Tully State High School
2024 - 2027 SCHOOL STRATEGIC PLAN

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. Our students are regularly recognised on a regional and state basis for success in academic, sporting, cultural and vocational fields. Tully SHS plays a significant role in the community, being the only high school in the Ulysses cluster. The local community is extremely supportive of the school and its endeavours.

Vision and values
Our Vision: A world of possibilities for everyone
What we value: School Community and success

Educational achievement | Wellbeing and engagement | Culture and inclusion

School review key improvement strategies from 2023 review:
Domain 1: An explicit improvement agenda
Systematically enact mechanisms to monitor and guide the school's improvement agenda, including the development of strong 'lines of sight' to enhance precision and consistency of implementation.
Domain 6: Systematic curriculum delivery
Develop and systematically implement a whole-school approach to moderation, with particular attention on setting aside time to discuss pedagogy and curriculum enactment at the early moderation junctures to support teachers to align pedagogy and assessment tasks with curriculum.
Domain 7: Differentiated teaching and learning
Initiate documentation of the school's beliefs and vision for inclusive education, and build staff members' understanding of, and confidence in, contemporary inclusive practices, to inform the successful learning of the diverse range of students.
Domain 2: Analysis and discussion of data
Develop leader's data expertise to support sophisticated use of data, including a focus on priority equity cohorts, Level of Achievement (LOA) data trends, and the effective use of standardised testing to enhance student learning outcomes.
Domain 8: Effective pedagogical practices
Formalise and enact a process of formal observation and feedback by leaders to teachers on their use of agreed pedagogical approaches to further build the capability of the expert teaching team.
Domain 1: An explicit improvement agenda
Refine the EIA to provide greater clarity to staff members of its intent, and determine and communicate precise measures, timelines and milestones to drive progress.

School priorities:
Priority Area 1: *Clarity and cohesion of systematic curriculum delivery through the moderation cycle*
Why? Implementing an aligned curriculum with fidelity to ensure precision and consistency of intended and enacted.

Priority Area 2: *Differentiated teaching and learning*
Why? Build staff capability to consistently and confidently deliver evidence-based inclusive pedagogical strategies to make learning relevant, engaging and empowering for all students.

Priority Area 3: *Multi-tiered student support systems*
Why? Create a school wide culture where all students are supported to maximise their learning and wellbeing outcomes.

School priority 1: *Educational Achievement*
Clarity and cohesion of systematic curriculum delivery through the moderation cycle
Why? Implementing an aligned curriculum with fidelity to ensure precision and consistency of intended and enacted.

Phase *(D-Developing, I-Implementing, E -Embedding, R-Reviewing)*	2024 D	2025 I	2026 E	2027 R

Strategies:
- Strenghten quality assurance processes and procedures to support the consistent and systemic enactment of the Explicity Improvement Agenda across the school
- Align teaching, assessing and reporting of the Australian Curriculum V9 to the P – 12 Curriculum, Assessment and Reporting Framework
- Collaboratively develop and systematically implement a whole school approach to moderation (Standard of Practice)
- Quality assure the implementation of data analysis processes at whole school and faculty level to support consistent and rigorous practice
- Build the capability of staff to access relevant disaggregated data for their classes that informs curriculum planning and classroom practices that caters for the needs of all students

Measurable/desired outcomes:
- EIA actions are highly visible, aligned across the different school communication structures and are shared with the school community
- Whole school and faculty action plans implemented by all leaders aligned to AIP
- Whole school embedded moderation processes scheduled
- Whole school curriculum plan published and aligned to P – 12 Framework
- 85% A – C in all subjects
- 30% of A and B In English and Mathematics Year 7 - 10

School priority 2: *Culture and Inclusion*
Differentiated teaching and learning
Why? Build staff capability to consistently and confidently deliver evidence-based inclusive pedagogical strategies to make learning relevant, engaging and empowering for all students.

Phase *(D-Developing, I-Implementing, E -Embedding, R-Reviewing)*	2024 I	2025 E	2026 E	2027 R

Strategies:
- 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 elements of 'Formative Assessment for Learning' in every lesson, every day to support learning and engagement

Measurable/desired outcomes:
- Co-created vision for inclusive education evident across whole school community
- Whole school and faculty action plans detail key contextual 'Formative Asessment for Learning' strategies

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				• Develop and enact sustainable whole school processes of collegial engagement to further build the capability of the expert teaching team • Differentiate high impact teaching strategies through the meaning use of data to cater for curriculum area needs • Further enhance the capability of school leaders in instructional leadership to lead their teams to systemically and consistenly enact school improvement agenda	• Whole school collegial engagement processes agreed and published with 100% of teachers provided with feedback each term on an aspect of their practice • 85% believe this is a good school

School priority 3: *Wellbeing and Engagement*				**Strategies:**	**Measurable/desired outcomes:**
Multi-tiered student support systems **Why?** Create a school wide culture where all students are supported to maximise their learning and wellbeing outcomes.				• Quality assurance the consistent implementation of the Student Code of Conduct, PBL and processes to support a safe, respectful learning environment • Continue development, promotion and enactment of the Whole School Support Framework including the support for students at risk of disengagement through comprehensive case management processes • Collaborate with 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 • Further enhance the capability of all staff to support the diverse range of behavioural, social, emotional and mental needs of students	• Student Code of Conduct and PBL reviewed annually and published to whole school community • 85% school attendance rate • 5% School Disciplinary Absences • 80% of students believe a safe school • 100% Queensland Certificate of Education (QCE) and Queensland Individual Curriculum Attainment (QCIA) • 90% exit Tully SHS to full time employment/university/traineeship/apprenticeship
Phase *(D-Developing, I-Implementing, E -Embedding, R-Reviewing)*	2024 I	2025 E	2026 E	2027 R	

Approvals

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

Principal: Helen Carne

P&C/School Council: Wendy Finlayson

School Supervisor: Brad Roberts

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