

Torquay State School Explicit Improvement Agenda 2021 and Implementation Plan



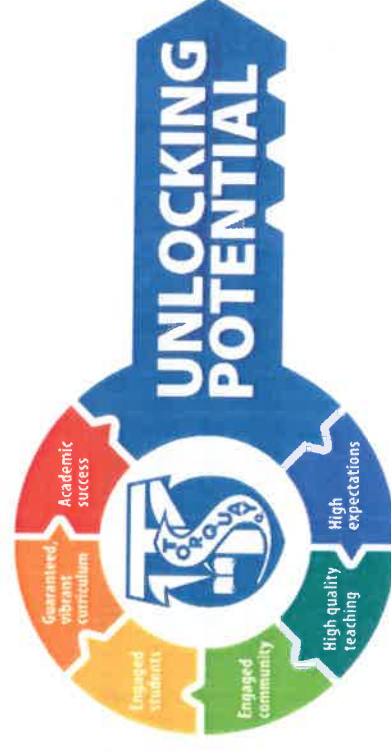
As we focus on every child succeeding, 2021 sees a continuing sharp and narrow focus on the implementation of the Australian Curriculum through:

- *Creating and maintaining a culture that promotes learning:*
 - Improving student behaviour through consistent management,
 - Improving staff morale
 - Inclusive education.
- *Systematic curriculum delivery and academic success;*
 - Specific focus on English,
 - Effective use of learning walls,
 - Implementing the diverse learner's plan, including Identifying and extending effective pedagogical practices targeting individual students and documentation.
 - Integrated units of work.

Our focus



Our commitment to achieving our school vision, “A community that values clever, skilled, creative and aspiring learners” is being achieved through high expectations for all students, supported by quality teaching and consistently implemented programs within a culture of collaboration and feedback.



This Annual Implementation Plan for 2021 is based on our departments' focus on Every Child Succeeding and North Coast Region's leadership challenges and most importantly our school's 2020 – 2023 4 year Strategic Plan. We continue to use the School Improvement Model to plan with precision.

The focus of our work in 2021 is to see, hear and feel positivity, for our kids and about our kids, each other and the school. We expect to see, hear and feel the development and continuation of strong relationships designed to improve the future for our kids and to help them to unlock their potential. We expect that the collaborative relationships and structures that we have planned will have a significant impact for our own job satisfaction and student outcomes. I expect our focus on wellbeing will be a shared responsibility.

We will align our resources, teaching to focus on increasing the number and percentage of students succeeding.

Our Annual Implementation Plan and Explicit improvement agenda will continue to be shared with our community and has been endorsed by our P&C President on behalf of the school community.



Heidi Dallimore
Principal 12 / 3 / 2021

Nicole Reed
P&C Representative 12 / 03 / 2021



Ann Campbell
Lead Principal 19 / 04 / 2021

Systematic curriculum delivery and academic success; Specific focus on English and effective use of Learning Walls

What are we going to achieve?	How will it be achieved?	What are the timelines? What are the resources required?	What is the intentional collaboration leading to collective efficacy?	How will we know if we are successful and how will this be celebrated/shared?
<p>Lifting the performance of each child</p> <p>High quality teaching</p>	<p>Class teachers will identify two students to specifically target for improvement. Collaborative planning in PLCs to identify barriers to learning and high yield strategies in tiers 1,2 and 3. Principal will monitor their progress</p> <p>Involvement in Network 6 of Leading teaching and learning with Clarity.</p> <p>Allocation of teacher aide time will enable targeted and coordinated support</p> <p>Principal will monitor and share for collaborative analysis whole school and cohort data</p> <p>Engage in cross school moderation.</p>	<p>Week 4 each term</p> <p>progress tracked</p>	<p>HOD C and principal will work with teaching staff in PLCs</p> <p>Intensive teaching team</p> <p>Teacher aide allocation</p> <p>HODC and Principal and 2 teachers for Sharrat work</p>	<p>Increased A-C results for students in English</p> <p>By end of 2021 C or better:</p> <p>Prep 80% 28 students</p> <p>Yr1 80% 29 students</p> <p>Yr2 80% 38 students</p> <p>Yr3 80% 30 students</p> <p>Yr4 85% 38 students</p> <p>Yr5 85% 48 students</p> <p>Yr6 80% 42 students</p> <p>Increased capability and confidence of staff to cater for diverse needs</p>
<p>Highly effective use of Learning Walls</p>	<p>Teachers will use pre-moderation planning and ongoing curriculum focus to develop highly effective learning walls</p> <p>Post moderation will lead to specific areas to target cohortally or school wide which will be incorporated into the next unit's learning walls</p>		<p>Hod C leads the development of learning walls</p> <p>Teachers share resources</p> <p>Whole staff learning wall walks</p>	<p>Students use the learning walls and can articulate the chunks of learning they need to focus on to improve.</p>
<p>Quality analysis and use of data</p>	<p>Pre and post moderation of units and student work will identify areas of focus combined with analysis of reading and spelling data.</p> <p>Develop a tool to track phonemic knowledge P-2</p>	<p>Weeks 4 and 9</p> <p>By end of semester 1</p>	<p>Cohort planning and sharing</p>	<p>Data informed teaching</p>

Systematic curriculum delivery and academic success; Integrated units of work.

What are we going to achieve?	How will it be achieved?	What are the timelines? What are the resources required?	What is the intentional collaboration leading to collective efficacy?	How will we know if we are successful and how will this be celebrated/shared?
Enable student engagement with an innovative and compliant curriculum approach	Analyze A/C requirements and standards across KLAs and develop units of work that sensibly combine curriculum requirements and are contextualized. Plan units and associated assessment tasks so that the distinct flavour of each KLA is maintained and there is integrity of assessment and standards. Support teachers to focus on improving learning for each individual student through innovative curriculum approaches and reflective pedagogical practices	Using flexible PFD hours for term planning week 9 Data plan	HOD-C leads curriculum planning with cohorts and Intensive teaching teams	Student engagement Family interest in what children are learning Better timed assessment tasks to reduce overload Increased student achievement
Full implementation of our guaranteed and vibrant curriculum	Consideration for combining and timing of assessment tasks. Track units using multi age cycles. Support teachers to consistently use planning templates incorporating data analysis, differentiation, pre and post moderation. Identify where to embed digital technology within existing curriculum. Align success criteria to intended curriculum and GTMJ, informing student learning goals and lesson intent.	Ongoing PLC and CCT HOD C	All Calibration of student feedback conversations	Consistency of standards Teachers have deep understanding of Australian Curriculum Planning templates used Curriculum reviewed

What are we going to achieve?	How will it be achieved?	What are the timelines? What are the resources required?	What is the intentional collaboration leading to collective efficacy?	How will we know if we are successful and how will this be celebrated/shared?
<p>Increase time focused on learning through improved student behaviour</p> <p>Consistent management of behaviour</p>	<p>Continue implementation of PBL with fidelity, Unpack behaviour management processes, increased consistency and accountability with management of behaviour in classroom and non-classroom settings</p> <p>Identified Tier 2/3 students to have an IBSP created through the lens of functional behaviour - monitored and reviewed</p> <p>Develop case management team</p>	<p>All year</p> <p>PD updates/refreshers of PBL process</p> <p>Data Drops fortnightly</p> <p>One-Stop-Shop</p> <p>Behaviour documents accessible/reviewed/ Milbi Market tokens accessible</p> <p>All year (cross-check with One School data)</p> <p>IBSP template plan with on-going monitoring and reviews</p> <p>One School data</p> <p>CCT allocation for meetings</p>	<p>Whole staff (PBL team)</p> <p>Parents and students</p> <p>PBL regional co-ordinator/s</p>	<p>Reduction in major behaviour incidents,</p> <p>Reduction in SDA's,</p> <p>Increase in rewards day attendance,</p> <p>All students access Milbi Market TRS/DRT/visitors feedback that this is a good school.</p> <p>Improvement in identified student behaviour – acknowledge/reward positive change.</p> <p>Staff/student/family knows and feels they are being supported.</p>
<p>Increase time focused on learning through improved student attendance</p>	<p>Target students with a greater than 20% absence</p> <p>Create champions for these students</p> <p>Increase family contact</p> <p>DP will generate and analyze data weekly and identify a team to work as champions and contacts</p>	<p>Weekly focus for individuals and fortnightly data analysis whole school</p> <p>Increased admin support</p>	<p>Key stakeholders for the individual ie. class teacher, parent/carer, student, case manager, GO, administration.</p> <p>PBL regional co-ordinator/s, GOSEW</p>	<p>Increase in the number of children gaining a C or better in English.</p> <p>Decrease in the # of students with greater than 20% absence</p>
<p>Introduction to the Berry Street Education Model</p> <p>Trauma informed learning and science of wellbeing.</p>	<p>Initial 4 day professional learning</p> <p>Introduce to staff through teaching and non-teaching staff meetings</p> <p>Use evidence based strategies to support all students</p>	<p>24/25th March – initial 2 days</p> <p>21/22nd April – final 2 days</p> <p>PD delivered by Berry Street Education presenters</p>	<p>DP, HOSES, 2 x class teachers to attend</p>	<p>Use of strategies to assist students</p> <p>Improved relationships staff/students</p>

Creating and maintaining a culture that promotes learning;

Improving staff morale

What are we going to achieve?	How will it be achieved?	What are the timelines? What are the resources required?	What is the intentional collaboration leading to collective efficacy?	How will we know if we are successful and how will this be celebrated/shared?
Increase in staff morale and well being	Staff well being team will implement Happy Schools Project Well Being Focusing on building resilient and flexible staff mindset Continuing to focus on a positive and respectful school environment	Commencing Jan pfd's, meeting twice per term, staff meeting focus twice per term Weekly events and activities	Staff well being team to lead and model	SOS data improves Staff report satisfaction Visitors report a positive school tone

Creating and maintaining a culture that promotes learning;

Inclusive education.

Systematic curriculum delivery and academic success;				
Implementing the diverse learner's plan, including Identifying and extending effective pedagogical practices targeting individual students and documentation.				
What are we going to achieve?	How will it be achieved?	What are the timelines? What are the resources required?	What is the intentional collaboration leading to collective efficacy?	How will we know if we are successful and how will this be celebrated/shared?
Embed inclusive practices in all aspects of school life Ensuring that all staff believe that all students will learn successfully	Support staff to understand diversity Support so they can identify barriers/specific needs, plan and document effectively and provide quality teaching De-mystifying human rights and strengthening staff confidence and capability when considering human rights in decisions-making Implement the Diverse Learners' Plan with fidelity Developing a process to identify T1 and T2 students. Referrals to SSS will be timely and have effective outcomes	Ongoing Weekly planning Significant investment through staffing and 14s for employment of intensive teaching team	HOSE and HODC lead the Intensive teaching team Intensive teaching team plans collaboratively within cohort PLCs	Every child can name two staff champions Increase in the number of children gaining a C or better in English. Students achieving successfully on ICPs Reduced SDAs

School Community Partnerships

What are we going to achieve?	How will it be achieved?	What are the timelines? What are the resources required?	What is the intentional collaboration leading to collective efficacy?	How will we know if we are successful and how will this be celebrated/shared?
A functioning P&C	Personal invitation to families Education and support for executive committee Exploring the costs associated with externalizing the treasurer's role	End of Semester 1 Monthly meetings	Engaging with school families	Tuckshop recommences P&C functions effectively
Effective co-ordination of inter agency support	Gather and document available external agency support and referral processes	Mid term 2	GO and KindyInQ AO	
A highly sought after and full KindInQ program	Considerable focus on find the "invisible" 3yos within the community High quality program and experiences Partner with Kindy Providers	End of term 1		Increased number of children transitioned to Kindy
Strengthened relationships with early years providers	Explore potential for increased sharing and links			
Increase volunteer base	Actively promote the school as a volunteer site Train and support volunteers to complete their work competently	Ongoing	DP to lead and co-ordinate	Increased number of volunteers with various roles

