



Tewantin State School Strategic Plan 2023-2026

Key Improvement Strategies:

Develop a high-performance learning culture characterised by quality relationships, quality practice and a commitment to quality outcomes for all.

Work with school staff to clearly define the school's inclusive education practices to genuinely support a whole-school approach for students with disability and other students with diverse needs to meet system and legislative requirements.

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

Develop a professional learning plan that provides a broad range of opportunities for capacity development for all school staff including enactment of APDPs, coaching and mentoring and models of feedback.

Promote precision in the delivery of agreed teaching practices in relation to the school's EIA and closely monitor implementation of these leading to consistency of practice.

| NSIT Domains | Improvement Strategies for consultation with region and school community for planning period 2023-2026 | 2023 | 2024 | 2025 | 2026 |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|-----------------------|-----------------------|
| An Explicit Improvement Agenda | <ul style="list-style-type: none"> - Enact the intended and planned curriculum using innovative research-informed pedagogies. - Strengthen the statement of roles and responsibilities for school leaders to include action plans for key areas of responsibility that contain planned actions, implementation timelines and key deliverables. | M D | I/M E | I/D/E M | M/R M |
| Analysis and Discussion of Data | <ul style="list-style-type: none"> - Develop the data literacy skills of staff to inform decision making for whole-school planning. - Use school data to generate conversations between staff teams whereby the learning needs of target students are considered, strategies are planned and implemented, and review processes are undertaken. - Enhance teacher abilities to use a range of data sets that provide an appropriate balance between diagnostic, formative and summative data to enable teachers to know their students and plan appropriate responses for learning. | D D/E I | D E D | E M D/E | M M R/R |
| A Culture that Promotes Learning | <ul style="list-style-type: none"> - Ensure the professional culture of the school promotes the implementation of consistent practices and protocols that assure a safe and respectful environment for all staff members. - Ensure the whole-school processes promoted through the 'The Tewantin Way' framework are consistently implemented to support high levels of student behaviour and engagement in classroom learning. - Future-focussed learning practices that connect students and enhance the capability and confidence of teachers in digital teaching and learning | I E I | D E I | D/E M D | D/E M D |
| Targeted use of School Resources | <ul style="list-style-type: none"> - Systematically monitor, review and evaluate the effectiveness of human and financial resource allocations in priority areas to ensure they are maximising outcomes for all students. - Ensure the resourcing of digital technology (1:1/BYOD) to enhance and transform learning experiences for students by developing a future-focussed and long-term infrastructure plan. | R I | D I | E I | M D |
| An Expert Teaching Team | <ul style="list-style-type: none"> - Develop a professional learning plan that provides a broad range of opportunities for capability development for all school staff including enactment of APDPs, coaching and mentoring, and models of feedback. - Build opportunities for members of the teaching team to engage in showcasing best practice, learning from each other and promoting a self-evaluative culture focused on improving classroom teaching. | I I | D D | E E | M M |
| Systemic Curriculum Delivery | <ul style="list-style-type: none"> - Use collaborative curriculum planning processes to deepen teacher knowledge of the AC (version 9), make decisions about teaching and learning aligned to student needs, and promote close alignment with assessment processes. - Continue to develop portfolio moderation processes within and beyond the school to build consistency and confidence in teacher judgement across all year levels for all learning areas. | R R | R D | R E | R M |
| Differentiated Teaching and Learning | <ul style="list-style-type: none"> - Work with school staff 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 - Ensure that quality differentiation is an ongoing feature of every planning and practice, including specific consideration for the learning of high achieving students so every student realises their potential. | R R | D D | E E | M M |
| Effective Pedagogical Practices | <ul style="list-style-type: none"> - Continue to promote opportunities for school staff to develop their repertoire of practice in the delivery of high-yield strategies and further build their knowledge of, and capacity to deliver, the school's pedagogical framework. - Build the capacity of teachers to engage their students as assessment literate learners through the establishment of learning walls, goal setting and feedback processes. | R R | D E | E E | M M |
| School Community Partnerships | <ul style="list-style-type: none"> - Continue to develop broader networks with schools on similar education journeys that will bring benefit to the learning of students and the professional practice of staff. - Seek student, community and stakeholder voice to enhance our approach to teaching and learning | - E | I E | D E | E E |

I = Introduce D= Develop E= Enhance M=Maintain R= Reviewing/Refining/Rethinking