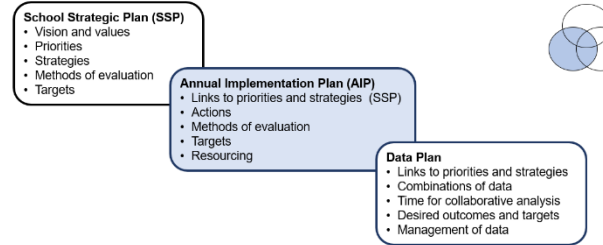


NCR Leadership Challenge
Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.

Torquay State School Annual Improvement Plan 2022

Key Improvement Priority – Enacting the Australian Curriculum through pedagogical approaches to enable student success

School performance planning: [Annual implementation plan](#)



NCR Leadership Challenge

Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability.

Regional Improvement Plan Focus Areas	Quality	Baseline	6 Month progress	12 Month progress
Every Student Succeeding	Every school delivering the Australian Curriculum with fidelity	English Achievement P-2 - 77% A-C; 45% A-B P-6 – 83.5% A-C; 44 % A-B	English Achievement P-2 - 80% A-C; 50% A-B P-6 - 85% A-C; 50% A-B	English Achievement P-2 - 85% A-C; 55% A-B P-6 - 90% A-C; 55% A-B
Regional Improvement Plan Focus Areas	Access and Engagement	Baseline	6 Month progress	12 Month progress
All children making a great start	Every child engaged in high quality learning Every OOHC child, every child with a disability case managed to Prep. Every OOHC has an ISP in place within four weeks of enrolment Decrease the number of Prep students receiving an SDA by 50% Decrease the number of SDAs where possible	English Achievement ATSI 75% P-2 A-C ATSI 72 % P-6 A-C SWD 80 % P-2 A-C SWD 78 % P-6 A-C OOHC 92 % P-2 A-C OOHC 70 % P-6 A-C 2022 Prep SDAs 0 2022 SDAs 83(2021)	English Achievement ATSI 80% P-2 A-C ATSI 80 % P-6 A-C SWD 85 % P-2 A-C SWD 80% P-6 A-C OOHC 95 % P-6 A-C OOHC 75 % P-6 A-C 2022 Prep SDAs 0 2022 SDAs 20	English Achievement ATSI 85% P-2 A-C ATSI 85 % P-6 A-C SWD 90 % P-2 A-C SWD 85 % P-6 A-C OOHC 95 % P-2 A-C OOHC 80 % P-6 A-C 2022 Prep SDAs 0 2022 SDAs 10
Every Student Succeeding	Leadership Challenge: <i>Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability</i> Leadership Challenge: <i>Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.</i>	3 Marker students per class CASW – tracking progress	3 Marker students per class improving CASW – progress tracking	3 Marker students per class improving CASW progress tracking
		Every classroom teacher Every classroom and support T/Aide Every teacher engaged in planning processes @ PSS Every term Every teacher moderating samples of English unit work Complex case management – Hervey Bay Early Years Support Service	Every classroom teacher Every classroom and support T/Aide Every teacher engaged in planning processes @ PSS Every term Every teacher moderating samples of English unit work Complex case management – Hervey Bay Early Years Support Service	Every classroom teacher Every classroom and support T/Aide Every teacher engaged in planning processes @ PSS Every term Every teacher moderating samples of English unit work Complex case management – Hervey Bay Early Years Support Service

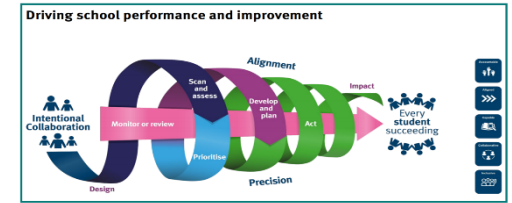
Endorsement

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



The 2022 Key Improvement Priority of Improvement in English will be led through actioning the key focus areas.

Focus PERFORMANCE	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
<p><i>lifting the performance of each child and student in our state schooling system.</i></p>	<p>At the end of each term, A – E achievement data for English and Mathematics is collected inclusive of all student groups.</p> <p>Teachers transfer end of term results to the achievement data ladder to monitor/review progress to inform next unit of work</p> <p>Prior to M1 taking place, a collaborative whole school analysis of A – E data is planned to identify number of students achieving a C or better for English and progress toward AIP target inclusive of all student groups.</p> <p>Every class teacher identifies two marker students for 'lift' to next achievement level – one of the marker students to be from a student group.</p>	Each term	Data Plan I4S Budget	Leadership Team Teaching Staff	<p>Teachers update data wall end of each term Data ladder developed</p> <p>Whole teaching staff to schedule regular data discussions Data discussions held twice per term to inform planning and encourage transparency and open communication Data discussion in cohorts of teachers at the end of each term</p> <p>All teachers attend CASW twice termly to begin with</p> <p>Teachers to identify 2 Marker students Work to form a clear plan to accelerate lift</p>
	Leadership team maintain line of site of marker student progress through weekly visits to classrooms using the 5 questions to ascertain learning progression	Each Term	Sharratt 5 questions	Leadership Team	Scheduled walk throughs with each class using 5 questions – Principal to timetable leadership team to ensure all classes are included.
	Transition for next prep students commences Term 2 through service visits, promotion of open days, case management	Term 3 Term 4	I4S	Leadership Team Prep teachers	<p>Principal to work with Prep external early year centres to liaise for prep teachers to visit Promotional material- prep packs to be distributed to centres Teachers scheduled to visit term and term 4 Transition program for preps in term 4 Parent information sessions in term 4 GOSEW team MYCP</p>
	Investment in collaborative opportunities to engage staff team in school performance conversations	Each term	I4S	Principal	End of term data discussions in week 5 and 9 between leadership team, regional PATEL CASW process for all classroom teachers

<p>Focus TEACHING</p> <p><i>a focus on the capability and capacity to enact a deep understanding of the P12 CARF. Teaching will have us focus on the middle layer, or the 'engine room' of the School Improvement Hierarchy, of systematic curriculum delivery, effective pedagogical practices and expert teaching teams, especially in aligning curriculum, pedagogy and assessment and using evidence of student learning to inform next steps for students and teachers.</i></p>	<p>Actions</p>	<p>Timelines</p>	<p>Resources</p>	<p>Responsible Officer</p>	<p>AIP Progress</p> <p>At 3 months At 6 months At 9 Months At 12 Months</p>
<p>Focus CAPABILITY</p> <p><i>supporting tailored professional learning pathways for our people and planning to learn from one another and share the lessons learnt.</i></p>	<p>Every teacher delivering the Australian curriculum in classrooms using the 3 levels of planning within the whole school CARP.</p>	<p>Every day</p>	<p>CARP</p>	<p>Leadership team</p>	<p>Classroom observations Walk throughs Identify teachers willing to be observed by cohort teachers</p>
	<p>Review the CARP each semester to audit the enactment of level 1 planning</p>	<p>End Semester 1 and 2</p>	<p>ARP CARP Audit tool</p>	<p>Leadership team</p>	<p>Leadership to hold timely CARP reviews in Week 10 of each term</p>
	<p>Leadership team line of site visits in every classroom each term with provision of feedback to teachers through 5 questions for students</p>	<p>Each term</p>	<p>Leadership team</p>	<p>Principal and leadership team</p>	<p>Leadership to team to schedule visits in a rotational roster to engage with every teacher across all classroom</p>
	<p>Every classroom has a learning wall with minimum expectations of A, B, C samples of student work aligned to the GTMJ for the current term English unit to build alignment of whole school pedagogical practice</p>	<p>Each term</p>	<p>Teaching staff</p>	<p>Principal</p>	<p>Learning wall review across all classes throughout term 2 Schedule release for observations at network schools</p>
	<p>All staff engaged in collaborative assessment of student work, and sharing high yield pedagogical practices to support student improvement</p>	<p>Weeks 3, 5, 7 each term</p>	<p>CASW templates, NCR resources</p>	<p>Leadership team Teaching Staff</p>	<p>Access to NCR region CASW webinars for leadership team Develop a timeline for teachers to have learning walls ready for beginning of each English unit</p>
	<p>Continue to lead research based learning of Dr Lyn Sharratt's text Clarity through book study</p>	<p>Two sessions per term at Staff meeting</p>	<p>Text Clarity</p>	<p>Principal</p>	<p>Engage with teachers Key drivers of Sharratt work Form an action plan for 2022 Schedule in staff meetings</p>
<p>Provide professional learning to all staff – teachers and teacher aides – to continue to deepen knowledge of the 3 levels of planning</p>	<p>January SFD</p>	<p>CARP P-12 CARF</p>	<p>Principal DP PATL</p>	<p>One to one planning sessions with teachers in co hort for term 1 English Store whole school curriculum docs on ONENOTE for continued school wide access</p>	
<p>Whole staff engagement with the Collaborative Assessment of Student Work through fortnightly staff meetings (15 minutes) and week 3, 5, 7 whole school (60 minute) staff meeting End of each term, teachers identify progress of marker students</p>	<p>Each term</p>	<p>Region Resource Commissioning</p>	<p>PATL Principal</p>	<p>Every classroom teacher to attend PD on CASW process Every teacher to attend CASW scheduled in staff meeting schedule Provide support for teachers to engage in professional dialogue regarding student achievement</p>	

	Every teacher engaged in case management aligned to teaching and learning in the focus area of English				
	Provide functional behaviour training to Prep and Early Year teachers	Term 1	Region Tier 1 Resource Commissioning	PBL Chair	PD training provided for teachers P-2 Term 2 and Term 4
	Allocate I4S budget to purchase TRS to provide every teacher 1 planning day per term to engage in M1 with PSS HOC	Each Term	I4S Budget	Principal	Teachers released to attend pre mod planning processes at Pialba SS with cohort teachers
	Allocate I4S budget to purchase addition teacher aid resourcing to support targeted intervention in classrooms	Ongoing	I4S Budget	Principal	Additional teacher aide time reviewed in Term 2 Provide PD for TA engaged for additional support Quality induction process for new staff to school
	Align teacher PDPs to delivery of the Australian Curriculum with a focus on case management and moderation (M1)	Term 1 – 4	School Budget	Principal	Principal to train BM on PDP process and to demonstrate process Term 2 Including check in meetings Schedule release time with classroom teachers
	Build staff capability of purpose of assessment types	Term 1 – 4	School Budget Regional Resource Commissioning	School Team	Teachers to access regional PATL to engage in purpose of assessment early term 2
Focus PARTNERS	Actions	Timelines	Resources	Responsible Officer	AIP Progress
<i>fostering strategic partnerships that build understanding and expertise, and co-ordinating, collaborating or co-designing shared work with partners.</i>					At 3 months At 6 months At 9 Months At 12 Months
	Ongoing commitment to support successful transitions and to reduce vulnerability in early years and foster productive primary to high school transitions. Support case management of vulnerable students through case management partnerships	Each Term	I4S for teacher release	Principal HOSES GO	Provide release for purposeful transitions into Prep Engage with Kindy Linq parents to support additional needs required for families including EALD/ Indigenous/ OOH Continue to engage with GOSEW MYCP and external providers to support TSS parents
	Visit early year services and secondary schools services to build productive relationships to foster quality transitions	Term 2, 3, 4	I4S Budget for Prep teacher release	Principal Deputy Principal Prep Teachers Year 6 teachers	Provide release time for early years teachers to engage with early years providers Provide release time for Year 6 teachers to engage with high school transition coordinators DP to liaise with transition coordinators

<p>Focus WELLBEING</p> <p><i>creating respectful and positive learning environments, and explicitly teaching and modelling social and emotional skills, values and expectations for behaviour.</i></p>	<p>Actions</p>	<p>Timelines</p>	<p>Resources</p>	<p>Responsible Officer</p>	<p>AIP Progress At 3 months At 6 months At 9 Months At 12 Months</p>
<p>Focus INCLUSION</p> <p><i>promoting, maintaining, and taking action on the expectation that all students will learn successfully and understanding the different strengths and barriers to learning that exist for each child and student, and planning how to partner with them to take action to promote learning.</i></p>	<p>Actions</p>	<p>Timelines</p>	<p>Resources</p>	<p>Responsible Officer</p>	<p>AIP Progress At 3 months At 6 months At 9 Months At 12 Months</p>
	<p>Continue to promote wellbeing across the school community – self, staff, parents and community.</p>	<p>Ongoing</p>	<p>Wellbeing framework Region Support Trial</p>	<p>Guidance Officer</p>	<p>Implementation of whole school well being focus Week 5 of each term Well being week</p>
	<p>Continue implementation of PBL Tier 1 – build greater alignment of weekly focus lessons across all classrooms</p>	<p>Weekly</p>	<p>School Budget</p>	<p>PBL coordinator Deputy Principal</p>	<p>Release time for DP to develop lesson plans and training for all classes Weekly PBL update Staff meeting schedules PBL 3 times per term</p>
	<p>Continue to contribute to the Regional model of behaviour support - PBL</p>	<p>Ongoing</p>	<p>School Budget</p>	<p>Principal</p>	<p>Deputy Principal to be released each term for PBL PBL coordinator to access PD and regional training days</p>
	<p>Develop ISPs for students to support successful engagement</p>	<p>As required</p>	<p>School Budget</p>	<p>Principal, Teachers Hoses</p>	<p>Schedule in staff meeting cohort discussions with leadership team re: student successful engagement</p>
	<p>Continue to monitor workload through review of whole school data plan.</p>	<p>Term 1</p>	<p>SFD</p>	<p>Leadership Team Teachers</p>	<p>Principal meet with each cohort of teachers in term 1 to refine data plan and to continue termly meetings to refine data collection practices</p>
	<p>Support teachers to adjust curriculum delivery at the M1 phase of planning for teaching</p>	<p>Each Term</p>	<p>I4S teacher release</p>	<p>Leadership team</p>	<p>Co teacher to attend 1 year level planning session and to be released to meet with co teaching partners in planning stages All teachers to be released every term for planning</p>
	<p>Continue to embed the co-teaching model across all classrooms</p>	<p>Ongoing</p>	<p>School Budget</p>	<p>Principal HOSES</p>	<p>Twice per term meetings with HOSES to reflect on co teaching HOSES to meet with classroom teachers to reflect on co teaching success and re plan areas not reaching targets.</p>