



Thuringowa State High School

Strategic Plan 2014 - 2017

School Profile

Since 1987 Thuringowa State High School has provided high quality education to students from the Upper Ross River catchment and the wider Townsville community.

Our school motto of 'Promoting Achievement' challenges students through high expectations and a focus on high academic achievement. At Thuringowa State High School we personalise learning by providing extra academic support and working with families, to ensure every student is striving for excellence. Our iAchieve program challenges our gifted students to excel in areas of interest whilst our extensive Vocational Education Program and Beacon Program allow students to gain industry certification and real-life work opportunities.

All students learn in fully integrated IT classrooms with our iLearn 24/7 Laptop Program allowing student to continue learning at home. Our newly refurbished classrooms, science centre, commercially accredited kitchen and engineering workshop also provide the perfect environment for enhanced learning. The dedicated and professional staff at Thuringowa State High School deliver quality instruction and ensure personal support for students.

Thuringowa State High School values the contribution of sports and culture to a student's development and provides a wide range of opportunities including our award winning theatre restaurant performances. We have a vibrant community spirit which values and celebrates diversity.

At Thuringowa State High School we value safety, respect and responsibility and this ethos is evident throughout our classrooms and school.

Vision

SCHOOL VISION STATEMENT:
Great School. Great Opportunity.

SCHOOL MOTTO:
Promoting Achievement

SCHOOL VISION:
Thuringowa State High School students will achieve personal success in their learning and contribute as responsible and productive citizens.

We do this by:

- Providing a personalised and student-centred approach to learning
- Creating a culture of learning, high expectations and continuous improvement
- Encouraging equity and social justice
- Supporting personal and community well-being
- Developing partnerships with our community
- Recognising diversity
- Celebrating achievement.

Values

- Lifelong Learning - We believe that everyone has the right to learn and can learn.
- Quality Achievement - We strive for high expectations and educational excellence.
- Positive Relationships - We promote a safe environment, respectful interactions and responsible behaviours.
- Connected Communities - We create networks and partnerships across our school community.
- School Pride - We celebrate our school identity, achievements and traditions.

Priorities

Core Priority: Reading

Measures	Targets
1. Improved Reading outcomes for all students.	At least 90% of Year 9 students achieving at or above National Minimum Standard in NAPLAN Reading.
2. Improved School Opinion Survey data.	Students S2049 & Parents S2017 - English Skills are at least equivalent or better than Region data.
Strategies	2014 2015 2016 2017
Implement a schoolwide Reading Program and intervention Support Program.	✓ ✓ ✓ ✓

Core Priority: Writing

Measures	Targets
1. Improved Writing and Literacy outcomes for all students.	At least 85% of Year 9 students achieving at or above National Minimum Standard in NAPLAN Writing.
Strategies	2014 2015 2016 2017
Implement a schoolwide Writing Program (incorporating Spelling, Punctuation and Grammar).	✓ ✓ ✓ ✓

Core Priority: Numeracy

Measures	Targets
1. Improved Numeracy outcomes for all students.	At least 90% of Year 9 students achieving at or above National Minimum Standard in NAPLAN Numeracy.
2. Improved School Opinion Survey data.	Students S2050 & Parents S2018 - Mathematics Skills are at least equivalent or better than Region data.
Strategies	2014 2015 2016 2017
Implement a schoolwide Numeracy Program.	✓ ✓ ✓ ✓

Core Priority: Attainment

Measures	Targets
1. Improved 'Level of Achievement' outcomes for all students.	At least 85% of students are achieving at a 'C' standard or better at the end of Semester Two.
2. Gifted and Talent Program embedded in school curriculum.	At least 10% of students in the Upper Two Bands of Year 9 NAPLAN outcomes.
Strategies	2014 2015 2016 2017
Embed 'Dimensions of Teaching and Learning' and 'Explicit Instruction' approach to teaching.	✓ ✓ ✓ ✓
Implement 'Putting the Faces on the Data' Action Plan.	✓ ✓ ✓ ✓
Implement a Gifted and Talented Program.	✓ ✓ ✓ ✓

Priorities

School Priority: School Curriculum

Measures	Targets
1. Australian Curriculum is implemented and embedded.	School Curriculum Program and approved QSA Work Programs.
2. Junior Secondary Principles are successfully implemented in Year 7, 8 and 9.	All Junior Secondary statement of expectations are at an advanced phase.
3. Improved 'Senior Phase of Learning' outcomes.	Attainment of QCE is at least equivalent or better than State data. Eligible OP 1-15 is at least equivalent or better than State data. Achieved Certificate II or higher qualifications are at least equivalent or better than State data.
4. A disciplined learning environment for all students.	A high level or better for all dimensions of the School Discipline Audit.
5. Implemented 'Learning and Wellbeing Framework.'	
Strategies	2014 2015 2016 2017
Implement the Australian Curriculum for the Learning Areas as released.	✓ ✓ ✓ ✓
Align a whole-school curriculum assessment and reporting plan incorporating Junior Secondary Principles.	✓ ✓ ✓
Implement a Senior Phase Explicit Improvement agenda which incorporates procedures to track, monitor and improve Senior Student outcomes.	✓ ✓ ✓ ✓
Develop and implement strategies to improve student behaviour.	✓ ✓ ✓ ✓
Develop and embed the Learning and Wellbeing Framework.	✓ ✓ ✓ ✓

School Priority: Quality Teaching Practices

Measures	Targets
1. Embedded School Pedagogical Framework.	An outstanding level for Dimensions 5, 6, 7 & 8 of the 2017 Teaching and Learning Audit.
2. Embedded school data practices which informs the teaching and learning cycle.	An outstanding level for Dimension 2 of the 2017 Teaching and Learning Audit.
Strategies	2014 2015 2016 2017
Implement the School Pedagogical Framework - 'Dimensions of Teaching and Learning.'	✓ ✓ ✓ ✓
Implement 'Explicit Instruction' strategies.	✓ ✓ ✓ ✓
Implement strategies associated with 'Putting the Faces on the Data'.	✓ ✓ ✓ ✓
Promote eLearning opportunities for all students.	✓ ✓ ✓ ✓
Provide ongoing high quality professional development.	✓ ✓ ✓ ✓

School Priority: Leadership and School Capability

Measures	Targets
1. Staff engaged in the Developing Performance Framework process.	100% of teaching and non-teaching staff have a Developing Performance Plan.
2. Principal Performance.	Principal has a Developing Performance Plan.
3. Staff receive quality feedback about classroom pedagogy.	Schoolwide Coaching and Development Program. Improved School Opinion Survey - Staff S076
4. Staff receive quality feedback about classroom management.	Schoolwide Coaching and Development Program. Improved School Opinion Survey - Staff S076
5. Instructional Leadership evident from Leadership Team.	Leadership Coaching and Development Program. Improved School Opinion Survey - Staff S076

Priorities

Strategies	2014	2015	2016	2017
Use the Developing Performance Framework as a tool to align teacher capability development with school priorities.	✓	✓	✓	✓
Develop and implement a Principal's Performance Development Plan in negotiation with the ARD.	✓	✓	✓	✓
Implement Coaching & Development program including Peer Observations and Visible Walk-throughs.	✓	✓	✓	✓
Implement Classroom Profiling program.	✓	✓	✓	✓
Access professional development on coaching, development and leadership.	✓	✓	✓	✓

School Priority: Community Connectedness

Measures	Targets
1. A safe, supported and disciplined learning environment is evident throughout the school.	An outstanding level for Dimension 3 of the 2017 Teaching and Learning Audit. A high level or better for all dimensions of the School Discipline Audit.
2. Embedded Parent and Community Engagement strategies.	School Opinion Survey S2032 Parents - This school has a strong sense of community is at least equivalent or better than Region data.
3. Community perception of Thuringowa State High School.	School Opinion Survey - Parents S2035 & Students S2068 'This is a good school' is at least equivalent or better than Region data.

Strategies	2014	2015	2016	2017
Implement Schoolwide Positive Behaviour Support strategies.	✓	✓	✓	✓
Develop and implement policies and procedures regarding attendance, behaviour, uniform and expectations.	✓	✓	✓	✓
Develop and implement Parent and Community Engagement strategies.	✓	✓	✓	✓
Develop procedures to engage parents through regular communication: newsletters, interviews, forums, events, P&C and electronic communication.	✓	✓	✓	✓

Core Priority: Attendance

Measures	Targets
1. School attendance procedures.	At least 90% Official School Attendance data.

Strategies	2014	2015	2016	2017
Develop and implement strategies to improve student attendance.	✓	✓	✓	✓

Core Priority: Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

Measures	Targets
1. Embedded EATSIP strategies.	All School Indigenous Closing the Gap data is at least equivalent or better than State Indigenous Closing the Gap data.

Strategies	2014	2015	2016	2017
Develop and implement an EATSIP program across all school areas.	✓	✓		

Priorities

Core Priority: Transition

Measures	Targets
1. Successful transition for the initial Year 7 to high school students.	At least 75% of Rasmussen & Kelso State Schools students transition to Thuringowa State High School.
2. Ensure a seamless transition from primary school to Thuringowa State High School.	At least 75% of Rasmussen & Kelso State Schools students transition to Thuringowa State High School.
3. Improved transition to employment, training and university for senior students.	Next Step Survey data is at least equivalent or better than Regional Destination data.
Strategies	2014 2015 2016 2017
Connect with Riverway Cluster communities to develop specific transition programs.	✓ ✓
Continue the strong relationships with our Riverway Cluster schools.	✓ ✓ ✓ ✓
Implement Senior Phase of Learning Improvement Agenda strategies including career education, SET Plans and responsive pathways.	✓ ✓ ✓ ✓

Core Priority: Science

Measures	Targets
1. Increased numbers of students selecting senior science subjects.	
Strategies	2014 2015 2016 2017
Successful implementation of C2C science curriculum.	✓ ✓ ✓ ✓

Core Priority: Retention

Measures	Targets
1. Number of Indigenous and at risk students successfully completing a QCE.	Attainment of QCE is at least equivalent or better than State % for Indigenous students. Retention is at least equivalent or better than State %.
Strategies	2014 2015 2016 2017
Case Management of selected Indigenous and at risk students.	✓ ✓ ✓ ✓

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director