



Townsville South State School

Strategic Plan 2017 - 2020



School Profile

Townsville South State School, located two kilometers from Townsville's CBD, has been offering a quality education since 1884. Currently it offers multi-age classrooms and provides both preparatory year and primary education along with an after-school care program. At the time of the 2016 review the classes were - Prep; Prep/1; Yr 1/2; Yr 2/3; Yr 3/4; Yr 4/5/6. Reading has been a high priority during the past 4 years and continues to be a priority in the next QSR. The school values a balanced education - physical, emotional, social and academic growth and development. The P andC strongly supports both student and school activities.

Vision

Learn, Play, Grow Together

Values

- Emotional Well-Being
- Academic Progress
- Social/Behavioural Skills
- Creativity and Imagination
- Sustainability
- Extension and Challenging Activities According to Individual Level
- Sense of Community
- Engaging and Interesting Curriculum
- Physical Education/The Arts
- Sustainability
- Parental Involvement
- Multicultural Awareness
- Extra-Curricular Activities
- Indigenous Cultural Awareness

Improvement Priorities





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Improvement Priorities

Successful Learning

Success indicators

1. That >85% students achieve a C or higher in English, Maths and Science. That >90% students achieve NMS in NAPLAN.
2. That a school wide framework for teaching of mathematics is included in school Teaching and Learning Handbook.
3. Formal process to monitor student attainment and expenditure of targeted funding is included in school Teaching and Learning Handbook.
4. >93% attendance across the school.
5. A differentiation plan is in place for each child, each semester.
6. Individual goal setting process in numeracy, writing and reading.
7. Early childhood partnerships are in place yearly including - teacher visits to childcare centres, transition days and information sessions for parents.
8. Cluster moderation and transition days to high school continue.
9. That community partnerships are reviewed annually with recorded minutes.
10. School-wide approach to Indigenous cultural recognition is formalised and implemented in Teaching and Learning Handbook including annual NAIDOC Day.
11. That data on well-being is collected and analysed annually.
12. School Opinion Survey - S2019 I understand how my child is assessed at this school >90%
13. Parent Opinion Survey - S2015 This school gives my child opportunities to do interesting things. >92%
14. School Opinion Survey - S2012 Student behaviour is well managed at this school. >90%





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Improvement Priorities

Strategies	2017	2018	2019	2020
Continue the current improvement agenda with a sharp, narrow and in-depth focus on the identified priority areas of reading, attendance and the teaching of numeracy.	✓	✓	✓	✓
Develop and implement a school-wide framework for the teaching of mathematics.	✓	✓	✓	✓
Develop processes to monitor student attainment and expenditure of targeted funding, including Indigenous education grants and Investing for Success (I4S).	✓	✓	✓	✓
Continue promotion of regular school attendance, to address the varying attendance of Indigenous students.	✓	✓	✓	✓
Develop a formal process for identifying and addressing individual student needs.	✓			
Extend the policy of setting individual learning goals for reading to other school priority areas.	✓	✓	✓	✓
Continue to develop strategic relationships with transition to Prep providers in the local area to facilitate transition.	✓	✓	✓	✓
Continue to develop relationships with cluster schools and the high school.	✓	✓	✓	✓
Continue to review community partnerships to ensure their strategic purposes to enhance student learning outcomes.	✓	✓	✓	✓
Formalise a school-wide approach to supporting and recognising local Aboriginal and Torres Strait Islander perspectives and Multicultural recognition	✓	✓	✓	✓
Establish a plan for the collection of data in relation to the levels of student wellbeing.	✓	✓	✓	✓
Develop consistent school protocols for communicating student learning and assessments on a term-by-term basis to parents and caregivers.	✓	✓	✓	✓
Make adjustments to the school curriculum plan and assessments to foster engagement, interest, imagination and creativity.	✓	✓	✓	✓
Implement proactive behaviour skills from School Responsible Behaviour Plan to support students to demonstrate responsible behaviour.	✓	✓	✓	✓





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Quality Teaching

Success indicators

1. A coaching, teaching observation and feedback process is formalised in the Teaching and Learning Handbook and implemented. Staff Opinion Survey - S2103 This school encourages coaching and mentoring activities 100%
2. Annual training provided on data collation and analysis in School Professional Learning Plan in Teaching and Learning Handbook. That all student mark data, diagnostic data and support data is stored in OneSchool for ongoing analysis.
3. Student Opinion Survey - S2057 My schoolwork challenges me to think. >95%. That >25% of students achieve Upper two bands in Reading and Numeracy.
4. That all students have an individual differentiation plan in place each semester recorded in One School.
5. That moderation occurs a minimum of three times per year with other schools.
6. School Opinion Survey - S2050 My Maths skills are being developed at my school. >95%
7. School Opinion Survey - S2018 My child's Mathematics skills are being developed at this school. 100%
8. That the mean scale score in writing is statistically similar to the nation.





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Improvement Priorities

Strategies	2017	2018	2019	2020
Formalise and implement processes for coaching, teaching observation and feedback.	✓	✓	✓	✓
Continue to develop staff members' effectiveness and skills in the consistent collation, discussion and analysis of data.	✓	✓	✓	✓
Develop and implement consistent practices to challenge and extend high-achieving students.	✓	✓	✓	✓
Collaboratively review and refine the school's curriculum framework to strengthen alignment with the school's pedagogical framework and assessment matrix.	✓	✓		
Develop and implement school-wide processes for recording differentiation practices for individual students.	✓	✓	✓	✓
Develop and implement a school professional learning plan with associated budget and timelines.	✓	✓	✓	✓
Continue to develop formal moderation processes and explore opportunities for external moderation and professional learning with other schools.	✓	✓	✓	✓
Continue to develop a professional learning community to foster collaborative teaching and learning practices.	✓	✓	✓	✓
Develop consistency in the teaching of mathematics through the development of a school mathematics framework for inclusion in the school Teaching and Learning Handbook.	✓	✓	✓	
Provide Coaching and Professional Development for staff members in the implementation of the school framework for the teaching of mathematics and Explicit Instruction model to ensure consistent implementation of an engaging and challenging curriculum in mathematics.	✓	✓	✓	✓
Continue to embed the pedagogical framework to develop an agreed and common language of pedagogy in mathematics across the school.	✓	✓	✓	✓
Consistently implement aligned writing practices across the school.	✓	✓	✓	✓
Consistently implement the whole school strategy for the teaching of writing.	✓	✓	✓	✓
Support the delivery of the The Arts and engage parental/community support.	✓	✓	✓	✓

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

