

Tewantin State School Annual Improvement Plan

Improvement Strategy 1: Building Capacity – Investing in staff leading the learning.

Our success criteria:

- Use the Annual Performance Review Process (APR) which is highlighted under the focus area of Teaching quality. We will drive staff capability development using collaborative, evidence-informed inquiries to further develop expert teaching teams. We will support opportunities for career growth. We will implement the APR process with renewed vigour and purpose.
- Develop and implement a professional learning plan that provides a broad range of opportunities for capability development for all school staff to further their understanding of engaging pedagogies, science of reading, prepare for new technologies (1:1 device), and the implementation of the Australian curriculum V9 (Mathematics and English).
- Create a learning and work environment that is engaging, creative and fun that inspires our school community
- Professionally develop confident staff that apply innovative teaching strategies and technologies
- Provide support to ensure that staff and students are equipped to be successful

We will:

- 100% of staff successful completion of APDP process including: admin, teachers, teacher-aides and office staff
- 100% of staff will have the opportunity to participate in capability development activities

School Opinion Survey Staff Results – Staff Development	2022 Agreement	2023 Goal
I have access to relevant professional development	82.4	98+
I receive useful feedback about my work at this school	79.4	92+
If I raised a concern, I feel confident that it would be taken seriously	81.3	92+
Staff are well supported at this school	88.2	98+

Actions to address improvement strategy	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	(Completion date, artefacts, evidence of targets achieved) Record as phase 1, 2, 3 and 12-month targets	Artefacts
			Timelines/Outcomes	
1. Budget	Financial P and C allocation School financial allocation	Rob Vanessa	Phase 1: Preparation of School Budget through SBS Link P and C budget to school priorities Completion of budget 8/3/2023 Phase 2: Communicating and process to access the budget to all staff Communicating budget to P and C Link processes to APDP and PD opportunities (PLT/Enterprise Projects) Phase 3: Weekly review process (LT Operational) End of Term Review Present to P and C impact of investment (ongoing and prior to P and C 2024 budget meeting) Request 2024 budget from P and C (Term 4)	<ul style="list-style-type: none"> Online form
2. APDP/APR	Financial School Budget P and C allocation Human DRT to relieve class Staff meeting	Leadership Team Rob - Admin Pete (DP Assist)- Teachers Vanessa - Office Mechelle - Teacher-Aides	Phase 1: Prepare APDP Term 1 Week 8 Monday: Staff Meeting PD - write APDP By end of Term 1, Week 10: staff member's APDP 'sign off' End of Week 2, Term 2: APDP collation complete Phase 2: Leading the Learning End of Term 2: Quick APDP Check-in End of Term 3: Individual Leader Check-in/Collegial Engagement Observation Mid Term 4: Quick APDP Check-in Term 1 2024 - APDP Review during staff meeting	<ul style="list-style-type: none"> Staff APDPs
3. Capability Building Opportunities	Financial School Budget P and C allocation Human DRT to relieve class Staff meeting	Pete and PLT	Phase 1: End of Week 2, Term 2: APDP collation complete Phase 2: PLT consider PD opportunities (ongoing) Phase 3: Review PD delivery/equity	

4. Professional Learning Team	Financial PD Budget Human Growth Coaching Training TRS	Pete, Jason, Rob, Carly	Week 3 Message Stick: Professional Learning Team advertised for expressions of interest Wednesday, Week 3: Voluntary PD on writing professional 'Expressions of Interest'. Wednesday, Week 5: due date for Professional Learning Team Expressions of Interest	
5. Timeline - line of sight		Leadership Team	Ongoing Bi-weekly check-in at LT Strategy Meeting	
6. Classroom Visits	Financial P and C allocation (if required) Human LT DRT	Pete	As necessary; negotiated within APDP processes and LT	
7. Coaching	Financial School Budget P and C allocation Human LT PLT TRS/DRT	Pete	Staff participate in coaching session twice per term Coach Training Phase 1: Coaches trained Thurs 4-5 May 2023 Coach Training Phase 2: Ongoing between Phase 1-3 Coach Training Phase 3: 3/4 August 2023	
8. Enterprise Projects	Financial Human Physical	Rob Pete P&C President	Week 2 Message Stick Enterprise Projects Advertised Week 4 Enterprise Projects Submissions Due Week 5 Enterprise Projects Gummy Shark Tank (like shark tank without the teeth)	- Various projects

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Improvement Strategy 2: Wellbeing and Engagement - Ensure the professional culture of the school promotes growing together and building quality relationships between all stakeholders so that everyone feels valued and included.

Our success criteria:

Our approach to student and staff learning and wellbeing across the whole school will be driven by:

Ensure the professional culture of the school promotes the implementation of consistent practices and protocols that assure a safe and respectful environment for all.

Building understanding/awareness and creating safe, supportive and inclusive environments

Developing strong systems for early intervention and support for students, staff and community

Continue to define the core ideology which all staff 'walk and talk/live and breathe'

Work with school staff and community to clearly define the school's inclusive education practices to genuinely support a whole-school approach for all sub-groups to drive equity of performance.

Develop school approaches to address engagement by addressing the link between wellbeing and educational outcomes

Ensure that quality differentiation is an ongoing feature of every planning and practice to ensure students are equipped to be successful.

Ensure the whole-school processes promoted through the 'The Tewantin Way' framework is consistently implemented to support high levels of student behaviour and engagement in classroom learning.

We will be successful with improvements in school culture, wellbeing and inclusion by demonstrating improvement in:

- Improved attendance rates <93%
- All staff can verbalise the Core Values, Core Purpose and the Tewanin Way
- Closing the Gap of our our NCCD students compared with all in English and Maths – A-C Data
- Less than 25 days SDA in Semester Two
- Declining Major behaviour referrals in One School data

School Opinion Survey Results									
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School Opinion Survey Staff Results	2022 Agreement	2023 Goal
Student Behaviour is well managed at this school	71.4	92+
The school takes staff opinions seriously	79.4	92+
If I raised a concern, I feel confident that it would be taken seriously	80.0	92+
Staff are well supported at this school	82.9	92+
I feel the staff morale is positive at this school	82.9	92+
Staff are treated fairly and consistently at this school	71.4	92+
The wellbeing of employees is a priority for this school	80	92+
I am supported to manage the pressures of my workload	82.9	92+
I have access to relevant professional development	82.4	92+

School Opinion Survey Staff Results	2022 Agreement	2023 Goal
I receive useful feedback about my work at this school	79.4	92+
The school encourages coaching and mentoring activities	81.3	92+
The school keeps me well informed about things that are important to my work	81.3	92+
This school keeps me well informed about things that are important to my work	76.5	92+
I am confident that poor performance will be appropriately addressed in this school	72.7	92+
Recruitment and promotion decisions in this school are fair	72.4	92+
Information and communication technology issues at this school are resolved promptly	70.6	92+
This school is well managed	82.9	92+
The school leadership team model the behaviours expected of all employees	82.9	92+

[illegible]

Actions to address improvement strategy	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	(Completion date, artefacts, evidence of targets achieved) Record as phase 1, 2, 3 and 12-month targets	
			Timelines/Outcomes	Artefacts
1. Wellbeing	Financial School Professional Development Budget Health and Safety Human Physical	Principal Deputy Principal P-3 Deputy Principal 4-6 Line of sight through PLTs	Phase 1: End of Term One SFD Staff and Community Lunch Student Wellbeing Check in Trial Engage Regional Wellbeing Officer Investigate social emotional learning programs, implement across the school and prioritise as a key part to learning Research/trial systemic approach to measuring wellbeing Phase 2: Term 2: Completion of Queensland Engagement and Wellbeing Survey 2023 Revise School Data Sets and action through Student Services Team, Tewanin Way Team, Curriculum PLT Phase 3: Review PD delivery/equity	
2. Professional Culture	Financial Human Physical	Principal	Using staff meetings to define/embed core values – protocols and norms Provide opportunities for teams to collaborate for planning, teaching and evaluating Collaboratively develop whole school professional learning plan to align the explicit improvement agenda and focus priority groups Strengthen the statement of roles and responsibilities for school leaders to include action plans for key areas of responsibility Develop a communication strategy across the school that details where to go for information Refine Clear 'Line of Sight' through all sectors of school to Principal.	
3. Safe, Supportive Environment	Financial School Budget allocated for PLT Human Tewanin Way Team Physical Signage and classroom Resources	Tewanin Way PLT Sector Deputy Principals	Phase One Continue to Implement 'The Tewanin Way' with a consistent and proactive focus to positively address school expectations. Clarify procedures in response to the Tewanin Way and Behaviour data Phase Two Review Data Sets and focus on Key improvement areas Phase Three Monitor and adjust and review.	The Tewanin Way Signage
4. Inclusion	Financial Human Physical	SWD Teacher DP P-3 Sector Student Services Team	Review and refine a response system to students for whole school/individual Student Support Team Wraparound service protocols Work with school staff and community to clearly define the school's inclusive education practices to genuinely support a whole-school approach for all sub-groups to drive equity of performance. Identify subgroups and members of subgroups Intentionally plan ongoing support and professional development for staff in identified areas following data analysis, particularly in differentiation, adjustments and effective pedagogical practices for priority groups, including the use of assistive technologies.	
5. Differentiation	Financial Human Physical	HOD-C	Phase One Continue Case Management 'Marker Student' Processes Continue Implementation of 'Visible Learning'. Ensure that quality differentiation is an ongoing feature of planning and practice Ongoing in all Phases.	
6. Data-Informed	Financial Human Physical		Phase One Review current processes for behaviour, attendance and well-being check in Refine and Implement 2023 Data Plan Phase Two	
7. Engaged	Human Administration Officers, P&C	Sector Deputy Principals HOD-C	Phase One Review 2022 Transition Processes and attendance strategies Phase Two Support positive and confident transitions throughout school Engage families to play an active role in their child's learning and wellbeing – P&C Review achievement in English and mathematics maximising learning days.	
8. Defined	Financial Human Physical	Principal	Shared understanding of Equity and Excellence across all school community	

Endorsement

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



Rob Jennings, Principal



Vanessa Banik, P&C President

Tony Roberts, Assistant Regional Director