

TOWNSVILLE CENTRAL STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1	Improve the Level of Achievement in English	Phase	<i>Developing – D; Implementing – I; Embedding – E; Reviewing - R</i>
Link to school review improvement strategy:	(1) Identify the key priorities to improve student outcomes and prioritise the deployment of leadership resources and staff meeting times to align with this. (2) Continue to engage with regional support on a regular basis, including the School Supervisor and school improvement coach, ongoing Principal Advisor – Teaching and Learning (PATL) support and Principal Education Officer (PEO) – student services advice on inclusive practices. (5) Use the whole-school differentiation tool to promote engagement in the case management process as part of the initial semester planning meetings (6) (i) Identify the key priorities to improve student outcomes, and prioritise the development of leadership resources and staff meeting times to align with this; (ii) *Continue to support Teacher Aide professional learning on a regular schedule. (iii) Ensure that new ways of working for Teacher Aides that have been implemented, including clarity of roles and improvements in communication, are maintained. (8) Collaboratively develop a whole-school approach to reducing the number of N grades awarded to students each reporting cycle.		
Strategies	1. Engage in the four phases of <i>moderation</i> 2. Implement <i>reading</i> through the curriculum 3. Implement a whole school approach to <i>pedagogy</i> that also supports Culturally And Linguistically Diverse (CALD) students 4. Further develop Multi-Tiered Systems of Support (MTSS) using Universal Design for Learning (UDL) to support all students at Tier 1 stage (Quality Differentiated Teaching Practices)		
Measurable outcomes	Monitoring: <i>Green – on track; Yellow – underway Magenta – yet to commence; Complete end of each term</i> *Reduce students achieving Ds, Es and Ns each semester through Effective Case Management *Improve students achieving an A or a B in English LOA *Improve Year 3 and Year 5 NAPLAN Reading scores *Improve Year 3 and Year 5 NAPLAN Writing scores *Improve Staff Opinion Survey agreement response to Q ‘Students with disabilities at this school are supported.’ *Improve Staff Opinion Survey agreement response to Q ‘This school is well-managed.’		
Actions	Responsible officer(s)	Success criteria – End Term 4 Behaviourally:	
1. Enact interdependent Effective Case Management of students’ needs by the end of Semester 2.	Principal and HOSES	Students can/will: achieve an A, B or C in English as an assessment-literate student; become independent participants in Reciprocal Teaching sessions in any curriculum area through the Gradual Release of Responsibility Teacher Aides can/will: enact training in the use the principles of UDL to support identified students and document moderated Progress Notes on OneSchool Personalised Learning Records; support students to demonstrate fluency in writing all sentence types; Teachers can/will: independently and regularly use consistent whole-school processes to identify groups and individual students who require tailored supports, and then enact these supports; co-develop, document, and review case management of students achieving A-N in English within a MTSS, (PLRs, moderation); select and employ effective pedagogical practices and teaching strategies in Central’s ‘2025 Agreed Signature Pedagogies’ demonstrating a ‘Circle Of Practice’ ST:LaN can/will: support building Teacher Aide capability by co-leading workshops in the principles of Universal Design for Learning (UDL) and Reading in the curriculum using the Gradual Release of Responsibility; conduct Inquiry Cycles to implement a range of shared and dialogic reading routines to build students’ language comprehension skills Cluster HODC can/will: Support staff with scheduled workshops to complete identified tasks using the Gradual Release of Responsibility School Psychologist and Guidance Officer can/will: participate and contribute to the Student Services Team case management within the school’s MTSS HOSES can/will: moderate and build staff capability in using UDL and creating and maintaining PLRs; build Teacher capability in planning, teaching and documenting reasonable adjustments that support Central’s ‘2025 Agreed Signature Pedagogies’ including UDL Principal can/will: allocate the right support at the right time for active and interdependent staff participation in the school’s MTSS and PD Plan so all students can achieve an A, B or C in English; lead the implementation of a whole-school approach to pedagogy – Central’s ‘2025 Agreed Signature Pedagogies’	
2. Implement Student Work At The Table (SWATT) MODERATION practices at the During Moderation-Phase to identify reasonable adjustments within Multi-Tiered Systems of Support in Term 1.	Cluster HODC		
3. Conduct collaborative workshops where the Cluster HOD-C and teachers co-develop reasonable adjustments for assessment tasks at the Before-Moderation Phase in Semester 1 .	Cluster HODC		
4. Implement the whole school approach to pedagogy developed in Term 4, 2024 , to support CALD students.	Principal		
5. Build Teacher capability in the principles of Universal Design for Learning (UDL) by conducting professional development workshops by the end of Semester 2 .	HOSES		
6. Build Teacher and Teacher Aide capability in the V9 Reading Portal ‘Reading through the Australian Curriculum’ Modules by the end of Semester 1 .	ST:LaN		
7. Implement consistent shared and dialogic reading routines to build students’ language comprehension skills by the end of Semester 2 .	ST:LaN		
8. Develop whole-school fluency routines and writing about reading routines to support students’ understanding of complex texts by the end of Semester 2 .	ST:LaN		
9. Use the ‘5 Questions for Students’ within routine walk-throughs and classroom observations to develop students’ assessment-literacy to articulate their learning throughout Term 1 - Term 4 .	Principal		
Approvals			
This plan was developed in consultation with the school community and meets school needs and systemic requirements.			
Principal	P&C/School Council	School Supervisor	