Explicit Improvement Agenda

At Taabinga State School, we are creating a positive and inclusive culture that focuses on wellbeing and positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve.

Equity and Excellence at Taabinga State School means:

A progressive, high performing education system realizing the potential of every student.

Core Purpose: High performing school with a positive and inclusive culture that recognizes potential and promotes the wellbeing and success for all.

- Successful relationships
- Inclusion – Quality teaching that engages and supports all students
- Creating lifelong learners and respectful citizens

Endorsed By:

Felicity Ditchburn, Principal

Michelle Bourke, P&C President
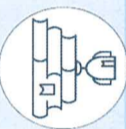
Tania Angus, Supervisor

| Educational achievement |
| Wellbeing and engagement |
| Culture and inclusion |

Educational achievement

Knowing each student's learning progression is essential to making sure they are on track for all student's educational outcomes.

This means we:

- have a common goal that every student achieves at least one year of learning growth each year
- have clear expectations for schools and help them to differentiate support so every student realises their potential

Familiarisation and implentation of the Australian Curriculum Version 9 and with a focus on cross curricular priorities and general capabilities

Upskilling staff on how to design quality assessment tasks

Upskilling of staff knowledge around the simple view of reading

Teams to map out moderation phrases across the year and ensure it is embedded including cross year level moderation

Establish cluster networking days to support the moderation processes (internal and external)

Ensure staff have a clear understanding of Pedagogical Practices

Upskill staff on inquiry-based pedagogies

Our Why – Equity and Excellence across State Schools

Wellbeing and engagement

Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes.

This means we:

- know each student and understand what works best for them
- recognise the importance of engagement and wellbeing for staff and students in achieving learning outcomes.

Our How – At Taabinga State School

Involve parents as co-educators in their learning through a focus on ways to celebrate student learning outcomes

All roles have clear responsibilities and accountabilities articulated to the whole staff

Collaboratively develop a consultation framework to support decision making, engagement and supporting staff and build capacity across teams

I4S – Extra staff to support students through interventions across the school

Culture and inclusion

The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school.

This means we:

- embrace diversity by creating welcoming, inclusive and accessible educational settings
- value student, community and stakeholder voice in our approach to teaching and learning.

Refinement of the Inclusive teaching and learning placemat

Professional development for teachers to ensure clarity around differentiated approaches to learning and assessment practices

Teacher access to SORD to support Faces on the Data case management and teaching starting points for differentiation

Build capacity of teacher's data literacy and knowing your student through case management and refining the way we look at data

Focus on links to First Nations Culture in the local area

We will monitor the following to measure our impact

	2024 Data	Statewide Target	2025	Aspirational Targets 2026	2027
Proportion of students achieving C and above in English	84.5%	80%	89%	90%	91%
Proportion of students achieving C and above in Mathematics	88.8%	80%	90%	90%	90%
Proportion of students achieving A or B in English	36%	50%	45%	48%	50%
Proportion of students achieving A or B in Mathematics	54.3%	50%	57%	58%	59%
School Disciplinary Absences	8.3	1	1	0	0
Attendance	88.9%	90%	90%	92%	93%