

TOWNSVILLE CENTRAL STATE SCHOOL  
2024 ANNUAL IMPLEMENTATION PLAN



Educational  
achievement



Wellbeing and  
engagement



Culture and  
inclusion

| School priority 1  |                     | Improve Year 3 and Year 6 students' Level Of Achievement in English to 85% achieving an A, B or C by the end of Semester 2, 2024 by implementing structured synthetic phonics in Years 3-6   |  | Phase   | Developing – D<br>Implementing – I<br>Embedding – E<br>Reviewing – R                           | School priority 2   |   | Improve the outcomes of students with additional needs by developing and implementing a new Multi-Tiered System of Support for case management   |  | Phase  | Developing – D<br>Implementing – I<br>Embedding – E<br>Reviewing – R                           |
|--|---------------------|--|--|---|--|---|---|--|--|--|--|
| Link to school review improvement strategy:  |                     | *Identify the key priorities to improve student outcomes, and prioritise the development of leadership resoures and staff meeting times to align with this<br>*Continue to support Teacher Aide professional learning on a regular schedule.<br>*Ensure that new ways of working for Teacher Aides that have been implemented, including clarity of roles and improvements in communicaiton, are maintained. |  |   |  | Link to school review improvement strategy:   |   | *Allocate time for leaders to proactively plan and schdule focussed work on developing quality assuring curriculum, recording reasonable adjustments and building collaborative planning teams<br>*Use the whole-school differentiation tool to promote engagement in the case management process as part of the initial semester planning meetings<br>*Collaboratively develop a whole-school approach to reducing the number of N grades awarded to students eac h reporting cycle<br>*Continue to engage with regional support on a regular basis, including ...ongoing Principal Advisor – Teaching and Learning (PATEL) support and Principal Education Officer – Student Services (PEO-SS) advice on inclusive practices<br>*Collaboratively develop a whole-school framework, incorporating the mental health action plan, Reconciliation Action Plan (RAP), and PBL action plan ...to positively impact staff and student wellbeing and engagement |  |  |  |
| Strategy/ies   |                     | Implement the use of structured synthetic phonics in Years 3 to 6 to improve reading, spelling and writing.  |  |   |  | Strategy/ies  |   | Develop and implement a new Multi-Tiered System of Support for case management   |  |  |  |
| Actions including Responsible officer(s)   |                     |  |  | Resources   |  | Actions including Responsible officer(s)  |   |  |  | Resources  |  |
| *Coach and mentor staff in planning and teaching structured synthetic phonics lessons embedded in the English curriculum, and planning and conducting test instruments in PLD<br>*Conduct data conversations with staff to review the efficacy of practice, the impact of practice, and planning next steps in practice to improve student achievement in English by the end of each unit, and by the end of Semester 1 and Semester 2 |                     |  |  | *Staffing allocation<br>*Release time for collaborative planning and moderation |  | *(Re-)Develop the school's approach to case management of students with additional needs through collaborative inquiry<br>*Collaboratively develop roles and responsibilities for case managers of students with additional needs<br>*Plan for sustainable implementation and review of a Multi-Tiered System of Support across the lifespan of the new School Strategic plan<br>*Implement a plan for scheduled data and case management conversations |   |  |  | *Staffing allocation<br>*Release time for co-design, co-plan, co-review, and moderation<br>*2024 Class Differentiation Tool<br>*PFD/Staff Workshops  |  |
| End Term 4   | Measurable outcomes | Students in Years 3 and 6 will improve their English Level Of Achievement to Cs, Bs or As by the end of Semester 2 through the use of structured synthetic phonics to improve their reading, spelling and writing skills   |  |   |  | End Term 4  | Measurable outcomes   | *All class teachers have participated in release time for co-design, co-plan, co-review, and moderation<br>*All class teachers use the 2024 Class Differentiation Tool<br>*All staff have participated in professional development related to their role in a MTSS<br>*All class teachers will participate in scheduled data and case management (CM) conversations for identified students.<br>*Data and CM conversations will draw on planned adjustments and assessing impact of adjustments documented in the whole-school/class differentiation tool.<br>.The service agreement is reviewed and redeveloped with the Wellbeing officer (psychologist)   |  |  |  |
|  | Success criteria    | Behaviourally:<br>Students can/will: be able to decode text at their level to read, spell and write<br>Teachers can/will: be able to plan, teach and analyse data on structured synthetic phonics from Prep to Year 6<br>Leadership team can/will: be able to lead and review progress of implementation of structured synthetic phonics to improve reading, spelling and writing.                           |  |   |  |   | Success criteria  | Behaviourally:<br>Students can/will: identify their learning goals and achievements within a MTSS<br>Teachers can/will: Teachers can/will: co-develop, document and review case management of students within a MTSS; and confidently engage with the school's student referral process for academic, social/emotional and/or behavioural needs<br>Wellbeing officer (psychologist) can/will: implemented two six-month cycles of Tier 2 support for identified students within a new service agreement<br>Leadership team can/will: lead, support, monitor and review complex case management within a Multi-Tiered System of Support   |  |  |  |
|  | Artefacts           | 2024 Data Action Plan  |  |   |  |   | Artefacts   | *2024 Class Differentiation Tool<br>*2024 Data Action Plan<br>*Term calendars – professional development<br>*2024 NCCD Audit   |  |  |  |
|  | Measurable outcomes | Success criteria   |  | Artefacts   | Monitoring   |   | Measurable outcomes   | Success criteria   |  | Artefacts  | Monitoring   |
| End Term 1   |                     | Behaviourally:<br>Yr 3 Students can/will: start to learn how to decode to improve reading, spelling and writing<br>Teachers can/will: complete training in SSP (PLD) and plan lessons<br>Leadership team can/will: coach and mentor staff to plan lessons and review the efficacy of their teaching aligned to PLD   |  | 2024 Data Action Plan tracking tool   | Green –on track<br>Yellow – underway<br>Magenta – yet to commence<br>Complete end of each term | End Term 1  | .Students are identified within a MTSS for Tier 1, 2 and 3 case management within term data cycles<br>.A service agreement is developed with the Wellbeing officer (psychologist)<br>.PLRs for 2024 are co-developed and approved<br>.All classes have PBL behaviour management tools.<br>.All classes have class differentiation tools | Behaviourally:<br>Students can/will: identify their learning goals and achievements within a MTSS<br>Teachers can/will: learn to co-develop, document and review case management of students within a MTSS; and be mentored to engage with the school's student referral process for academic, social/emotional and/or behavioural needs<br>Wellbeing officer (psychologist) can/will: co-develop a new service agreement and complete the first ten-week cycle of support for two students<br>Leadership team can/will: Articulate and share the 2024 Vision for MTSS: lead, support, monitor and review complex case management within a Multi-Tiered System of Support, through a range of scheduled training workshops with staff based on roles   |  | .Service agreement – wellbeing officer<br>.Term 1 PD plan<br>*Whole-school/class differentiation tool<br>*Class PBL management tool<br>*Personalised Learning Records (PLRs)<br>*PLD screeners | Green –on track<br>Yellow – underway<br>Magenta – yet to commence<br>Complete end of each term |

|   |  |   |                                     |  |            |   |   |  |  |
|---|--|---|-------------------------------------|--|------------|---|---|--|--|
|   |  |   |                                     |  |            |   |   |  |  |
| End Term 2  |  | <b>Behaviourally:</b><br>Yr 3 Students can/will: improve their English LOA from Sem 2, 2023 to achieve an A, B or C by developing their reading, spelling and writing skills<br>Teachers can/will: plan lessons and review PLD diagnostic and summative data to influence their teaching and class academic case management<br>Leadership team can/will: coach and mentor staff to plan lessons and review diagnostic and summative data to influence their teaching and class academic case management | 2024 Data Action Plan tracking tool | Green –on track<br>Yellow – underway<br>Magenta – yet to commence<br>Complete end of each term | End Term 2 | .Students are identified within a MTSS for Tier 1, 2 and 3 case management within term data cycles<br>.The service agreement is co-reviewed with the Wellbeing officer (psychologist)<br>.PLRs for Sem 1 2024 have 10 weeks of evidence<br>.All classes have PBL behaviour management tools.<br>.All classes have class differentiation tools | <b>Behaviourally:</b><br>Students can/will: be able to identify their learning goals and achievements within a MTSS that includes the '5 Questions Model'<br>Teachers can/will: begin to independently co-develop, document and review case management of students within a MTSS; and be supported to engage with the school's student referral process for academic, social/emotional and/or behavioural needs within the Gradual Release of Responsibility (GRR)<br>Leadership team can/will: Share the progress of the 2024 Vision for MTSS: lead, support, monitor and review complex case management within a Multi-Tiered System of Support, through a range of ongoing scheduled training workshops with staff based on roles that move through the GRR and include regular data and CM conversations  | *No of PLRs commenced<br>*Tracking completion of PLRs for NCCD Audit in August<br>*2024 NAPLAN results in Spelling<br>*PLD screeners<br>*Semester 1 reporting data | Green –on track<br>Yellow – underway<br>Magenta – yet to commence<br>Complete end of each term |
| End Term 3  |  | <b>Behaviourally:</b><br>Yr 3 Students can/will:<br>Teachers can/will:<br>Leadership team can/will:   | 2024 Data Action Plan tracking tool | Green –on track<br>Yellow – underway<br>Magenta – yet to commence<br>Complete end of each term | End Term 3 | .Students are identified within a MTSS for Tier 1, 2 and 3 case management within term data cycles<br>.PLRs for Sem 1 2024 have been moderated and submitted for the Aug NCCD Audit   | <b>Behaviourally:</b><br>Students can/will: be able to identify their learning goals and achievements within a MTSS that includes the '5 Questions Model'<br>Teachers can/will: independently co-develop, document and review case management of students within a MTSS; and be supported to engage with the school's student referral process for academic, social/emotional and/or behavioural needs within the Gradual Release of Responsibility (GRR); as well as document adjustments for the NCCD Audit in August with 10 weeks of evidence for identified students<br>Leadership team can/will: Monitor and support staff for the NCCD audit in August to achieve the 2024 Vision for MTSS: lead, support, monitor and review complex case management within a Multi-Tiered System of Support, through a range of ongoing scheduled training workshops with staff based on roles that move through the GRR and include regular data and CM conversations | Successful NCCD Audit in August<br>2024 NAPLAN results in Spelling<br>Semester 1 reporting data  | Green –on track<br>Yellow – underway<br>Magenta – yet to commence<br>Complete end of each term |
| <b>Approvals</b><br>This plan was developed in consultation with the school community and meets school needs and systemic requirements.<br><br>PrincipalP&C/School CouncilSchool Supervisor |  |   |                                     |  |            |   |   |  |  |