

Tewantin State School

2024-2027 SCHOOL STRATEGIC PLAN

SCHOOL PROFILE	VALUES	VISION
Tewantin State School is situated at the northern end of the Sunshine Coast, approximately 10km upriver from the tourist destination of Noosa. The school has served the local community for nearly 150 years and has a proud tradition of community involvement and academic achievement. From our very first day back in 1875, right up to the present time, we have constantly strived to offer the families of Tewantin a high-quality educational experience. Our staff works hard to combine proven traditional teaching methods with current effective strategies, including the integration of technology as a teaching tool. As a school, we aim to inspire our community of learners and over the years a great deal of effort has gone into promoting the dignity and potential of each student in the school. We offer a range of extracurricular opportunities for students, particularly in the areas of music and sport. Our school is actively involved in the local community. Parents and carers are encouraged to become involved in the school, helping to provide quality learning outcomes for all.	CORE VALUES We grow together We create together We are kind to each other Relationships underpin all that we do CORE PURPOSE Inspiring Our Community of Learners SCHOOL BEHAVIOUR EXPECTATIONS 'The Tewantin Way' -We are Safe -We are Respectful -We are Learners	VISION STATEMENT Tewantin State School will be the school of choice VISION • We will bring happiness, fun and engagement to teaching and learning. • We will professionally develop confident staff that apply innovative strategies and technologies to enhance curriculum delivery. • We will create inclusive teaching and learning environments to drive equity and excellence for all social, cultural, community and family backgrounds, and of all identities. • We will build quality relationships that promote wellbeing and belonging within the school and wider community. • We will provide support to ensure that staff and students are equipped to be successful learners.
  		
SCHOOL REVIEW KEY IMPROVEMENT STRATEGIES <i>Domain 2: Analysis and discussion of data</i> Enhance the academic case management strategy, with a greater focus on the early junctures of moderation to determine high-yield strategies that lift achievement for targeted students. <i>Domain 6: Systematic curriculum delivery</i> Sharpen collaborative moderation processes, initially in English and Mathematics, to deepen leader and teacher understanding of the aspects of the achievement standards being assessed and to inform the revision of unit plans. <i>Domain 7: Differentiated teaching and learning</i> Embed a shared vision for inclusive education to ensure universal access is authentically incorporated in all aspects of school life and supported by culture, policies and everyday practices. Co-design a differentiated approach to teaching and learning, building capability of teachers to deliver curriculum to all students, including high-achieving learners, for improved student outcomes. <i>Domain 8: Effective pedagogical practices</i> Collaboratively refine the whole-school approach to pedagogy, building teacher capability to consistently apply agreed effective pedagogies and high-impact strategies to address the learning needs of every student.	SCHOOL PRIORITIES <i>School Priority 1: Culture and Inclusion</i> Clearly define the school's inclusive education practices and building the capability of teachers to ensure that quality differentiation is a feature of every teacher's planning and practice. <i>School Priority 2: Educational Achievement</i> Develop collaborative curriculum planning systems and processes to deepen teacher and leader knowledge of the Australian Curriculum Version 9 and utilise 'Line-of-sight' strategies to quality assure. <i>School Priority 3: Wellbeing and Engagement</i> Enhance the academic case management strategy, with a greater focus on the early junctures of moderation to determine high-yield strategies that lift achievement for targeted students. <i>School Priority 4: Future Focussed</i> Resource digital technology (1:1/BYOD) to enhance and transform learning experiences for students by refining the whole-school approach to pedagogy.	

School Priority 1: CULTURE/INCLUSION Clearly define the school's inclusive education practices and build the capability of teachers to ensure that quality differentiation is a feature of every teacher's planning and practice.	School Priority 2: EDUCATIONAL ACHIEVEMENT Develop collaborative curriculum planning systems and processes to deepen teacher and leader knowledge of the Australian Curriculum (Version 9) and utilise 'Line-of-Sight' strategies to quality assure. Enhance the academic case management strategy, with a greater focus on the early junctures of moderation to determine high-yield strategies that lift achievement for targeted students.	School Priority 3: WELLBEING/ENGAGEMENT Refine systems and processes that promote positive behaviour for all students (including students who require intensive supports) to strengthen consistency of whole school approaches. Maintain an engaging environment that reflects high expectations which are actively promoted by school staff so that all students are able to learn successfully. High priority is given to building and maintaining strong relationships between staff, students, parents and community.	School Priority 4: FUTURE FOCUSED Resource digital technology (1:1/BYOD) to enhance and transform learning experiences for students by refining the whole-school approach to pedagogy.
Strategies - Develop a clearly articulated inclusion position statement that is visibly and routinely referenced. - Scan and assess undertaken to define next steps and action plan created, consulted with staff and implemented. - Enhance processes for allocation of roles, responsibilities and accountabilities of staff to maximise student learning outcomes. - Create a professional learning community to lead inclusion and differentiation. - Introduce 'Track Ed' to review data of cohorts of students to identify trends, implement strategies and measure impacts of these strategies, ensuring all students can access the curriculum, alongside their similar aged peers. - Create and clearly communicate a process to identify and respond to the needs of students. - Establish and embed a schoolwide National Consistent Collection of Data (NCCD) framework to systematically identify and address the diverse need of all students. - Build the capability of all staff in implementing whole-school approaches to differentiation so all students are engaged, extended and challenged in their learning. - Research best practice and visit recommended schools to review co-teaching and differentiation models. - Value and respect school cultural diversity through strengthening community partnerships. - Support staff in their ability to develop their understanding of inclusive practices and ability to create and implement Personalised Learning Plans (PLPs). - Identify knowledgeable others to support and build staff's capability around strong inclusive practices, Personalised Learning Plans and quality differentiation	Strategies Planning, Teaching and Learning - Collaboratively develop a shared understanding of Australian Curriculum V9, including the general capabilities and cross-curriculum priorities. - Provide opportunity for professional learning and consultation to develop quality systems and processes for curriculum implementation and delivery. - Enhance and refine our three-levels of planning to quality assure curriculum delivery across all learning areas, with a particular emphasis on English and Mathematics. - Develop processes to ensure rigorous, engaging, fun and contextualised units of work that incorporate staff and student voice. - Empower students as skilled leaders of their own learning by promoting a visible learning culture. - Create a Professional Learning Community (PLC) to lead aspects of the implementation of ACV9. - Provide additional NCT for teaching staff to promote collaboration between staff members with a focus on curriculum planning and pedagogical practices. Assessment And Data Collection - Review and refine the school's data plan to match strategic goals, focusing on precision and purpose in data collection and usage. - Establish processes for consistent data and assessment collection with staff input and adherence to timelines. - Ensure alignment of assessments with curriculum Achievement Standards and implement rigorous moderation processes like M2 to ensure consistency. - Implement quality-assured assessment practices aligned with the Australian Curriculum to assess student progress and maintain a high-quality learning environment. - Collaboratively redesign the Data Plan and Track Ed data wall with staff to enhance data collection, analysis, and action. - Enhance staff data literacy during the transition to Track Ed. Line of Sight / Visible Learning Practices - Implement collaborative cycles of review to ensure key school-wide approaches are consistent and effective in providing improvement in student learning outcomes. - Refine processes for analysis of student achievement data to strengthen and promote a data literate school community who share responsibility and accountability for student achievement (line of sight: moderation, data discussions, marker students, learning walk and talks). - Sustain high performance teams that are driving school improvement, students' achievement and the opportunities to meaningfully apply their learning. - Review, refine and embed moderation practices within and beyond the school to deepen teachers understanding of AC and ensure consistency of teacher judgments with a focus on clarity of English and Mathematics. - Implement the Collaborative Capability Development processes to systemically support teacher capability development. - Embed 'Learning Walk and Talk' processes. - Refine and enhance our visible learning practices, including strategies like learning walls, goal setting and feedback, to make learning progress visible and measurable.	Strategies - Review, refine and implement the Tawantin Way Action Plan. - Implement a school wide approach to social and emotional wellbeing aligned to the personal and social capability of the Australian Curriculum. - Prioritise the explicit teaching of behaviour and social-emotional competencies to cultivate a positive and conducive learning environment. - Embed Switch4Schools initiative across the school. - Implement and curate multitiered systems of support, clarifying roles and responsibilities for both academic engagement and wellbeing. - Strengthen staff proficiency in addressing student needs through targeted professional development. - Develop and implement a key strategy to maximise learning for all students. - Highlight importance of regular attendance (Everyday Counts) and its impact on wellbeing and student engagement at school. - Develop a system for communicating supports received by students year to year for the purpose of continuity of support (e.g. excursion support, provision of lunches, welfare checks).	Strategies - Develop a strategy for the integration of technology into classrooms which includes a timeline for implementation and pedagogical improvement - Prioritise resourcing (human / physical) to improve access to devices and learning opportunities. - Staff / parent / student consultation and engagement around digital technology including a staff survey on proficiency in digital technologies. - Shape teaching and learning experiences to embed digital technologies and skills in ways that promote ethical decision making, creativity, innovation, safety and connection. - Create a collection of digital resources including educational apps, websites, multimedia content and online tools, that align with curriculum objectives and support diverse learning needs. - Provide professional development for staff to enhance pedagogy with the use of digital technologies. - Explore emerging technologies such as virtual reality, augmented reality, artificial intelligence, and robotics that have the potential to transform learning experiences. - Collect feedback from students, teachers, and parents to identify areas for improvement and refine pedagogical approaches accordingly. - Encourage student agency by providing opportunities for them to explore, create and collaborate using digital technology. - Prioritising additional technical support to ensure reliable access and sustainability

Measurable outcomes

	2023	2027
Parents are satisfied that students are treated equally regardless of gender	93.8%	100%
Parents are satisfied that their child’s learning needs are being met at this school	88.2%	100%
Students feel accepted by others at this school	82.5%	100%
Students are satisfied that they are treated equally regardless of gender	74%	100%
Staff are satisfied that students with a disability are well supported at this school.	83%	100%
Students in (QEWS) will feel a high sense of belonging	76%	100%
A-C data for students with disability: English Maths	72.2% 86.1%	85% 95%
A-C data for Aboriginal and Torres Strait Islander students: English Maths	79.3% 89.7%	90% 95%

Success criteria

- Behaviourally:**
Learners can/will:
- Experience a sense of belonging and acceptance within the school community, regardless of their individual learning needs or abilities.
 - Engage actively in learning activities that are appropriately challenging and tailored to their unique strengths, interests, and preferences.
 - Receive personalised support and accommodations to access the curriculum and participate in classroom instruction and assessments.
 - Collaborate with their peers in diverse learning environments, fostering mutual respect, understanding and empathy for individual differences.
 - Experience positive relationships with teachers and support staff who demonstrate a commitment to inclusive practices and differentiation, fostering trust and rapport.
- Staff can/will:**
- Create a supportive and inclusive school community where all students feel valued, respected and safe, fostering a sense of belonging and community.
 - Participate actively in professional development opportunities focused on inclusive pedagogy and differentiation strategies.
 - Apply differentiated instructional strategies to meet the diverse learning needs of students, adjusting teaching methods, materials and assessments to accommodate individual strengths and challenges.
 - Collaborate with inclusion staff and support team to coordinate support and resources.
 - Advocate needs of students, promoting access to equitable education opportunities for all students.
 - Differentiation evident and addressed in the three levels of planning.
- Leadership team can/will:**
- Collaborate effectively with colleagues to develop and implement inclusive education policies, practices and procedures that reflect the school’s values and priorities.
 - Provide resources and support for ongoing professional development opportunities focused on inclusive pedagogy, Personalised Learning Plans, differentiation strategies and culturally responsive teaching practices.
 - Foster a collaborative and supportive Professional Learning Community (PLC) where teachers feel empowered to share ideas, resources and best practices related to inclusive education.
 - Allocate time and resources for teachers to collaborate and plan together, facilitating the development of differentiated lesson plans, instructional materials, Personalised Learning Plans and assessment strategies.
- Parents, Carers, Community Members can/will:**
- Experience positive relationships with school staff who demonstrate a commitment to inclusive practices and differentiation, fostering trust and rapport.
 - Advocate needs of their children, promoting access to equitable education opportunities.
 - Collaborate effectively with school staff to implement inclusive education practices and procedures that reflect the school’s values and priorities.

Measurable outcomes

	2023	2027
Parents are satisfied that teachers at this school provide feedback for them/his/her schoolwork	92.5%	100%
Parents understand how their child is assessed at this school	86.1%	100%
A-C data English Maths	92.7% 95.7%	100% 99%
A-B data English Maths	57.6% 63.5%	85% 85%

Success criteria

- Behaviourally:**
Learners can/will:
- Be accountable for their learning, showing self-efficacy to produce quality work.
 - Demonstrate mastery when they apply their knowledge and skills within authentic, meaningful tasks.
 - Analyse, evaluate and synthesise ideas considering multiple perspectives.
 - Engage in creative and critical thinking by articulating ideas with confidence and clarity.
 - Collaborate as part of their learning.
 - Act on feedback.
 - Be a community of self-managed learners.
- Staff can/will:**
- Demonstrate leadership, curriculum innovation and quality teaching to inspire learning.
 - Create a stimulating and engaging learning environment underpinned by high expectations, evidence-based practices and innovative teaching.
 - Use assessment practices that position students as leaders of their own learning.
 - Commit to ongoing, collaborative professional learning, consistency in expectation, professional dialogue and reflective practice.
 - Use annotated exemplars of excellence, feedback and reflection to support quality student learning.
 - Use assessment practices that position students as leaders of their own learning.
 - Use meaningful data to reflect on practice, track student progress and set goals.
- Leadership team can/will:**
- Stay the course by maintaining strategic consistency while remaining adaptable to change for maximum impact.
 - Be visible as an instructional leader by actively engaging in planning meetings and classrooms.
 - Quality-assure our work and maintain a clear through line from planning to practice, aiming for a tangible impact.
 - Actively implement and quality assure our P-6 Curriculum, Assessment and Reporting Plan (CARP) to enhance staff capabilities and precision in teaching.
 - Celebrate and utilise staff as change champions, promoting the sharing of high-quality practices among teaching teams for continuous improvement.
 - Provide additional and ongoing support for early career teachers.
 - Equitably allocate resources based on assessed needs, adopting a responsive approach.
 - Establish and implement accountability systems to foster an inclusive and supportive learning environment for all students.
 - Regularly take time to pause and celebrate our accomplishments and successes.
- Parents, Carers, Community Members can/will:**
- Understand how their child/ren are assessed.
 - Seek and receive useful feedback about their child/ren’s progress, and how they can better support them.
 - Feel their child/ren’s learning needs are being met.

Measurable outcomes

	2023	2027
Student Behaviour: Student Disciplinary absences	20	0
Major Incidences	349	175
Student attendance	90%	95%
Parents are satisfied that teachers at this school are interested in their child’s wellbeing	92.8%	100%
Parents are satisfied that student behaviour is well managed at the school	80%	100%
Students are satisfied that they are treated fairly	81.3%	100%
Students are satisfied that student behaviour is well managed at the school	58.8%	100%
Students like being at this school	81.3%	100%
Staff are satisfied that student behaviour is well managed at the school	60.9%	100%
Staff morale is positive	66%	100%

Success criteria

- Behaviourally:**
Learners can/will:
- Take pride in themselves, their class and their school, ensuring they show respect for each other.
 - Assume accountability for their actions and restore any inappropriate choices they might take.
 - Learn to the best of their abilities and allow others to do the same.
 - Show kindness to all within our community.
- Staff can/will:**
- Welcome and greet students at the classroom door as part of consistent routines.
 - Explicitly teach the Tawantin Way and our school expectations – “I am safe, I am respectful and I am a learner”.
 - Model positive behaviours and foster strong relationships through consistent, calm, adult behaviour.
 - Plan lessons that engage, challenge and meet the needs of all learners.
 - Be calm and give ‘take up time’ when going through the steps. Connect, identify, restore and re-connect.
 - Execute daily the ‘Switch4Schools’ program.
- Leadership team can/will:**
- Be a visible presence around the school connecting with students, families and members of the wider community.
 - Celebrate staff and students, not only those that do their role well but those who go above and beyond our expectations.
 - Carry out regular Learning Walks and Talks (LWT) to support, coach and model expectations of behaviour and requirements of the Student Code of Conduct.
 - Build staff capability through targeted support.
 - Empower teachers with a clear, structure intervention approach for supporting students with complex behaviours.
- Parents, Carers, Community Members can/will:**
- Be aware of and support the school’s behaviour expectations.
 - Be a positive role model and encourage children to display school expectations at all times.
 - Encourage independence and self-discipline.
 - Show an interest in their child’s schooling.
 - Recognise role attendance plays in supporting connection, achievement, and wellbeing; ‘Everyday Counts’.

Measurable outcomes

	2023	2027
Staff are satisfied that Information Communication Technology issues are solved promptly	67.4%	100%
Staff are satisfied they have access to relevant professional development	91.5%	100%
Students engaged in a BYOD/1:1 device program	0%	100%

- Increased percentage of teachers embedding the school’s pedagogical practices, model of instruction and purposeful use of emerging technologies, into their daily practice.
 - Increased teacher confidence and proficiency in integrating iPad technology into teaching practices.
 - Improvement in student motivation and self-efficacy in using digital tools for learning.
 - Improvement in student engagement and achievement attributed to the use of emerging technologies.
- Success criteria**
Behaviourally:
Learners can/will:
- Demonstrate improved digital literacy skills through active participation and interaction with iPad technology.
 - Engage more deeply in learning activities, demonstrating enhanced understanding of curriculum expectations.
 - Collaborate effectively with peers using technology and become responsible digital citizens who make thoughtful choices online, prioritising safety and contributing positively to digital communities.
 - Showcase their learning through digital artifacts, such as multimedia presentations or digital portfolios.
 - Apply digital skills and knowledge across learning areas and real-world contexts, demonstrating transferability and relevance.
 - Develop school culture of respect for digital learning tools and explicit expectations that integrate the Tawantin Way as a platform for learning.
- Staff can/will:**
- Engage in ongoing professional development opportunities focused on digital pedagogy, staying current with emerging trends and best practices.
 - Collaborate effectively with colleagues to share best practices, resources, and strategies for integrating digital technology into the curriculum.
 - Provide mentorship and support to colleagues who may require assistance in integrating digital technology into their teaching practices.
 - Regularly reflect on their own teaching practices and student outcomes, using data and feedback to inform continuous improvement and refinement of pedagogical approaches.
 - Embed digital technology seamlessly into all areas of the curriculum to enhance interdisciplinary connections and promote deeper learning.
 - Actively engage with students to solicit feedback on the effectiveness of digital learning experiences and make adjustments as necessary to enhance engagement and learning outcomes.
 - Develop school culture of respect for digital learning tools and explicit expectations that integrate the Tawantin Way as a platform for learning.
- Leadership team can/will:**
- Establish clear guidelines for the use of digital technologies.
 - Facilitate meaningful interactions and dialogue among staff, parents, and students to gather diverse perspectives and insights on technology-related issues.
 - Prioritise budget allocations to provide digital resources, ensuring alignment with strategic objectives aimed at enhancing technological infrastructure and supporting innovative teaching and learning practices.
 - Monitor the progress of digital technology integration according to the established timelines, ensuring timely implementation and alignment with pedagogical goals.
 - Provide support and resources for teachers to enhance technology proficiency through professional development opportunities.
 - Celebrate successes and recognise achievements related to digital technology integration, fostering a culture of continuous improvement and innovation within the school community.
- Parents, Carers, Community Members can/will:**
- Engage in consultation to assist the school in understanding family needs for resourcing, provision of, and support for engaging in digital technologies for learning.
 - Collaborate with school staff to support students in becoming responsible users of digital technologies.

Resourcing <i>Human</i> - Additional Inclusion Support Teachers - Teacher Aide support hours - School Chaplain / Guidance Officer support <i>Financial</i> - Professional Development Budget (Health training, Behaviour support etc.) <i>Physical</i> - Support aides and resources (i.e. social stories/engagement)					Resourcing <i>Human</i> - Head of Department - Curriculum <i>Financial</i> - Additional NCT for teaching staff - Professional Development Budget - Track Ed <i>Physical</i> - Additional NCT for teaching staff					Resourcing <i>Human:</i> - Tewantin Way Team NCT allocation - Social Emotional Program - School Chaplain / Guidance Officer support <i>Financial</i> - Switch For Schools - Professional Development Budget – Rock and Water, other programs <i>Physical</i> - Resources for Tewantin Way Visuals					Resourcing <i>Human</i> - Computer technician hours increased to .4 - Staff digital mentors <i>Financial</i> - Professional Development Budget <i>Physical</i> - Infrastructure, iPad storage/charge units, hardware and devices, protective iPad covers				
Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027
Developing	✓				Developing	✓				Developing	✓				Developing	✓			
Implementing		✓	✓		Implementing		✓	✓		Implementing		✓	✓		Implementing		✓	✓	✓
Embedding				✓	Embedding				✓	Embedding				✓	Embedding				✓
Reviewing				✓	Reviewing				✓	Reviewing				✓	Reviewing				✓

Approvals

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

Principal



P&C/School Council



School Supervisor