes. All members of our school community are asked to take personal responsibility and accountability for learning outcomes. We recognise the importance of parents and carers as partners in all aspects of student learning. We have explicit, high-expectations of all learners; we expect and recognise success. We highly value and focus on the Literacy and Numeracy needs of our students, believing these areas to be the building-blocks of success in all areas of schooling and throughout life. We teach our students about our expectations through a program of Positive Behaviour for Learning. Our school community is diverse in socio-economic and cultural background. Our students include a significant number with a significant number from culturally and linguistically diverse backgrounds.

## OUR BELIEFS

- All Students can maximise their individual achievement given the appropriate amount of effort and support
- All staff will improve their practice by engaging in appropriate training and support
- High expectations and early and ongoing intervention are essential
- Teachers and leaders need to be able to articulate what they do and why they teach the way they do
- That collaboration leads to higher quality outcomes



### Culture and Inclusion

- Review and refine the schools 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 Culturally and Linguistically Diverse (CALD) learners
- 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 participation in a range of projects to increase belonging in the school community
- Implement a future-focused and long-term infrastructure plan to ensure the school meets the learning and curriculum demands of the future
- Re-invigorate TAG and Reef processes to enhance student leadership opportunities, belonging and school spirit.
- Create a school-wide appearance of a culture of celebration to recognise staff and students achievements



### Educational Achievement

- 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 a strategic approach to the delivery of targeted literacy and numeracy interventions to support student literacy and numeracy development
- 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



### Wellbeing and Engagement

- Create a safe, supportive, inclusive environment through the reinvigoration of Positive Behaviour for Learning (PBL) 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
- Develop a Staff Wellbeing Framework and action plan to improve the wellbeing of staff, including psycho/ social wellbeing and their ability to have good mental health, increased resilience and stress management within a complex environment
- Implement a renewed Multi-Tiered Case Management model to track, monitor and support student engagement

## MEASURABLE OUTCOMES

- 85% average attendance rate
- 75% attendance rate for First Nations Students
- 95% of staff state they are confident that they feel confident embedding Aboriginal and Torres Strait Islander perspectives

## MEASURABLE OUTCOMES

- 85% of Year 7-10 students achieving C or better in all subjects
- 45% of Year 7-10 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

## MEASURABLE OUTCOMES

- 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:

