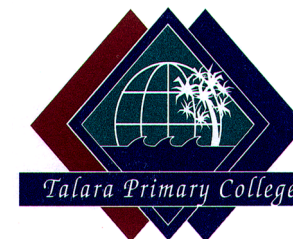# NORTH COAST REGION
Talara Primary College

Department of Education, Training and Employment

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

EVERY STUDENT SUCCEEDING

2022 Annual Implementation Plan

ENDORSEMENT
This Annual Improvement Plan and associated budget was developed in consultation with the school community and states the key priorities and strategies that meet the school needs and departmental requirements aligned to the Talara Primary college 2019 – 2022 Strategic Plan.

Stephen Adams
Principal
07/03/2022

Elisha Dibben
P. & C President
07/03/2022

Peter Embleton
School Council Chair
07/03/2022

Our Vision – Inspiring minds, Creating opportunities, Shaping Queensland's future.
Our purpose – Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

Talara Primary College 2022
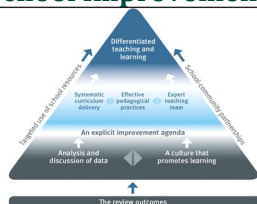# Explicit Improvement Agenda

- o Knowing Curriculum
- o Knowing Student
- o Knowing Team
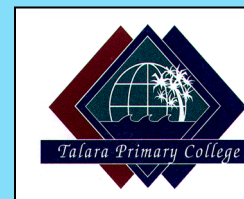
Talara Primary College
Talara Primary College affords all of our students a hand-crafted curriculum which engages, enables and empowers students as information architects who can think, investigate, create, communicate, participate, reflect and understand within the globalised society of the 21st Century.

School Improvement

An Explicit Improvement Agenda

Analysis and Discussion of Data

A Culture that Promotes Learning

Targeted Use of School Resources

An expert teaching team

Systematic Curriculum Delivery

Differentiated Teaching and Learning

Effective Pedagogical Practices

School-Community Partnerships

Sharpening our explicit approach to teaching of Reading
- Deepen understanding of the instructional pedagogy of reading.
- Clearly articulated framework of the common expectations of reading at TPC.
- Through the Australian Curriculum, teachers can identify a student's next steps in their reading development.
- Align the interconnectedness of reading, writing and spelling.
- Every year level will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning in English

Personalised Learning
- Explore personalised learning processes to support adjustments for students and the alignment with the new student disability resourcing.
- Maintain the alignment of targeted case management through the tracking of every student.
- Build high yield pedagogical practice, to extend high achievers.
- Continue to embed the 5Es and an inquiry approach, to promote learner centred, purposeful instruction.
- Clear strategies, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability

Shining the light on Staff Wellbeing
- Enrich Staff Wellbeing through embracing TPC's quality culture and values
- Establishment of a staff wellbeing committee.
- Review the TPC Wellbeing Framework to align with Education Queensland's policies and resources.
- A continued commitment to consider staff workload throughout the decision-making process.

TARGETS – 2022

Key target
- 92% students achieving C or Better in English (89.7% in 2021)
- P-2 –87% (84.6% Sem 2 2021)
- 3-6 – 95% (93% Sem 2 2021)

- 50% students achieving A-B in English
- (P-2 – 47% Sem 2 2021)
- (3-6 – 53% Sem 2 2021)

NAPLAN
U2B Writing Year 5 to be above Nation
Spelling to be above Nation

Attendance
94.5 % Whole school
Students with less than 90% under 14%

Indigenous
P-6 Above 85% achieving A-C (73% 2021)
80 % students' attendance above 85%

Wellbeing
90% staff believe wellbeing is a priority at this school

Learning Goals
100% students articulating personal writing goal each term.

Talara Primary College
Priority Area 1 - Sharpening our explicit approach to teaching of Reading

Key Strategies	Evidence and Measurable Targets	Timeline Milestones
1. Deepen understanding of the instructional pedagogy of reading	• Engage the Reading and Writing Centre to develop best practice pedagogy in reading for all staff • Write Up process to grow and encompass reading and spelling elements • Identify learners' reading fluency needs and the capacity to reflect on reading comprehension • Continue to embed a culture of modelling, observation and feedback – with a focus on Reading Profile • Using the Inquiry Cycle to review TPC's summative and internal monitoring reading assessments • Develop and enact a plan to engage parents as partners in learning to read	
2. Clearly articulated framework of the common expectations of reading at TPC	• Explicit Learning Goals in response to deeper knowledge of students • Research, identify and promote high yield pedagogical practices with a focus on the teaching of reading. • Using the Simple View of Reading, methodically upskill staff in the language required to discuss a student's reading behaviours • Develop consistent common language and routines for reading progression	
3. Through the Australian Curriculum, teachers can identify a student's next steps in their reading development	• Familiarisation of the reading aspects of the Achievement Standard • Understanding of spiraling curriculum of reading through analysis of Guide to Making Judgements • Use the Simple View of Reading in conjunction with the Australian Curriculum to determine a student's next steps in their reading development • Align current processes (Intervention, write up, PLC's, PDPD) and engage whole staff in intentional collaboration • Track student achievement through classroom differentiation planner	

Talara Primary College 2022 Annual Improvement Plan

| 4. Align the interconnectedness of reading, writing and spelling | Every year level will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning in English Intentionally collaborate with coalition schools to develop alignment and precision of the teaching of English. Common writing stimulus and marking guide (linked to GTMJ or Aspects of writing – (Literacy Continuum) Enact TPC Word Study Yearly Overview consistently for differentiated learners (expectations, feedback and pedagogy) Focus on vocabulary and oral language within the writing cycle Get Reading Right and Words Their Way data to inform differentiation of spelling including Segmenting focus for Year 3 Continuing to align and embed write up process Collaboratively identify precise writing goals Share professional pedagogies in reading Marking class target zone writers first during the Write Up Analysis sessions Collation of writing samples to be kept in portfolio to track growth over the year Student assessment portfolios unpacked in Term 1 to support teachers to effectively differentiate for students Develop consistent reading routines catering for differentiated learners (expectations, feedback and pedagogy) | |

Talara Primary College
Priority Area 2 - Personalised Learning

Key Strategies	Evidence and Measurable Targets	Timeline Milestones
1. Explore personalised learning processes to support adjustments for students and the alignment with the new student disability resourcing.	• Connect with like schools to share views on PLP practices • Through Student Services Committee, establish Personal Learning Plan (PLP) process • Ensure that students receiving NCCD levels of adjustment are captured in PLP process • Continue to be responsive and flexible in changes around Verification process • Establish referral pathway for new school-based Psychologist and establish initial case load • Shared accountability between STL&N & STARS Teams • Continuing to embed policy processes and procedures that will sit behind the overarching Inclusive Education Policy e.g. G&T, STARS, Intervention model, Student Services	
2. Maintain the alignment of targeted case management through the tracking of every student.	• Strategically embed 11-point scale of differentiation that documents class strategies and support services • Develop teacher language to confidently discuss and respond to student needs through a Tiered approach – "Tier 1, 2 and 3" • Team case management for the whole child – social, emotional, academic and behavioural • Continue the vertical alignment of year levels through PLC structure • Embed Annual Performance Reviews focused discussion using the class differentiation planner to track student progression • Clear strategies, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability • Highlight our Indigenous students' achievements and promote ATSI perspectives in established whole of school events, such as excursions and performance night • Spotlight on Indigenous student achievement, wellbeing and attendance • Increase Indigenous Attendance from 88% to 92%, with at least 80% students attending greater than 85% (71% in 2020)	

Talara Primary College 2022 Annual Improvement Plan

	Attendance • Whole school attendance initiatives with a sharp and narrow focus on students who regularly miss one day per fortnight ie. 85 – 90% absences • Follow legislative requirements, meet with parents face to face and attendance enforcement letters sent home as required • Enact protocols eg. SWELL, Doorways referrals, case management, to support families once barriers preventing regular attendance are established. • Engage teachers and classes in promoting attendance • Implement compulsory schooling procedures when required • Ongoing monitoring of families identified 'at risk'	
3. Build high yield pedagogical practice, to extend high achievers.	• Focus on Tier One differentiation for high achievers by classroom teachers • Extension and Enrichment projects that broaden the depth of the curriculum. • Participate in regional Reading Maths, STEM and G & T competitions including Maths Olympiad and TOMS • Target improving spelling/word study through curriculum intent in PDPD, Differentiation Planners and within the Write Up process for high achievers • Target extending high achievers in numeracy through lesson components, curriculum intent in PDPD, Differentiation Planners and STEM Club extension activities	
4. Embed the 5Es and an inquiry approach, to promote a learner centre purposeful instruction.	• Leading inquiry planning with student voice • Embed alignment of practice in 5e, Inquiry and Attributes Lifelong Learners. • Prioritise opportunities for a range of teachers to lead inquiry investigations • Pedagogical Plan of Action for Inquiry – Learning Circles each term with observation, feedback, reflection and commitment to action supporting staff, working with teachers and small teams. • Improved pedagogical practices through Learning Intentions and Split Screens • Increase parent awareness of Inquiry Pedagogy through the promotion of the Inquiry approach through Parade Sharing, Parent Partnerships, Culminating, Open Afternoon, Newsletters	

Talara Primary College
Priority Area 3 - Shining the Light on Staff Wellbeing

Key Strategies	Evidence and Measurable Targets	Timeline Milestones
1. Enrich staff wellbeing through embracing quality culture and values	• Intentionally prioritise TPC's culture and values as our common language and guide for working relationships, collaboration and teamwork. • Through the use of formal and informal feedback measures, elicit the various wellbeing needs of all staff throughout different stages of the year, and how these can be supported by all staff at TPC. • Connect with regional resources and upskill staff • Prioritise activities that connect staff across the school	
2. Establishment of a Staff Wellbeing Committee	• Engage staff in generating new wellbeing ideas to implement across the college • Create 2 Senior Teacher Roles for Staff Wellbeing Coordinator, with the key role to participate in staff wellbeing committee and organise key staff wellbeing events. • Connect with regional resources, research and improve knowledge around staff wellbeing, with the intention of sharing knowledge with whole staff.	
3. Review the TPC Wellbeing Framework to align with Education Queensland's policies and resources	• Staff wellbeing to be valued and promoted across our college • Updated Staff Wellbeing Framework to be published and presented to all staff • Through the use of EQ Staff Wellbeing Framework and resources, engage staff in education about wellbeing.	

4. A commitment to consider the impact on staff workload as a key component in making all decisions	• A continued commitment to consider staff workload throughout the decision making process
	• Improved SOS data related to staff workload (to include)
	   o I am supported to manage the pressures of my workload 84%
	   o My workplace culture supports people to achieve a good work life balance 88%
	   o The wellbeing of employees is a priority for my school 89%
	
	• Champion workload management throughout the college.	

Talara Primary College 2022 Annual Improvement Plan

Table of Acronyms

SWD	Students with Disabilities
G & T	Gifted and Talented
GTMJ	Guide to Making Judgements
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

Talara Primary College 2022 Annual Improvement Plan