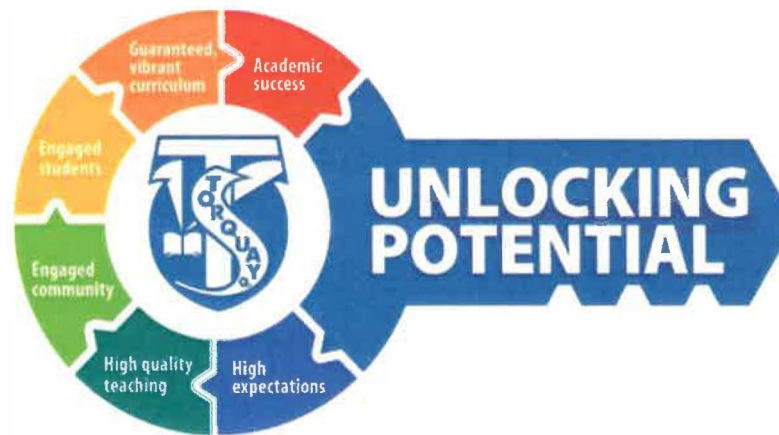


Torquay State School Annual Implementation Plan incorporating the Explicit Improvement Agenda 2019

Our main focus areas for the 2019 year are:

- Systematic curriculum delivery and academic success with an emphasis on improving:
 - Writing- specifically;
 - Sentence structure and paragraphing,
 - Using Seven Steps to Writing Success as a pedagogy to improve structure, focus and student disposition.
 - Spelling - using Soundwaves to support phonetic understanding and word development and Words Their Way as a diagnostic tool.
 - Reading - continuing to consistently implement the TSS Framework for Teaching Reading across all classrooms.
 - Maths - focusing on using a wide range of strategies to develop fluency, and understanding as well as reasoning and problem solving. Diagnostic tasks, data analysis, shared planning and a focus on disposition towards maths will contribute to student success.
 - Working towards full implementation of our **Guaranteed and vibrant curriculum** meeting National Curriculum expectations, inclusive of pre and post moderation processes to ensure consistency of expectations and teacher understanding.
- Including **environmental sustainability** into our whole school practices.
- Continuing to build **expert teaching teams and effective pedagogical practice** through:
 - Teachers and aides working directly with the two pedagogy coaches and admin,
 - Timely access to relevant professional development linked to individual performance plans,
 - Staff sharing strategies, working collaboratively and celebrating successes.
- Building upon our **culture that promotes learning** with a specific focus on:
 - Improving **student behaviour** and systematically implementing **PBL** processes,
 - **Inclusive practices** and ethos,
 - Reviewing support and intervention processes.

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.



2019 Targets

Student Attendance 95 %

Student achievement

- 78% C or better in English, Math and Science
- 85% or more students reaching or exceeding the end of year school reading targets
- Consistency in A-E reporting compared to achievement in NAPLAN

Achievement NAPLAN

% of students achieving U2B

U2B	Yr 3	Yr 5
Reading	45%	45%
Numeracy	35%	30%

School opinion survey data relating to student behaviour:

S2074 staff 92%

S2044 students 90%

S2012 parents 90%

Turtle Reading

65% of students will read for 200 nights.

Endorsement This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

Heidi Dallimore
Principal 21/12/2019

Claire Nava
P&C President 21/12/2019

Ann Campbell
Lead Principal 27/3/2019

An explicit improvement agenda and systematic curriculum delivery based on analysis and discussion of data using targeted and aligned resources

Strategy	Action required	Timelines for actions	Resources required/ Team	We know this is working because....
Embed knowledge understanding and commitment to the 2019 Explicit improvement agenda	Share explicit improvement agenda with community in newsletter and P&C, display boards and electronic sign Regular communication with staff	Jan PFDs ongoing	Leadership team	Community is informed, all staff clear about EIA and unitedly committed to improvement.
Improve writing outcomes	PD, ongoing monitoring and curriculum focus on using sentence structure and paragraphing, and Seven Steps to Writing success Improving student disposition to writing	Jan PFDs sem 1 staff meetings	Leadership team	Students' writing and disposition to writing improves Teacher confidence increases
Embed spelling and reading processes and pedagogies	Support teachers to use WTW, and Soundwaves as well as the TSS framework for reading Celebrate successes Support home reading processes and purchase appropriate resources Support diagnostic tasks, data analysis, and shared planning	Ongoing	Ped Coaches P and DP	Reading data reflects continued improvement Spelling data improves
Improve maths outcomes	Focusing on using a wide range of strategies to develop fluency, and understanding as well as reasoning and problem solving. Support diagnostic tasks, data analysis, and shared planning Focus on disposition towards maths	Ongoing	Ped Coaches Prin and DP	Students' maths results and disposition to maths improves
Full implementation of our Guaranteed and vibrant curriculum by 2020	Track units using mulit 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	Ped Coaches STEM teacher & ped coaches	Consistency of standards Teachers have deep understanding of Australian Curriculum Planning templates used Curriculum reviewed
Communicate curriculum plans and focus with community	Review and update website publish curriculum as well as support documents providing help tips for parents Curriculum corner in newsletter and teachers to share in class notices Use of FB to share in real time	Semester 2 Ongoing	Prin Ped coaches Class T	Parents informed
A range of relevant data is collected and analyzed at cohort, class and individual student level to drive planning and teaching	Learning data schedule is enacted and teachers are supported with time and expertise PLC structures are used to identify cohortal, class, group and individual needs and to develop strategies Leadership team monitors data overtime to identify trends and areas of need Collegial Engagement Framework is enacted to support culture of self-evaluation and reflection	Ongoing	All teachers	A plan for systematic collection of student learning data is in place Resources are targeted and flexible Teachers are competent and reflective
Effective and flexible deployment of resources	Staffing allocation meets industrial and student needs Staffing and resources can be deployed or re-deployed based on data to support needs	Ongoing monitoring	Prin	Resources used to meet needs

A culture that promotes learning and differentiated teaching and learning

Strategy	Action required	Timelines for actions	Resources required/ Team	We know this is working because....
Improving student behaviour by systematically implementing PBL processes	Share 2019 processes with all staff and ensure adherence to timeframes Monitor weekly focus and provide teaching resources Enact rewards processes Continue STYMIE subscription Invitation for teaching staff to be involved in PBL classroom practice and meetings	Jan PFDs	PBL team All staff DP leads	SOS data improves Student behaviour improves Staff manage behaviour with increased consistency
Focus on increasing inclusive practices and impacting upon ethos and beliefs	Continue to implement inclusion policy and raise awareness Develop plans and policy for external service providers Continue to support families with external agencies and appropriate sharing of information	Ongoing	HOSES and Prin	Inclusion coach provides valuable feedback
Streamline support processes	Review and document support and intervention processes, refine practice targeting support Focus on developing a whole school approach to identifying and supporting higher achieving students OneSchool is used to record differentiated learning programs	Semester 1	STL&N and Prin	Support programs are targeted and meet student needs Resources are aligned and effectively deployed Student results improve SSS processes operate effectively
Implement and monitor strategies to maintain high levels of staff wellbeing	Continue to embed whole school processes to support staff workload expectations Provide access to wellbeing, social and emotional programs and services Invest in staff capacity and capability Continue to focus on staff health and well being as a shared responsibility Foster authentic, professional and caring relationships on staff	Ongoing	All staff	SOS results improve
Celebrate diversity	Raise awareness of diversity within school community and enact ways to celebrate success	Ongoing	All staff	All people and differences valued
Monitor and provide support for student attendance	Individual student tracking in place Enact EQ policy with fidelity Support families as practical eg uniforms, lunches Partnering with external agencies such as FACC and IFS	Ongoing	DP and Prin	Individual students identified and supported Reduction in percentage of high levels of absenteeism
Embed a culture of high expectations for all	Staff to monitor and challenge each other professionally Leadership team to model Embed authentic differentiation strategies across all classes	Ongoing	All staff	School culture improves Greater consistency exists with school programs, student management and tone

Expert teaching teams and effective pedagogical practice

Strategy	Action required	Timelines for actions	Resources required/ Team	We know this is working because....
Continuing to build expert teaching teams and effective pedagogical practice	Teachers and aides working directly with the two pedagogy coaches and admin, Timely access to relevant professional development linked to individual performance plans, Staff sharing strategies, working collaboratively and celebrating successes. Utilize PLC processes Implement regular opportunities for all teachers to view high-yield teaching practices and engage in coaching and mentoring opportunities. Enact the Collegial Engagement Framework Support developing leaders	Ongoing and as needed by teams or individuals	Leadership team	Competence and capability improves Teaching is consistent SOS data improves Learning improves Community satisfaction
Review Pedagogical Framework	Share explicit instruction strategies developed by Dr Anita Archer Declutter pedagogical framework after whole school review	Jan PFDs ongoing Semester 2	Prin	Pedagogical framework reflects current practice
Develop and enact whole school professional development plan	Focus staff meeting times Utilize PLC structure Enact the Collegial Engagement Framework	Term 1	Prin	Plan in place, PD relevant
Ensure expertise across all staff	Teacher aides working directly with the two pedagogy coaches and admin, inclusive of weekly PD, focused on EIA	Ongoing	Leadership team	All staff valued and competent
Teachers will embed the use of digital resources into every day teaching and learning episodes rather than seeing design and technology as a separate content area	Increase access to digital resources Build professional knowledge and capability through co-teaching and PD from the STEM teacher. Engage with community activities and experiences eg Stem Fest	Ongoing	STEM teacher Ped Coaches Class T	Quality teaching occurs in every classroom
Foster a growth mindset with all students	Instill verbal is vital way of thinking Challenge students to develop greater resilience and persistence Curriculum and PBL goals with feedback included.	ongoing	All	Increase in student results Positive class atmosphere with language of encouragement

School community partnerships

Strategy	Action required	Timelines for actions	Resources required/ Team	We know this is working because....
School community, led by the P&C, will continue to work together to provide air conditioning for classrooms.	Support P&C to maintain appropriate procedures and processes to enable successful fundraising Support fundraising efforts	Ongoing	Prin	More classrooms will be funded for air-conditioning.
Collaborate with the P&C as the peak parent group within the school community	Continue to keep P&C informed, consult with them and work collaboratively.	Ongoing	Prin	Informed community and school based decisions inclusive of parent opinion
Students engage with a range of excursions and activities to consolidate their learning within our community context.	Teachers will plan for excursions within the context of student need and curriculum	Year long	Class T	All classes attend at least one excursion
Students will attend community events	E.g. ANZAC day, Stem Fest Under Eights, Chinese speaking competitions etc	Year long	Class T	School reputation improves within community
Transition junctures will be planned and supported	Pre-prep to prep and Year 6 to 7 transitions will be well managed and supported	Ongoing	DP HOSES	Communication is clear and effective
Environmental sustainability will be embedded within our whole school practices	Community will be educated and encouraged to engage with the sustainability focus Partnerships with local businesses and community agencies will be fostered	Ongoing	Prin Class T	Sustainable practices and thinking will commence
Establish effective policy and protocols regarding supporting and being supported by external service providers	Develop plans and policy for external service providers Continue to support families with external agencies and appropriate sharing of information	Term 2	Prin and HOSES	Plans are enacted and clearly communicated