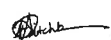


Taabinga State School Annual Implementation Plan 2023

Explicit Improvement Agenda: Creating a positive and inclusive culture that focuses on wellbeing and teacher capacity to maximise student's educational achievement by becoming 21st Century Learners.


| Improvement priority: Educational Achievement | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|
| Target: To enhance student learning outcomes across Prep to Year 6 in Reading | T1 | T2 | T3 | T4 |
| Strategy – Reading | | | | |
| <ul style="list-style-type: none"> Professional Development for Teacher Aides and Teachers to ensure an understanding of learning to read and systematic teaching of Reading through Reading to Learn at Taabinga State School Define consistent practices across year level cohorts Analysis of Data to inform differentiation and intervention for students Focus on increasing the number of students in upper two bands - Extension I4S – Extra staff support to enhance Intervention and support across the school - \$148 000 | | | | |
| Target: Review Whole School Curriculum Plan to ensure enacted curriculum aligned to Version 9 of the Australian Curriculum | T1 | T2 | T3 | T4 |
| Strategy – Visible Learning | | | | |
| <ul style="list-style-type: none"> All Teachers to implement consistent approach to visible learning through Learning Journeys Using Common Planning Time (CPT) and Networking days to support planning for visible learning | | | | |
| Strategy – Coaching, feedback and mentoring | | | | |
| <ul style="list-style-type: none"> Provide opportunities for staff to develop their skills through formalising and by building collaborative teams to leverage improvement in student's achievement via learning walks and talks, watching other work and observations across the school and a focus on the high impact teaching strategies (HITS) in the classroom | | | | |
| Strategy – Quality Teaching and Learning | | | | |
| <ul style="list-style-type: none"> Alignment of the Australian Curriculum with a focus on the High Impact Teaching Strategies (HITS)s to provide Quality Teaching and Learning Consistent approach to Teaching and Learning by implementing the Teaching and Learning Handbook | | | | |
| Strategy – Moderation Process across the school | | | | |
| <ul style="list-style-type: none"> Review and refine moderation processes across our school developed to align to the Australian Curriculum (CPT, planning and networking days Staff to focus on the moderation processes at each stage with a range of staff and across schools I4S release for planning days - \$40 000 I4S Release for networking days across the cluster to support moderation - \$23 809 | | | | |
| Target: Maximise Student Growth | T1 | T2 | T3 | T4 |
| Strategy – Student Centred | | | | |
| <ul style="list-style-type: none"> Students can articulate clear and precise goals to improve their learning Set personal learning goals linked to improving A-E data/bump it up/success checker | | | | |
| Strategy – Develop students as self-reflective learners | | | | |
| <ul style="list-style-type: none"> Students to develop a growth mindset towards learning Understand and use the 5 Questions for learning Using their learning walls/journeys/bump it up walls Understanding the cognitive verbs and being able to use them Act on feedback given by Teachers | | | | |
| Improvement Priority – Wellbeing and Engagement | | | | |
| Target: Refine and embed the Student and Staff Wellbeing Framework | T1 | T2 | T3 | T4 |
| Strategy – Wellbeing and Engagement | | | | |
| <ul style="list-style-type: none"> Embed the actions from the inquiry cycle -wellbeing improvement group HPT Pulse surveys to inform wellbeing activities within staff and team meeting Teachers and admin team to monitor absences and work with families to engage and increase attendance Continue social & emotional learning across the school with targeted groups of students, linked to general capabilities | | | | |
| Improvement Priority – Culture and Inclusion | | | | |
| Target: Develop a collective understanding and empower staff to be proactive partners implementing Positive Behaviour for Learning | T1 | T2 | T3 | T4 |
| Strategy – Proactive, Preventative, Positive and Inclusive Culture across the school | | | | |
| <ul style="list-style-type: none"> Refine whole school approaches to effectively managing student behaviour which are clearly outlined and consistently implemented across the school Embedding and implementing the PBL handbook for consistency through professional development for all staff All Teachers to implement consistent approach to behaviour through signage across the school and PBL walls | | | | |
| Target: Develop a collective understanding empowering staff to create positive inclusive learning environments including cultural focuses | T1 | T2 | T3 | T4 |
| Strategy – Know your students and know how they learn | | | | |
| <ul style="list-style-type: none"> Professional Development on what is inclusion, differentiation and levels of intervention Case Management - Tracking student's data to ensure that we are putting faces on the data Evidence of differentiation in unit planning Focus on First Nations and other cultural links | | | | |

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



Felicity Ditchburn

Principal



Jess Zenovich

P and C President



Debbie Hails

Assistant Regional Director