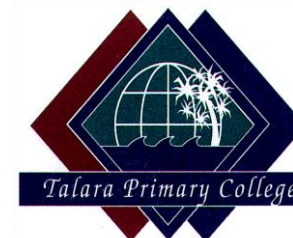




NORTH COAST REGION
Talara Primary College



Department of Education, Training and Employment

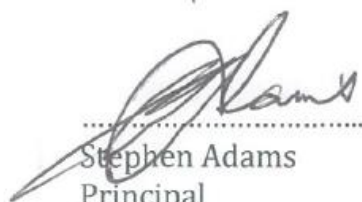
OUR VISION: Inspiring Minds. Creating opportunities. Shaping Queensland's future.

EVERY STUDENT SUCCEEDING


2021 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 the school needs and departmental requirements aligned to the Talara Primary College 2019 – 2022 Strategic Plan.


.....
Stephen Adams
Principal
25/21/2021


.....
Elisha Dibben
P. & C. President
25/21/2021


.....
Peter Embleton
School Council Chair
25/21/2021

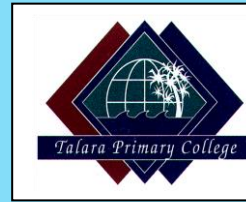
Our Vision – Inspiring minds, Creating opportunities, Shaping Queensland’s future.

Our purpose – Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

Talara Primary College 2021 Explicit Improvement Agenda

Our Focus

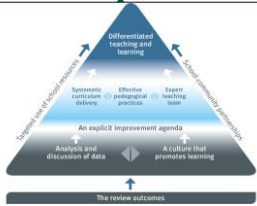
Improving the whole student



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

Page 2

Engaging Curriculum –Contextualised Inquiry Learning

Key Improvement Strategies

- Inquiry Curriculum leading units that are contextualised including student voice
- Consistent approach to Reading and Spelling across P-6 with alignment to the Australian Curriculum
- Continue the development of explicit ‘short-term’ Writing Learning Goals
- Create STEM units of work
- Refine the TPC PDPD Model to put faces to student data with a clear alignment to school processes Write Up, Check-In, Reading, Differentiation PLC and Profiling
- Identify and plan differentiated Inquiry Investigations for High Achievers with clear alignment to the Australian Curriculum
- Maintain the rigour of the Health Australian Curriculum with continued focus on Program Achieve

Inclusive Wellbeing –Growing every student

Key Improvement Strategies

- Targeted Case Management: tracking every student through refined process of differentiation, including PDPD Differentiation planner, PLC and Inclusion
- Enrich Student and Staff Wellbeing through embracing quality culture and values
- Merge Health curriculum and Physical Education reporting
- Spotlight Indigenous student achievement, wellbeing and attendance
- Raise awareness for Environmental Responsibilities and explore strategies to reduce the school’s footprint as Global Citizens
- Increase Whole School Student Attendance to align with regional expectations
- Foster Parent Partnerships through valued community events

TARGETS – 2021

Key target

- 90% students achieving C or Better in English
- P-2 –87% (85% Sem 2 2020)
- 3-6 – 95% (94% Sem 2 2020)
- 50% students achieving A-B in English
- (P-2 – 46 % Sem 2 2020)
- (3-6 – 49% Sem 2 2020)

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 (79% 2020)
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 - What makes learning purposeful? Locally contextualised learning.



Key Strategies	Evidence and Measurable Targets	Timeline Milestones
1. Continue to enhance Inquiry based professional learning, coaching , mentoring and feedback	100% staff engaged in: <ul style="list-style-type: none"> • Effective consultation and refinement of the PDPD Cycle to maximise teacher collaboration in <ul style="list-style-type: none"> ○ Knowing Curriculum ○ Knowing Student ○ Knowing Team • Deepen understanding and alignment of practice in 5e, Inquiry and Attributes Lifelong Learners. • Leading inquiry planning with student voice • Opportunities for teachers to lead inquiry investigations in relation to planning • Allocate resources to release teachers (Year Level Inquiry Champions) to develop inquiry skills • 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 • Train Engaging Curriculum team in the 5e Profile feedback process 	December 2021 Curriculum Team
2. Observation, sharing and feedback Practical strategies	<ul style="list-style-type: none"> • Continue to embed a culture of modelling, observation and feedback – with a focus on Word Study in Term 1 and Reading Profile in Term 2 • TPC Collegial Visits across P-6 along with Digi Café recordings • Networking with other schools within coalition or wider community • Inclusion of Inquiry Gifts within General Staff Meeting 	June 2021 (track viewings and comments)

	<ul style="list-style-type: none"> Improved Outcome for SOS (S2071) <i>'I receive useful feedback about my work at this school'</i> back up to 98% (96.7% 2019) 	
3. P-6 Teams Adjusting GTMJs to align to revised tasks	<ul style="list-style-type: none"> Staff Opinion Survey: Support teachers to lead curriculum change in particular through PDPD to improve outcomes for: <ul style="list-style-type: none"> (S3208) <i>'I have choice in deciding how to do my job'</i> up from 93.4% and (S3209) <i>'I have the authority necessary to do my job effectively'</i> back up to 100% (from 96.7%) Survey teachers around personal inquiry pedagogy Focus lens on Local context for units, Environmental education, Global citizenship, STEM 	Term 4, Week 6, 2021
4. Extend Australia Curriculum HPE Understanding.	<ul style="list-style-type: none"> Ensure rigour of the Health Curriculum is maintained with Program Achieve implementation Development of processes to assist in the consistent implementation of HPE reporting as one learning area (in both Strategic Teams) 	2021 Curriculum mapping each term PDPD
5. Focus on Literacy ➤ Write-Up Professional Learning Community ➤ Simple View of Reading	<p>Common writing stimulus and marking guide (linked to GTMJ or Aspects of writing – (Literacy Continuum))</p> <ul style="list-style-type: none"> Develop consistent spelling routines catering for differentiated learners (expectations, feedback and pedagogy) Professional Development P-6 in best practice: Spelling 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 Explicit understanding of the essential link between reading and writing Recognition of the importance of explicitly teaching handwriting from P-6 Collaboratively identify writing goals for every student and sharing professional pedagogies Identify High Achievers in writing for extension – writing project (Year 5, 10 weeks, Semester 1 with Head of Curriculum and EEM) 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 Develop consistent reading routines catering for differentiated learners (expectations, feedback and pedagogy) 	<p>Each term week 1, 2021</p> <p>Week 2 Term 1 and Prep Wk 8 Term 4, 2021</p> <p>Identification of students to lift performance of High Achievers</p>

<p>6. Using Data to Deepen Understanding of Student Progress Linked to the Curriculum</p>	<ul style="list-style-type: none"> • Mid-Term PLC Data and Differentiation Plan reviews 5 week cycle • Tracking student improvement through samples of work • Adjustment of assessment and Support Programs with ST:LaNs/Stars • Early Start Continuum begins in Prep Term 1, tracking data for intervention and support. Reviewed Term 4 for Prep (all students), Year 1 and Year 2 (identified students). • Resources redirected to support P-2 A-C Data English over 87% • Student assessment portfolios unpacked in Term 1 to support teachers to effectively differentiate for students • Using monitoring tasks throughout each unit to create opportunities for students to have more than one attempt at succeeding 	<p>Identification end Term 1 "D or E"</p>
<p>7. P-6 Teams delivering one integrated/STEM unit per semester (minimum).</p>	<ul style="list-style-type: none"> • Continue to work with schools across the Caloundra Coalition to expand ideas and examples of Integrated STEM units of work • Investigating and incorporating Robotics and Inquiry into a unit of work. • Review digital subscriptions P-6 to identify best practice • Improvement to School Opinion Survey (S3225) <i>I can cope with the pressures of my workload</i> to improve from 90.1%. • Maintain (S2057) <i>'My school work challenges me to think' 100% (2019)</i> • Maintain (S2058) <i>'My teacher challenges me to think' 100% (2019)</i> 	



Talara Primary College

Priority Area - Inclusive Wellbeing



Strategies

Evidence and Measurable Targets

Timeline Milestones

1. Data and Differentiation
– Knowing ALL of our students

- Implement 11 point scale of differentiation that documents class strategies and support services-
- Review student differentiation placement mid-term using most recent data for Data PLC meetings
- Explicit Learning Goals in response to deeper knowledge of students.
- Continue to embed shared organisation of ICP resources, adjusted assessment tasks using One Note
 - Ensuring consistency in ICP processes and support across Years 3-6
- Differentiation planner and class data maps linked to APR process to influence possible professional development needs

2. Community Wellbeing.

- Inclusive Wellbeing team to complete full review of TPC Framework to align with the EQ Wellbeing Toolkit
- Communicate TPC wellbeing initiative to whole school community - HONK and parade promotion weekly, fortnightly newsletter, Parent TV engagement
- Identify students 'at risk' of educational disengagement and implement evidenced based programs to assist students to participate more effectively
- Maintain classroom consistency in the implementation of the lessons and activities of Program Achieve
- Whole school promotion of Program Achieve key messages each term – Newsletter, HONK, Facebook, Parades
- Programs to empower the community
 - Circle of Security – explicit implementation of the program across the school and wider community
- Embed elements of the Wellbeing Framework including
 - Program Achieve
 - Parent TV
 - 123 Magic
 - eSafety

Ongoing

Term 4

	<ul style="list-style-type: none"> ○ Beauty is the Real Picture ● Progress measured by staff and student surveys (pre and post) to determine: <ol style="list-style-type: none"> 1. Knowledge and understanding of theory and practice related to supporting student social and emotional wellbeing; 2. Overall impact of Program Achieve on student wellbeing within the classroom; 3. Parent improved SOS data relating to student wellbeing ● Reintroduce Staff Wellbeing Activities <ul style="list-style-type: none"> ○ Fitness classes ○ Social activities driven by Year Level Teams ○ Lunch time enjoyment activities 	
<p>3. Embed whole school inclusive practices that</p>	<p>Support all students to engage in learning alongside their similar aged peers and where needed are provided reasonable adjustments through:</p> <ul style="list-style-type: none"> ● 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 ● Annual Performance Reviews focused discussion using the class differentiation planner to track student progression ● Implementation of Brave and Nurture Program, Social Emotional Program ● Continuing to bring together STL&N & STARS supports as a Hub that regularly communicate and design supports ● Identifying opportunities and approaches for Inclusion staff to operate in classrooms within a co-teaching model <p>1. Improved SOS data relating to student wellbeing:</p> <ul style="list-style-type: none"> ○ S2042 up from 95.6% “I can talk to my teachers about my concerns” ○ S2056 up from 93.8 “I feel accepted by other students at my school” ○ S2063 up from 97.4% “My teachers care about me”. 	<p>Completed by Term 1</p> <p>Alignment by end Semester 1</p>
<p>4. Environmental Footprint</p>	<ul style="list-style-type: none"> ● Raise awareness and explore strategies for staff and students to assist in reducing the schools environmental footprint ● Further expand students’ awareness and understanding of being a global citizen and their responsibilities within environmental priorities 	

	<ul style="list-style-type: none"> • Reduce environmental footprint <ul style="list-style-type: none"> ○ TEAK ○ Edible gardens/links to tuck-shop ○ Air-conditioning ○ Promotion of solar (air-conditioning impact) 	
<p>5. Close the gap further with our Indigenous students in the areas of reading, numeracy and attendance.</p>	<ul style="list-style-type: none"> • Continue to interrogate the data and work with class teachers and support staff to ensure that students are accessing supports required for their academic growth and attendance <ul style="list-style-type: none"> ○ Line of sight ○ Targeted indigenous students • Indigenous NAPLAN improvement in Year 3 and Year 5 to reduce the gap of performance to less than 30 points. • Increase Indigenous Attendance from 88% to 92%, with at least 80% students attending greater than 85% (71% in 2020) • A-C achievement in English from Prep-6 to be greater than 85% (79% in 2020) • Maintain Culture Club promotion to reignite attendance and participation <ul style="list-style-type: none"> ○ Support teacher volunteers leading this initiative ○ Students identifying their own culture, acknowledging their personal connection to country ○ Wearing of Indigenous shirts during NAIDOC and beyond ○ Increase visual art work around the college that reflect Indigenous perspectives • Highlight our Indigenous students achievements and promote ATSI perspectives in established whole of school events, such as excursions and performance night 	<p>Term 1</p> <p>End each term</p>
<p>6. Refine processes around all student attendance:</p>	<ul style="list-style-type: none"> • Follow legislative requirements, meet with parents face to face and prioritise at Principal meetings • Weekly presentation of data for attendance • Enact protocols eg. SWELL, Doorways referrals, case management, to support families once barriers preventing regular attendance are established. 	

	<ul style="list-style-type: none"> • Engage teachers and classes in promoting attendance through • Attendance Awards each week • Implement compulsory schooling procedures when required • Attendance enforcement letters sent home as required • Ongoing monitoring of families identified 'at risk' 	
<p>7. Staff wellbeing to be valued and promoted across our college</p>	<ul style="list-style-type: none"> • Continuation of Happy School articles in weekly HONK • Unpack and identify key messages of gratitude create and deliver sessions in staff meetings across the year. Maintain Joy Buddies • Continue and maintain key messages of managing work/life balance from culture day - Mark McKeon • Book Study (Wellbeing Team) – Emotional Intelligence • Wellbeing 'check-ins' and gratitude discussions conducted intentionally, including in sector, year level, and staff meetings • Build capacity of all staff to be able to support others through active listening and notice, inquire and plan process (NIP-R). • Improve SOS data for teachers: (S3208) "I can manage my job" up from 93.4%; (S3252) "My workplace culture supports people to achieve a good work-life balance" up from 82.2%. 	<p>Ongoing</p>

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