**Tully State High School   
Strategic Plan *2015 – 2018***

Insert School logo

**School Profile**

**Vision**

**Values**

**Improvement Priorities**

***Priority*: EXPLICIT IMPROVEMENT AGENDA**

***Success Indicators*:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategies | | | | |
| * Collaboratively develop an agenda for student improvement and generated a school wide commitment to every student’s success. The agenda is communicated in staff meetings, school parades, P&C, School Council, school newsletters, parent-teacher meetings and on the school website using a variety of formats. * High expectations for all students and staff are articulated and monitored through:   *‘Every Student Succeeding’ system*  *Induction System*  *Junior Secondary System*  *QCE Completion system*   * Clear targets and timelines are set, monitored and analysed to track performance data trends - Tully SHS Annual Data Target System * Provision of increased opportunities to celebrate significant student improvement. * Leadership roles and responsibilities as identified in an organisational chart. * 4 year Strategic Plan, AIPs and AAPs aligned to the improvement agenda. Leadership team APR’s reflect improvement agenda | 2015 | 2016 | 2017 | 2018 |

***Priority*: ANALYSIS AND DISCUSSION OF DATA**

***Success Indicators*:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategies | | | | |
| * Review school plan and timetable for the annual collection of student outcomes data. (Headline Indicators; NAPLAN, QSA/QCE; Destination; school specific) * Data system embedded and supported by delegated staff * School leaders have data conversations at whole-school, team and individual levels to inform teacher planning. * Prioritise PD aimed at building teachers’ and leaders’ data literacy skills. * Teachers routinely use objective data on student achievement as evidence of successful teaching. * Student centred learning - Pedagogical Framework #1 * Timetable facilitates team analysis of data and planning, including recalibration of plans * Consistent feedback and feed forward mechanisms to show both progress over time and suggestions on how to improve | 2015 | 2016 | 2017 | 2018 |

***Priority:* CULTURE THAT PROMOTES LEARNING**

***Success Indicators****:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategies | | | | |
| * Ensure a strong focus on successfully engaging all students in challenging, meaningful learning. * Embed PBL philosophy and practice in all settings. * Review Positive Education. Refocus through staff induction, PD, PBL and school environment * Parents, school leaders and teachers work together in a mutually supportive way. * Review attendance strategy and adjust where necessary. * Generate a positive, optimistic feel to the school where high trust is apparent across the community. * Transition to Junior Secondary Strategy * Transition strategy for students with disabilities * Transition strategy Junior to Senior schooling * Initiate Head of Well-being and engagement with clear SRD and AAP | 2015 | 2016 | 2017 | 2018 |

***Priority: TARGETED USE OF RESOURCES***

***Success Indicators****:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategies | | | | |
| * Develop school-wide processes for identifying and addressing specific student learning needs. * Provide programs to address the needs of identified students in the school by sourcing and applying available resources. e.g.   + Special needs students   + Students with learning / behavioural difficulties   + Indigenous students   + Students in Care   + Gifted & Talented students * Ensure technology is available to effectively maximise student learning. * PD for staff to ensure effective use of digital literacies and curriculum * Develop a sustainable solution transporting students to excursions and opportunity outside Tully. * Implement a resourcing model that aligns to the improvement agenda. * Ensure budget processes are effective and transparent in the allocation of human and physical resources. * BYOX strategy: * Years 11 & 12 * Years 7-10 | 2015 | 2016 | 2017 | 2018 |

***Priority:* EXPERT TEACHING TEAM**

***Success Indicators****:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategies | | | | |
| * Establish a strong collegial culture in which teachers have a shared commitment to the improvement of teaching, and openness to critique by colleagues. * A documented professional learning plan aligned to the school’s improvement agenda and need. * *Observation, feedback and Coaching* system outlines arrangements for *mentoring and coaching*. * *Observation, feedback and coaching systematised through timetable structures, PD plan and WPR* * Professional Learning Plans for teachers and leaders are used as a basis for professional discussion. * Observation, feedback and Coaching system provides mechanism for teachers to collaboratively plan and review. * Establish Communities of Practice – as required – to provide group learning (teachers & Teacher aides) * Support teacher networking & professional associations | 2015 | 2016 | 2017 | 2018 |

***Priority:* SYSTEMATIC CURRICULUM DELIVERY**

***Success Indicators****:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategies | | | | |
| * Align the curriculum delivery plan with the ACARA and QCAA through a documented whole school curriculum, assessment and reporting plan as per P-12 Curriculum Framework * Preparation for changes to Senior School assessment – QCAA trials and professional development * Junior School Reading program * Whole school focus on reading * Junior Secondary focus on writing * All unit plans, assessments and resources in OneSchool * Ulysses Cluster project – Systematic Delivery of Curriculum: * Year 7 * Years 8-9 * Years 10 – 12 * Tully SHS STEM System (Science, Technology, Maths, The Arts) * NAPLAN preparation System * Timetable facilitates team analysis of data and planning, including recalibration of plans * Consistent Moderation practices across all years and subject areas | 2015 | 2016 | 2017 | 2018 |

***Priority:* DIFFERENTIATED CLASSROOM LEARNING**

***Success Indicators****:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategies | | | | |
| * Differentiation is a feature of every teacher’s practice. * Planning provides multiple opportunities for students to learn. (UDL framework) * Teachers regularly use student achievement data to determine their strengths and weaknesses and to identify starting points for learning. * Pedagogical Framework #5 * Personalised Learning system embedded & evidenced in OneSchool (ICPs, individual goals and targets) | 2015 | 2016 | 2017 | 2018 |

***Priority:* EFFECTIVE PEDAGOGICAL PRACTICES**

***Success Indicators****:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategies | | | | |
| * Whole school research based pedagogical practices implemented & embedded * Observation, coaching & feedback systems monitor effective practices * Best practice shared through identified mentors and lead teachers * Digital pedagogy PD * Mentoring provided for, and by teachers identified as being highly proficient | 2015 | 2016 | 2017 | 2018 |

***Priority:* SCHOOL AND COMMUNITY PARTNERSHIPS**

***Success Indicators****:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategies | | | | |
| * Re-establish strong links with key members of the local community. (e.g. Indigenous leaders; political leaders, P&C, business community / organisations). Documents such relationships through MOU or similar to ensure clarity of purpose and accountabilities * Build strong partnerships with community providers in relation to post-secondary pathways. * Encourage effective communication between parents and teachers to build partnerships that support student learning. * Promote networking with professional associations, other schools and QCAA to build staff professional capacity. * Commit to Ulysses Cluster – shared projects, transitions. Manage Cluster Funds * Tully SHS Marketing & PR System | 2015 | 2016 | 2017 | 2018 |

***Priority:* OTHER**

***Success Indicators****:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategies | | | | |
| * Review of school plans and systems * WH&S | 2015 | 2016 | 2017 | 2018 |

***Additional School processes and programs to support school improvement****:*

**Endorsement**

This plan was developed in consultation with the school community and meets identified needs and systemic requirements.

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Principal P&C/ School Council Chair Assistant Regional Director