

Tewantin State School Annual Improvement Plan

Improvement Strategy 1: Embed the School's Core Ideology (Core Values, Core Purpose) and Envisioned Future (Big Hairy Audacious Goal, Vivid Description)

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		
			Timelines/Outcomes	Evidence of Impact (express in behavioural terms)	Artefacts
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	Staff can/will: - Source approval using online form for PD PLT can/will: - Present to P and C impact of investment Leadership Team can/will: - Complete budget - Monitor/review budget	<ul style="list-style-type: none"> • Online form • School Budget 2023

			<p>Link processes to APDP and PD opportunities (PLT/Enterprise Projects)</p> <p>Phase 3:</p> <p>Weekly review process (LT Operational)</p> <p>End of Term Review</p> <p>Present to P and C impact of investment (ongoing and prior to P and C 2024 budget meeting)</p> <p>Request 2024 budget from P and C (Term 4)</p>		
2. APDP/APR	<p>Financial School Budget P and C allocation</p> <p>Human DRT to relieve class Staff meeting</p>	<p>Leadership Team Rob - Admin Pete (DP Assist)- Teachers Vanessa - Office Mechelle - Teacher- Aides</p>	<p>Phase 1: Prepare APDP</p> <p>Term 1 Week 8 Monday: Staff Meeting PD - write APDP</p> <p>By end of Term 1, Week 10: staff member's APDP 'sign off</p> <p>End of Week 2, Term 2: APDP collation complete</p> <p>Phase 2: Leading the Learning</p> <p>End of Term 2: Quick APDP Check-in</p> <p>End of Term 3: Individual Leader Check-in/Collegial Engagement Observation</p> <p>Mid Term 4: Quick APDP Check-in</p> <p>Term 1 2024 - APDP Review during staff meeting</p>	<p>Staff can/will:</p> <ul style="list-style-type: none"> - Complete APDP aligned with the AIP using smart goals in OnePortal shell - Be empowered to participate in professional learning to support goals <p>PLT can/will:</p> <ul style="list-style-type: none"> - Provide/support capability development through: collegial networking, coaching, classroom visits, sharing best practice and providing professional development - Consult and collaborate with peers to <p>Leadership Team can/will:</p> <ul style="list-style-type: none"> - Support staff and seek opportunities to build capabilities - Provide opportunities for staff voice in decision making processes 	<ul style="list-style-type: none"> • Staff APDPs • Explicit Improvement Agenda – Core Ideology
3. Capability Building Opportunities	<p>Financial School Budget P and C allocation</p> <p>Human DRT to relieve class Staff meeting</p>	Pete and PLT	<p>Phase 1:</p> <p>End of Week 2, Term 2: APDP collation complete</p> <p>Phase 2: PLT consider PD opportunities (ongoing)</p> <p>Phase 3: Review PD delivery/equity</p>	<p>Staff can/will:</p> <ul style="list-style-type: none"> - Awareness of available opportunities and participate in activities that <p>PLT can/will:</p> <ul style="list-style-type: none"> - Lead the learning in the school - Research suitable professional development providers and/or deliver professional development to assist in professional learning <p>Leadership Team can/will:</p> <ul style="list-style-type: none"> - Lead the learning - Articulate/unpack the variety of ways capability can be developed 	<ul style="list-style-type: none"> - Professional Development Plan
4. Professional Learning Team	<p>Financial PD Budget</p> <p>Human Growth Coaching Training TRS</p>	Pete, Jason, Rob, Carly	<p>Week 3 Message Stick: Professional Learning Team advertised for expressions of interest</p> <p>Wednesday, Week 3: Voluntary PD on writing professional 'Expressions of Interest'.</p> <p>Wednesday, Week 5: due date for Professional Learning Team Expressions of Interest</p>	<p>Staff can/will:</p> <p>PLT can/will:</p> <ul style="list-style-type: none"> - Establish group norms/protocols - Work with leadership team to create/devise/prioritise focus for teaching and learning actions/projects <p>Leadership Team can/will:</p> <ul style="list-style-type: none"> - Ensure a clear line of sight between PLT and school priorities 	<ul style="list-style-type: none"> - TBA

5. Timeline - line of sight		Leadership Team	Ongoing Bi-weekly check-in at LT Strategy Meeting	<p>Staff can/will:</p> <ul style="list-style-type: none"> - Work towards the timelines as outlined in the Professional Learning Plan <p>PLT can/will:</p> <ul style="list-style-type: none"> - <p>Leadership Team can/will:</p> <ul style="list-style-type: none"> - 	-
6. Classroom Visits	Financial P and C allocation (if required) Human LT DRT	Pete	As necessary; negotiated within APDP processes and LT	<p>Staff can/will:</p> <ul style="list-style-type: none"> - Identify needs in plans and participate in classroom - Welcome other staff members to visit classrooms <p>PLT can/will:</p> <ul style="list-style-type: none"> - Work with leadership team to connect staff needs with classrooms that will demonstrate best practice that aligns with APDP <p>Leadership Team can/will:</p> <ul style="list-style-type: none"> - Facilitate classrooms visits 	
7. Coaching	Financial School Budget P and C allocation Human LT PLT TRS/DRT	Pete	<p>Staff participate in coaching session twice per term</p> <p>Coach Training Phase 1: Coaches trained Thurs 4-5 May 2023</p> <p>Coach Training Phase 2: Ongoing between Phase 1-3</p> <p>Coach Training Phase 3: 3/4 August 2023</p>	<p>Staff can/will:</p> <ul style="list-style-type: none"> - Be aware of growth coaching model <p>PLT can/will:</p> <ul style="list-style-type: none"> - Develop coaching skills - Implement coaching <p>Leadership Team can/will:</p> <ul style="list-style-type: none"> - Develop coaching skills - Implement coaching 	-
8. Enterprise Projects	Financial Human Physical	Rob Pete P&C President	<p>Week 2 Message Stick Enterprise Projects Advertised</p> <p>Week 4 Enterprise Projects Submissions Due</p> <p>Week 5 Enterprise Projects Gummy Shark Tank (like shark tank without the teeth)</p>	<p>Staff can/will:</p> <ul style="list-style-type: none"> - Opportunity to propose a project and see it through to completion <p>PLT can/will:</p> <ul style="list-style-type: none"> - support <p>Leadership Team can/will:</p> <ul style="list-style-type: none"> - work with P and C executive to develop projects and support staff leading projects - quality assure projects 	- 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

We will:

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 Tewantin 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

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+

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+

School Opinion Survey Staff Results	2022 Agreement	2023 Goal
Staff Wellbeing	80	92+
Staff Development	82.8	92+
Workplace Culture	84.6	92+

Staff are well supported at this school	82.9	92+		This school keeps me well informed about things that are important to my work	76.5	92+				
I feel the staff morale is positive at this school	82.9	92+		I am confident that poor performance will be appropriately addressed in this school	72.7	92+				
Staff are treated fairly and consistently at this school	71.4	92+		Recruitment and promotion decisions in this school are fair	72.4	92+				
The wellbeing of employees is a priority for this school	80	92+		Information and communication technology issues at this school are resolved promptly	70.6	92+				
I am supported to manage the pressures of my workload	82.9	92+		This school is well managed	82.9	92+				
I have access to relevant professional development	82.4	92+		The school leadership team model the behaviours expected of all employees	82.9	92+				

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	Evidence of Impact (express in behavioural terms)	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	<p>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 for all students and staff</p> <p>Phase 2: Term 2: Completion of Queensland Engagement and Wellbeing Survey 2023</p> <p>Revise School Data Sets and action through Student Services Team, Tewantin Way Team, Curriculum PLT</p> <p>Phase 3: Review PD delivery/equity</p>	<p>Staff can/will: Trail and feedback on Social/emotional wellbeing program</p> <p>PLT can/will: Offer support and opportunities for professional growth.</p> <p>Leadership Team will: Ensure student and staff wellbeing is at the forefront of school culture.</p>	Explicit Improvement Plan - Wellbeing
2. Professional Culture	Financial Human Physical	Principal	<ul style="list-style-type: none"> Using staff meetings to define/embed core values – protocols and norms 	<p>Staff can/will: Participate and engage in School Core Ideology and Professional Learning Plan and APR Process.</p> <p>-</p>	TSS Professional Learning Plan

			<ul style="list-style-type: none"> • 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. 	<p>PLT can/will: Organise and offer Professional Development for staff based on the School Priorities.</p> <p>Leadership Team can/will: Oversee and review APRP with staff and assist with professional opportunities for staff.</p>	
3. Safe, Supportive Environment	Financial School Budget allocated for PLT Human Tewantin Way Team Physical Signage and classroom Resources	Tewantin Way PLT Sector Deputy Principals	Phase One Continue to Implement 'The Tewantin Way' with a consistent and proactive focus to positively address school expectations. Clarify procedures in response to the Tewantin Way and Behaviour data Phase Two Review Data Sets and focus on Key improvement areas Phase Three Monitor and adjust and review.	Staff can/will: Assist and implement the Tewantin Way PLT can/will: Advise, analyse and plan for behaviour strategies that are proactive and timely. Celebrate successes. Leadership Team will: Have a clear line of sight to playground and support proactive responses by PLT. Respond to Tier Two and Three children.	The Tewantin Way Signage TW Documents uploaded to Sharepoint
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.	Staff will: Plan accordingly noting differentiation in planning documents. Identify and present students to Student Services Team PLT will: Plan and support wrap around services for students and teachers Leadership Team will: Will monitor and engage through Line of Sight model. Reflect and present learning actions from NCCD Data.	ICP TSS Planning One Note
5. Differentiation	Financial Human Physical	HOD-C	Phase One Continue Case Management 'Marker Student' Processes Continue Implementation of 'Visible Learning'.	Staff will: Implement TSS Case Management – Marker Student Profile Analyse class data sets to strive for 90%+ 'C' or above in English Complete Moderation Processes	TSS Moderation and Marker Student Process TSS Moderation Cycle TSS Planning Days

			Ensure that quality differentiation is an ongoing feature of planning and practice Ongoing in all Phases.	PLT will: Leadership Team will: Check in and monitor through Line of Sight Model.	
6. Data-Informed	Human Physical	PLT Leadership Team	Phase One Review current processes for behaviour, attendance and well-being check in Refine and Implement 2023 Data Plan Phase Two	Staff will: Implement School Data Plan PLT will: Gather and analyse Data Leadership Team will: Review Data sets and present for staff feedback.	TSS Data Plan
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.	Staff will: Engage and support Transition Processes PLT will: Develop a Transition Process Leadership Team will: Support Transition Processes	TSS Transition Plan
8. Defined	Human Physical	Principal	Shared understanding of Equity and Excellence across all school community	Staff will: understand the Equity and Excellence Document PLT will: Will understand and drive and review key objectives of Equity and Excellence Leadership Team will: Lead and support the PLT. Review data sets and agreed practices to drive school improvement.	