

TRINITY BAY STATE HIGH SCHOOL 2024-2027 SCHOOL STRATEGIC PLAN

School profile
Trinity Bay State High School (TBSHS) is an Independent Public School located in the suburb of Manunda in Cairns. The school has approximately 1860 students enrolled in Years 7-12. 37% of students are Indigenous, 47% of students speak English as an additional language. Over 40% of students come from low socio-economic households and has an ICSEA of 901. TBSHS has 5 excellence programs that provide value added programs to its students and community.

Vision and mission
School vision: To engage and enable students to achieve meaningful personal and future life pathways.
Mission: To provide high quality teaching that engages students in active learning to become global citizens of the 21st century.



- School review key improvement strategies**
- Collaboratively develop an intervention process that encompasses agreed clearly defined universals, roles, responsibilities then action to engage all students in learning
 - Develop the capability of all staff to be culturally aware to effectively engage all students
 - Embed a student focus into the initial steps of the agreed whole-school moderation process in all Before Moderation juncture meetings.
 - Collaboratively develop a differentiated implementation plan for all junctures of the moderation process with associated exemplars.
 - Implement the developing timetable restructure to ensure moderation with fidelity for all.
 - Strengthen the critical friend role in building capacity within faculties in both moderation and The *Learner First* agenda.
 - Differentiate ongoing professional learning for teachers in the use of The *Learner First* strategies

- School priorities**
- Improve teaching to enhance and elevate educational achievement
 - Maximise student engagement and wellbeing
 - Strengthen partnerships with our community to deepen positive school culture and pride

School priority 1: Improve teaching to enhance and elevate educational achievement

1. Embed full Moderation cycle consistently in all faculties
2. Review, revise and embed data systems that inform improvements in student educational achievement
3. Implement Inclusive practices aligned with Departmental policy and procedures
4. Deliver *Valid, Reliable and Accessible* (VR&A) curriculum, aligned to P-12 Framework, to all students in all classes
5. Review, revise and embed Teaching and Learning (T&L) *Standards of Practice* (SOPs) with fidelity in all faculties to ensure consistent implementation of T&L systems

- Strategies**
1. Develop leader and teacher capability to successfully implement moderation processes, ensuring the learner is at the centre of planning, pedagogy and assessment.
 2. Implement a cycle of inquiry to build leader and teacher capability to use data to inform teaching and learning practices
 3. Build capability of teachers and leaders to effectively cater for the diverse needs of students aligned to DoE Inclusive Education Policy
 4. Develop leader and teacher capability to design, implement and report on efficacy of academic curriculum
 5. Embed collaboratively reviewed, revised and redesigned *Standards of Practice*

- Observable Behaviours**
1. All leaders and teaching staff confidently engage in all stages of Moderation Cycle.
 2. Teachers and leaders confidently use data to inform application of differentiated strategies for students in all classes.
 3. Leaders and teachers use *inclusive education signposts* for school improvement to design and implement systems that embed inclusive practices into everyday routines
 4. Leaders and teachers plan, document, retain, monitor and report on the systematic delivery of VRA curriculum aligned to published plans
 5. Leaders engage teachers in review and revision of SOPs, successfully implementing, with fidelity, in all faculties.

- Desired outcomes**
1. Teachers demonstrate an increase in confidence, capability and value in TBSHS Moderation processes.
 2. a) Teachers and leaders demonstrate an increase in confidence and capability to use data to inform teaching practice.
 2. b) Student engagement improves
 3. Reports on progress of improvement work indicate progression from emerging to establishing and leading during 2024-27
 4. Aligned with published school systems, VR&A curriculum is delivered to every student in every class every lesson
 5. Reviewed SOPs evident in classroom planning and practice

School priority 2: Maximise student engagement and wellbeing

1. Implement Multi-Tiered Student Support (MTSS) systems to provide targeted and intensive supports to maximise student engagement and wellbeing
2. Develop leader and teacher capability to embed practices that develop the Social Emotional Learning (SEL) skills of students aligned to *Learner First* capabilities
3. Develop leader and teacher capability to empower students to have agency and voice that shapes their learning, wellbeing and experience of school
4. Review, revise and map all student personal and social capabilities at key transition junctures

- Strategies**
1. a) Design, implement, monitor and review MTSS systems
 - b) Develop identified staff capability needs to deliver targeted and intensive supports for referred students
 2. Develop capability of staff to embed SEL capabilities *and* academic capabilities into classroom practice aligned to school documentation and P-12 Framework
 3. Embed practices, aligned with collaboratively agreed definition of student voice and agency, into moderation cycle and T&L standards of practice
 4. Implement cycle of inquiry to review, revise and map student personal and social capabilities at key junctures 6-7; 9-10; 10-11 and 12-post to define universal attributes for all students

- Observable Behaviours**
1. a) All referrals from staff, students and families are actioned in alignment to the published system
 - b) All staff who provide targeted or intensive support have the knowledge, skills and application to implement plans
 2. Staff have confidence to use capability rubrics to align, teach and report on student SEL achievement
 3. Students report that teachers empower them to be active participants in their learning
 4. Teachers and leaders use published capabilities to inform and guide planning and classroom practice

- Desired outcomes**
1. All staff providing targeted and intensive supports confirm increased capability to assist student engagement and wellbeing
 2. All teaching staff confirm increased capability to align, teach and report on student SEL capability attainment
 3. a) Students report that teachers provide opportunities for students to exercise authentic agency in their own learning
 - b) Students report that teachers empower them to have a democratic voice in the running of the communities in which they learn
 4. Students reflect and report on their progress in achieving personal and social capabilities at key junctures

School priority 3: Strengthen partnerships with our community to deepen positive school culture and pride

1. Design and implement Positive Behaviour for Learning (PBL) to create a safe, respectful and responsible learning environment
2. Embed positive partnerships with learners, parents and community through authentic communication
3. Develop the cultural capability of all staff to effectively engage with the diversity of students, staff and community, creating a cohesive environment where all community members feel a sense of belonging
4. Maximise staff health and wellbeing, recognising the resulting benefits for both staff and students

- Strategies**
1. Develop school-wide capability to embed the principles and concepts of PBL in all settings at all times
 2. Design and implement proactive communication systems that establish and sustain productive learning and social relationships with learners, parents and community
 3. Implement cycle of inquiry to maximise staff and student capability to create and contribute to a diverse, culturally safe and connected environment.
 4. Embed model for staff wellbeing, aligned to DoE framework, into school culture and systems

- Observable Behaviours**
1. a) Positive, safe and supportive behaviours are modelled and celebrated by all members of the school community
 2. Staff, students and parents model positive and authentic relationships that support student learning
 3. Staff model culturally appropriate behaviours to colleagues, students and community members
 4. Staff model behaviours that represent the *T-Bay Way*

- Desired outcomes**
1. a) All school community members speak and act with pride. Opinion survey data in each relevant concept improves for parents, students and staff
 - b) Teachers effectively manage Tier 1 behaviours through a range of ESCMs and PBL strategies.
 2. Parents, staff and students report increases in key SOS partnerships measures
 3. Staff and students demonstrate an increase in confidence and capability to implement culturally appropriate behaviours
 4. Staff Pulse Data >75%

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

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