



NORTH COAST REGION Talara Primary College



Department of Education, Training and Employment

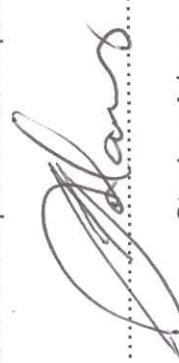
OUR VISION: Inspiring Minds. Creating opportunities. Shaping Queensland's future.

EVERY STUDENT SUCCEEDING

2018 Annual Implementation Plan

ENDORSEMENT

This Annual Implementation Plan and associated budget was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.


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Stephen Adams
Principal

/ / 2018


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Andrea Sproxton
P&C President

/ / 2018


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Peter Embleton
School Council Chair
/ / 2018

FOCUS AREA	SCHOOL PRIORITIES 2018	IMPROVEMENT STRATEGIES AND ACTIONS 2018
<p>Successful Learners</p>	<p>Actions that support every student is important and is improving every day</p>	<p><u>Diverse Learners</u></p> <ul style="list-style-type: none"> • Lead review of current SWD and Learning Support model to reflect diversity of learners with full wrap around services for all students with complex needs. • Develop new Diverse Learners policy including the identification process for Diverse Learners and alignment of all support services • Lead a whole of school inclusive approach to supporting students' diverse learning needs. • Provide comprehensive and responsive support programs through an inclusive, coordinated whole school approach in order to maximise learning outcomes for students with disabilities from birth to Year 6. • Educate teachers and implement the Individual Curriculum Plan for identified students requiring significant academic adjustment. • Continue to develop targeted approaches to support students who identify as Aboriginal and Torres Strait Islander to excel in learning. • Maintain school processes and procedures for G & T identification and individual planning requirements. <ul style="list-style-type: none"> ➢ Teachers collaborate with Extension and Enrichment Mentor to triangulate existing data and collect additional data to support observation checklists for identification of gifted and talented students ➢ Provide personalised independent study/projects for individuals and intellectual peers. ➢ Extra-curricular groups for upper two bands/gifted : STEM Club (maths), Booster Online Critical Thinking and Mind Reader Programs, TOMS , ICAS and Readers' Cup (Reading)
	<p>Know your learners</p>	<p><u>Analyse Student Data</u></p> <ul style="list-style-type: none"> • Maximising learning for every student through goal setting, meaningful feedback and differentiation of teaching and learning, based on internal monitoring and systemic data. • All teaching staff will analyse their data to inform whole school, year level, class and individual student learning goals. • Develop teachers' capabilities in the analysis of data over an extended assessment period. • Common TPC learning goal language is used where 100% of students can articulate their individual curriculum learning goal. (100% of class teachers track learning goals, provide regular feedback to students and celebrate achievements made)
	<p>Meet your learners' needs</p>	<ul style="list-style-type: none"> • Focus on the Evaluate Phase of the 5Es framework to provide feedback and support students to reflect on learning processes and identify future learning needs. • Whole School Intervention Strategy to develop teachers' capability for responsive planning and teaching and to maximise differentiation and targeted support resources. • Consolidate the school framework for making A-E judgements and the link with assessment, moderation and reporting cycle. • Continue to review and publish Data Plan and Schedule Document to ensure consistency of data entry with a focus on clear expectations around when, where and how data will be analysed. • Ensure every piece of student data systematically collected has a purpose and how this is used to inform responsive decision making is effectively communicated. • Continue to incorporate the use of One School Class Dashboard and Diagnostic Assessment Tab including Excel to access, analyse and sort data to inform differentiated curriculum at class and year level. • Consolidate long term data cycle analysis and response during professional development, staff meetings and PLCs – A - E data, NAPLAN and IM.
		<p><u>NAPLAN Strategy</u></p> <ul style="list-style-type: none"> • Complete a thorough interrogation of NAPLAN data - 2016/2017 in preparation for 2018 NAPLAN. • Implement a clear practice and preparation process for NAPLAN in 2018. • Develop a NAPLAN action strategy with a focus on improving spelling, writing and U2B. • Prepare students for digital demands of online NAPLAN testing in 2019. • Ensure students identified in the U2B in Yr 2 and 4 for reading and writing are actively challenged and tracked through Yr 3 and 5 testing.

FOCUS AREA	SCHOOL PRIORITIES 2018	IMPROVEMENT STRATEGIES AND ACTIONS 2018
		<p>Early Years</p> <ul style="list-style-type: none"> • 100% of Prep and Year 1 teachers will implement the Get Reading Right synthetic phonics program in 2018, with a roll out in 2019 for year 2. • Collaborate to build and review evidence based strategies that make the most difference to learning, including age-appropriate pedagogies. • Providing positive transitions between home, school and early childhood providers. <p>STEM Practices</p> <ul style="list-style-type: none"> • Prepare our students for the world of tomorrow, today through engagement in STEM. • Continue to develop our Digital Learners supported by the use of digital technology in order to enable our students to be lifelong learners in a globalised 21st century • Identify the specific skills in the Digital and Design curriculum and provide staff capacity building especially in Yr 5 and 6 • Engage students in real world challenges through critical thinking, teamwork, co-design and innovation. • Connect our students globally through technology for languages, student interactions and international practicum placements.

<p style="text-align: center;">Great People Teaching Quality</p>	<p><i>Our people are our greatest asset</i></p> <p><i>Develop professional knowledge</i></p> <p><i>Develop professional practice</i></p> <p><i>Develop professional engagement</i></p> <p><i>Lead teaching and learning</i></p> <p><i>Develop self and others</i></p> <p><i>Lead improvement, innovation and change</i></p>	<p><u>TPC Learning Culture</u></p> <ul style="list-style-type: none"> Strong commitment to the development of team culture and TPC Big Rocks Continue to review and develop whole of school work force plan to ensure projects are supported by highly qualified HR considering current staff dynamics. ie: gender balance, age, family responsibilities etc. Consolidate the YCDI program and research Keys to Success as possible upper school approach. <p><u>Australian Curriculum Priorities</u></p> <ul style="list-style-type: none"> Continue the explicit and planned implementation of the Australian Curriculum through collaborative planning and professional understanding of these achievement standards. Continue to refine the Professional Development and Planning Day (PDPD) for each term to ensure it is responsive to student need and data analysis. Plan for the 2018 Implementation of Design and Technologies and Humanities and Social Science using the Australian Curriculum Familiarise staff with new Australian Curriculum areas in line with roll out protocols: Health and Physical Education & the Arts using the C2C resource in preparation for implementation in 2018/ 2019. Continue to develop in-depth teacher knowledge of curriculum areas and build leadership capacity and capability throughout the team <p><u>Literacy Priority</u> <i>Writing</i></p> <ul style="list-style-type: none"> Embedding the Talara Primary College Writing Policy consistently in every classroom Expanding the 7 common expectations of Talara's Writing Policy supported with resourcing Continue to explicitly develop teachers' knowledge of the teaching of writing through the Australian Curriculum and outside providers including Sheena Cameron PD for whole staff Whole school focus on improving the specific elements of vocabulary and punctuation evidenced in Yr 3 and 5 NAPLAN Implementation of explicit learning goals for writing as a focus for student feedback, which is supported through Master Teacher / HOC modelling practice in classrooms Trial and modify the Writing Profile to provide teachers feedback on implementation 2 teachers to undertake NAPLAN Writing marking training and provide PD to staff <p><i>Reading</i></p> <ul style="list-style-type: none"> Continue to embed Talara Primary College Reading Program consistently in every classroom. Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback (Profile Tool, Professional Development Planning Days, DPF) <p><i>Word Study</i></p> <ul style="list-style-type: none"> Continue to embed Talara Primary College Word Study Program consistently in every classroom. Embed use of Word Study Inventory and Minimum Expectation practices and resources. <p>Provision of literacy / numeracy mentors to:</p> <ul style="list-style-type: none"> Lead, model and co-teach to develop a shared belief that all students can learn and all teachers can teach literacy and numeracy. Embed whole school agreed evidence based pedagogical practices in reading, word study, THRASS, writing, numeracy and feedback. Implement a culture of feedback where staff are supported to reflect on and develop their professional practice through collegial feedback. <p><u>Numeracy Priority</u></p> <ul style="list-style-type: none"> Continue whole school consistent approach to teaching numeracy lesson components: warms ups, explicit teaching, open-ended/ inquiry learning and reflection. Provide numeracy feedback to teachers using Mathematics Profile with four lesson components. Implement and embrace mathematics policy with clear minimum expectations in every classroom. Students actively engage in mathematical reasoning and problem solving. Enhance additive and multiplicative understanding and fluency through Number Sense Program. Provide numeracy feedback to students using class learning goals based on TPC Check In data <p><u>Attributes of Life Long Learning</u></p> <ul style="list-style-type: none"> Lift the understanding and profile of the Attributes of Life Long Learning (ALLL) Parade focus every fortnight as part of the new Wellbeing Framework Implement the revised reporting procedures for the Attributes and ensure all staff understand the role and purpose in PDPD and unit overviews.
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	Develop professional practice	<p><u>5Es Pedagogical Framework</u></p> <ul style="list-style-type: none"> Increasing teacher understanding of 5 Es that promote student engagement; maximising opportunities to communicate 5Es to all staff through targeted, whole school professional development Undertake review of the effectiveness of the 5Es as school based pedagogical framework as part of 4 year review
	Develop professional engagement	<p><u>Moderation</u></p> <ul style="list-style-type: none"> Two moderation processes with Coalition schools with a focus on a common Australian Curriculum mathematics KLA and English KLA for each year level. Teachers calibrate or moderate key task and/or student collections of work to make judgments at KLA level each term – staff meetings in week 8 or 9 of each term.
	Lead teaching and learning	<p><u>Professional Learning Framework</u></p> <ul style="list-style-type: none"> Create whole school calendar of planned professional development opportunities for staff and parents Embed the DPF APR with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs. Teaching staff performance plans align with AITSL: Australian Professional Standards for Teachers. Consultation and feedback structures are in place and occur in a timely manner (once a term) Lift the quality of instruction by supporting teachers to understand their practice by and providing explicit coaching and feedback against expected consistent approach to reading, word study, mathematics and continuing with a writing focus in 2018. Implement teaching profiles and feedback tools for writing and two of either, reading, maths or word study (every teacher, every year in first three terms) Implement scheduled time for teachers to engage in best practice sharing, peer observations and discourse in order to expand their repertoire of practice. Identify and respond to individual staff needs for professional development
	Develop self and others	<p><u>Professional Learning Communities</u></p> <ul style="list-style-type: none"> Continue to allocate time to meet in PLCs to develop a consistent pedagogical focus and track student achievement. Provide opportunities to discuss the implementation of the Australian Curriculum through year level PDPD Identifying and facilitating access to professional development that has been identified for whole staff or groups of staff Targeted Professional development used to create staff with expertise who provide in-service for rest of staff.
	Lead improvement, innovation and change	<p><u>Learning Communities</u></p> <ul style="list-style-type: none"> Principal Performance Development Plan in place with DDG with clearly identified leadership focus. Lead and model learning to develop a shared belief that all students can learn and all teachers can teach. Continue to enhance Leadership Team members' capabilities to lead sectors in response strategy creation and action. Continue to provide resourcing and support structures to enable collaborative Professional Development Planning Days with clear and purposeful agendas. Enable teachers to engage in effective coaching opportunities to improve teaching practices; expand and promote collegiate feedback using profiles. Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.

<p><i>Exceptional standards are valued, upheld and actively promoted at all times</i></p> <p><i>Know your data</i></p> <p><i>Know your strategies</i></p>	<p><u>Explicit Improvement Agenda</u></p> <ul style="list-style-type: none"> Analyse whole school trends to develop an explicit improvement agenda. Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted. Implement strategic review cycle – end of each semester that directly feed in to a sharp, narrow focus for the Annual Key Deliverables. Undertake formal School Review in 2018 <p><u>Embed Digital practices</u></p> <ul style="list-style-type: none"> Implement digital innovations that contribute to improving student learning supported by high reliability and access of technologies to improve teaching across the College. Embed Digital Technologies in all year levels as per Australian Curriculum (and promotion of robotics, coding, Makers Club and Minecraft as extra-curricular opportunities through partnership with Sunshine Coast University) and support staff capability through E Learning Mentor. Employment of a fulltime E Learning Teacher to support the development of students and staff through ongoing coaching, mentor support and facilitating PD opportunities. Continue specific focus on NAPLAN online preparation and upskilling for the 2019 rollout with 100% of teachers aware of NAPLAN online checklist effectively within their classrooms. Build teacher capacity in using assistive technologies for students to engage and to demonstrate their understanding of the achievement standards. <p><u>Differentiation</u></p> <ul style="list-style-type: none"> Improve student results in the U2B for year 3 boys in reading Streamline Internal Monitoring assessment schedule to inform differentiation for planning and assessment Sustain MiniLit into year 1 and year 2. Maintain a focus on enrichment and extension for self-directed learning and programs with inclusive practices. Close the Gap for our Indigenous students with targeted plans and intervention. <p><u>Inquiry Cycle areas for Review</u></p> <ul style="list-style-type: none"> Review effectiveness of 5Es framework Review PDPD purpose and processes Review impact number fluency strategies Review word study process – link student data to teaching and learning Review effect size of MiniLit Program Review consistent implementation of Reading and Numeracy Programs to further embed common language and high standards <p><u>Curriculum Teaching and Learning/ Discipline Audit</u></p> <ul style="list-style-type: none"> Continue to implement student learning goals and share best practice. Maintain every teacher triangulating data and using AC achievement standards (adapting C2C) to meet individual and class needs. 100% of teaching staff recording positive behaviour/ recognitions on One School. Inclusion of positive behaviours and extra-curricular activities on student reports. Use the School Improvement Hierarchy tool to reflect and prepare for the 2018 Teaching and Learning Review, identifying any areas of inconsistent practice. <p><u>Facilities</u></p> <ul style="list-style-type: none"> Implement facility projects to enhance college campus, cater for enrolment predictions and requirements, incorporate community initiatives, and investigate possibilities of covered links, additional playgrounds and the use/benefits of rubber soft fall compared to bark Covered Multi-Purpose Court and Performance Centre to be used for community access and community initiatives. Focused Planned Maintenance Schedule. <p><u>Internal Audit</u></p> <ul style="list-style-type: none"> Implement strategies to fulfil internal audit requirements and enact recommendations. Undertake self-assessment modules. Continue to investigate computer access to enable move to One Portal reporting of maintenance requests. <p><u>Opinion Survey Priorities</u></p> <ul style="list-style-type: none"> Use the opinion survey data to respond to concerns in order to ensure better outcomes for students. Ensuring work life balance implications are considered before undertaking new reforms.
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		<ul style="list-style-type: none"> • Opportunities for staff and parents to have greater contribution to decision making and sharing of opinions.

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Engaged Partners	<p>Alignment and Consistency</p> <ul style="list-style-type: none"> Through the Caloundra Coalition and Success School project continue to develop opportunities for schools to work together to share knowledge and resources. Use of Caloundra Coalition to cooperatively plan and present specific professional development including cross school whole KLA moderation; Maths, STEMI, etc. to Pre-Prep providers. Develop mutually satisfying partnerships with secondary schools. <p>Supporting Successful Transitions: <u>Early Start/ High School Transition/ Special School</u></p> <ul style="list-style-type: none"> Continue to grow the Caloundra Coalition of Schools Early Years Transition conversations with transition partners. Plan collaboratively to establish strategies based on data with transition partners. Continued implementation of Prep / High School / Special School transition programs in partnership with local day-care facilities and neighbouring schools. <p>Partnerships</p> <ul style="list-style-type: none"> Meet all accountability processes of IPS with School Council consultation and approval. Implement 4 Year <i>Planning Overview 2015 – 2018</i>. Sharp and clear 2018 Improvement Agenda with the Key Deliverables of: <ul style="list-style-type: none"> ➔ Write Way ➔ STEM ➔ Engaging the Whole Person Oversee <i>Investing 4 Success</i> funding. Develop partnerships within and beyond the school that support student learning. Maintain International Teacher Internship with Italian National University, and the SUNY Cortland University (USA) in order to take student learning experiences into the global learning space. Partnership with school based Police Officer, Salvation Army Doorways Program, Local Elders, Child and Youth Mental Health Services and other relevant agencies in supporting staff, student and family wellbeing. Supporting and promoting the development and success of the whole child through extensive extra-curricular programs of excellence in academics, arts, sport and technologies. Publically promote the success of the performing arts excellence programs Continue promoting the use of school facilities with the wider community. <p>Parent and Community Engagement Strategy</p> <ul style="list-style-type: none"> Continue to enhance parent partnership in student learning through effective communication between school personnel and parents, particularly in relation to student progress and curriculum delivery. Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement. Use multiple communication channels to communicate with parents including: email, SMS, social media, newsletter articles on what is happening in and around the school, telephone, web portal and letters as well as driving the QParents portal. Provide programs, workshops and publish opportunities for parents to build capacity to support their child's learning. Enhance and implement school based Kindy to Prep transition program for targeted students and families. Deliver high levels of professional customer service, publish year level calendar of activities and expenses, promoting various payment planning options including Centre Pay services and BPAY/Bpoint payment options to parents whilst maintaining the Student Resource Scheme as per Policy. Develop a database of parent and community skills, talents and availability to link to curriculum/teaching and learning sequence and school activities Engage community members and businesses in designing learning experiences and extra-curricular activities that are linked to the curriculum plan. <p>Every Day Counts for Every Student to Succeed</p> <ul style="list-style-type: none"> Promotion of the 'Every Day Counts' policy and the link to positive school attitude and performance. Maintain school-wide messaging system to support school/parent communication for student absence. Increase student attendance from 93.5% to 95%. Focus on students with chronic absenteeism (less than 85% attendance) through the SWELL committee and utilise compulsory schooling letters, School Based Police Officer and Salvation Army to decrease number of students under 85% from 6.4% attendance to 4.49% with a targeted improvement of 3.31%. Closing the gap with our Indigenous students in attendance and academic areas. 91% Alignment of Student Welfare to increase focus on analysis and recommendations according to attendance and behaviour data. Continue to provide attendance feedback through newsletters and individualised family meetings.
Maintain alignment	
Develop consistency	
Scale up success	
Embrace autonomy	
Create partnerships	

FOCUS AREA	SCHOOL PRIORITIES 2018	IMPROVEMENT STRATEGIES AND ACTIONS 2018
		<p>Supporting Wellness and Wellbeing</p> <ul style="list-style-type: none"> • Provide a comprehensive wellbeing framework that strategically outlines all programs and activities focused on supporting students and staff • Continue to ensure work life balance implications are considered before undertaking new reforms. • Continue term 1 and term 3 check in surveys to gauge staff's confidence and appropriate work demands in delivering key improvement agendas. • Expand opportunities for staff and students to engage in positive awareness & Life Balance programs facilitating outside providers to deliver onsite services

Table of Acronyms

SWD	Students with Disabilities
G & T	Gifted and Talented
STEM	Science, Technology, Engineering & Mathematics
TOMS	Tournament of the Minds
ICAS	International Competitions and Assessment of Schools
TPC	Talara Primary College
5E's	Pedagogical Framework 5Es teaching and learning model Engage, Explore, Explain, Elaborate, Evaluate
PLCs	Professional Learning Communities
NAPLAN	The National Assessment Program – Literacy and Numeracy
IM	Internal Monitoring
U2B	Upper 2 Bands
YCDI	You Can Do It Education
HR	Human Resources
PDPD	Professional Development Planning Day
PD	Professional Development
HOC	Head of Curriculum
DPF	Developing Performance Framework
APR	Annual Performance Review
THRASS	Teaching Handwriting and Spelling
ALLL	Attributes of Life Long Learners
KLA	Key Learning Area
DDG	Deputy Director General in State Schools
AC	Australian Curriculum
C2C	Curriculum into the Classroom
SWELL	Student Welfare & Emotional Life Long Learning