

Tully State High School 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School profile
Tully State High School provides a broad range of educational offerings for all students while assisting them to develop and grow to their full potential. Tully SHS values diversity; all members of the school community are challenged to be responsible, engaged, intrinsically motivated and innovative thinkers. Our curriculum offerings cater equally for students following academic and vocational paths. The local community is extremely supportive of the school and its endeavours.

Our Vision: A world of possibilities for everyone **What we value:** School, Community and Success

<p>School priority 1: Educational Achievement - Clarity and cohesion of systematic curriculum delivery through the moderation cycle</p> <p><i>Why?</i> Implementing an aligned curriculum with fidelity to ensure precision and consistency of intended and enacted.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Align teaching, assessing and reporting of Australian Curriculum V9 to the P – 12 Curriculum, Assessment and Reporting Framework Collaboratively develop and systematically implement a whole school approach to moderation Develop staff capability to access relevant disaggregated data for their classes that informs curriculum planning and classroom practices that caters for the needs of all students <p>Actions:</p> <ul style="list-style-type: none"> Prioritise the before phase of moderation to implement Australian Curriculum V9 <ul style="list-style-type: none"> All unit plans detail explicit agreed pedagogical practices Teachers target explicit teaching strategies for five identified marker students per class Year 7 - 10 (2 First Nations; B – A; D – C; C – B) Initiate and implement the teaching of reading (multilingual approach to word study) through the Australian Curriculum <ul style="list-style-type: none"> All unit plans detail explicit agreed approach 	<p>Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Whole school moderation processes scheduled Whole school curriculum plan published and aligned to P – 12 Framework 80% A – C in all subjects 50% of A and B in English and Mathematics Year 7 - 10 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 80% A – C in all subjects 40% of A and B's in all subjects Teaching of reading plan embedded in all subjects in Junior Secondary <ul style="list-style-type: none"> All unit plans detail explicit agreed tiered vocabulary strategies
Term 1	Term 2	Term 3	Term 4				
<p>School priority 2: Culture and Inclusion - Differentiated teaching and learning</p> <p><i>Why?</i> Build staff capability to consistently and confidently deliver evidence-based inclusive pedagogical strategies to make learning relevant, engaging and empowering for all students.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Co-create the school and community beliefs and vision for inclusive education and build staff capability in contemporary inclusive practices to inform successful learning for all students Consistently implement agreed pedagogical practices in every lesson, every day to support learning and engagement Develop and enact sustainable whole school processes of collegial engagement to further build the capability of the expert teaching team <p>Actions:</p> <ul style="list-style-type: none"> Formalise and prioritise agreed whole school pedagogical practices to ensure teachers consistently embed in all lessons Formalise and enact instructional coaching and feedback through formal classroom observation to improve teacher practice Broaden the understanding of, and confidence in, embedding contemporary inclusive practices across the school 	<p>Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Co-created vision for inclusive education evident across whole school community Whole school approach to pedagogy defined and enacted in all classrooms Whole school collegial engagement processes agreed and published with 100% of teachers provided with feedback each semester 85% believe this is a good school 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Consistent pedagogical practices evident in all classrooms 100% of teachers provided with high quality feedback on their teaching each semester Professional learning communities embedded 95% of teachers confident with inclusive education
Term 1	Term 2	Term 3	Term 4				
<p>School priority 3: Wellbeing and Engagement - Multi-tiered student support systems</p> <p><i>Why?</i> Create a school wide culture where all students are supported to maximise their learning and wellbeing outcomes.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Continue development, promotion and enactment of the Whole School Student Support Framework including the support for students at risk of disengagement through comprehensive case management processes Collaborate with the Tully community to develop and implement targeted programs for identified groups including gifted and talented, indigenous, learning needs and students with a disability Further enhance learning needs of students by catering for multi-tiered systems of the support within the classroom context <p>Actions:</p> <ul style="list-style-type: none"> Formalise a targeted attendance officer to support students at risk of disengagement Further review the Student Support system to activate comprehensive case management processes engaging all support roles Formalise the Flexi-space opportunity to engage identified students in their learning 	<p>Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> 90% school attendance rate 10% School Disciplinary Absences 80% of students believe a safe school 98% Queensland Certificate of Education (QCE) and Queensland Individual Curriculum Attainment (QCIA) 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Student support system published and enacted by all teachers 87% attendance rate Semester 1 80% of students believe a safe school
Term 1	Term 2	Term 3	Term 4				

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

Principal: Helen Carne

P&C President: Katie McLaughlin

School Supervisor: Fiona Free

19.3.2025

Upload to OneSchool: