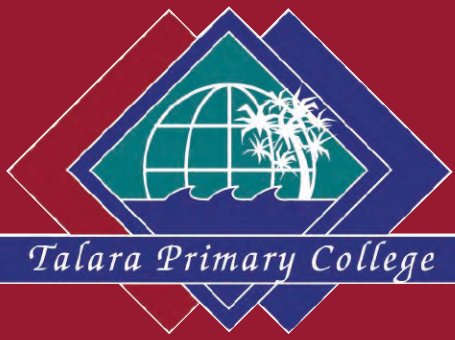


Talara Primary College STRATEGIC PLAN 2023 - 2026

Talara Primary College striving for Equity and Excellence through clear alignment, sharp precision and intentional collaboration



Our Rocks

Talara Primary College is committed to nine foundation rocks that are used to guide our decision making and helps ensure that all of our actions are focused on the delivery of quality educational outcomes for our students.

- Curriculum is the foundation
- We value and support the holistic development of students through engaging pedagogy
- We commit to shared ownership for student outcomes
- We are a progressive school with a futures based curriculum
- We develop a community of lifelong learners
- We are a collaborative, supportive team
- We develop innovative collaborative school partnerships
- Technology is an integral component of what we do
- We pursue excellence



High Performing Teams

- 🎯 **Teachers Leading Innovation**
 - ▶ Develop a strategy to increase the capability of identified teacher leaders to drive the Explicit Improvement Agenda, working in conjunction with college leaders.
 - ▶ Build teacher capability and knowledge of the Australian Curriculum V9.
- 🎯 **Pedagogies that Engage 21st Century Learners**
 - ▶ Develop a shared understanding of high yield pedagogical practices and teaching strategies that support the curriculum.
 - ▶ Explicit professional development in evidenced based teaching strategies to further deepen teachers' knowledge to deliberately select appropriate pedagogies to suit the purpose.
 - ▶ Explore ways to measure the correlation between the enacted curriculum, selected pedagogies and student performance.
- 🎯 **Precise, High-Quality Teaching of Curriculum**
 - ▶ Leaders to further develop whole of college systematic processes of observation, coaching and feedback aligned to support the precise implementation of the intended and enacted curriculum for every student.
 - ▶ Further develop and consolidate protocols for our Professional Learning Teams to enable rich teacher dialogue, focused on student progression and deliberate pedagogies.
- 🎯 **Enhancing Staff Wellbeing**
 - ▶ Focus on the wellbeing of all staff to further deepen a sense of belonging and a positive and healthy environment for teaching and working.
 - ▶ Consider support systems to meet the wellbeing needs of every staff member, including developing awareness and capability around personal levels of wellbeing.
 - ▶ Continue to value and celebrate the immense contribution and commitment of Talara staff in providing extensive extracurricular opportunities for students.
- 🎯 **Quality Professional Development for all Staff**
 - ▶ In collaboration with teachers, teacher aides and administration staff, further explore opportunities to build expertise through high quality, targeted professional development opportunities.

OUR MEASURES OF IMPACT

- Improved SOS data specifically relating to staff receiving meaningful feedback to be above 95%.
- Consistent understanding and shared language of intentional pedagogies and teaching strategies.
- Increased number of teachers leading curriculum design.



Curriculum for Life Long Learners

- 🎯 **Literacy Precision**
 - ▶ Embed quality evidence based structured literacy processes consistently in every classroom.
- 🎯 **Delivering the Australian Curriculum V9**
 - ▶ Design and deliver integrated, locally contextualised units of work with clear alignment to Australian Curriculum V9 with strong consideration of student voice.
 - ▶ Rigorous development of precise GTMJ's aligned to locally contextualised units and year level achievement standards.
- 🎯 **Intentional Curriculum Alignment**
 - ▶ Ensure clear line of sight from intended curriculum, deliberately selected pedagogical practices and teaching strategies, required differentiation and adjustments and student outcomes.
- 🎯 **Quality Differentiated Practices for all Students**
 - ▶ Build teacher capability in making reasonable adjustments, to ensure all students, are successfully accessing their learning.
 - ▶ Ensure that the scope of pedagogical practices and teaching strategies selected, challenge and extend high performing students.
- 🎯 **Assessment Literate Learners**
 - ▶ Embed systematic processes for teachers to develop assessment literate students through visible learning, including student goals aligned to the relevant learning intention of the Australian Curriculum.
 - ▶ Continue to build a culture of high expectations, with students taking increased ownership of their achievement, through precise learning intentions and individualised learning goals.
- 🎯 **Progressive Digital Learners**
 - ▶ Continue to develop a culture of Digital Innovation in teaching and learning as a general capability.

OUR MEASURES OF IMPACT

- Student academic data upward trend especially Year 1 and 2.
- 93% students achieving C or better in English and Mathematics.
- 50% students achieving A or B in English and Mathematics.
- SOS data specifically relating to 'Students are interested in their school work' to be above 90%.



Systems Supporting Excellence

- 🎯 **Intentionally Communicate and Collaborate with Clarity**
 - ▶ Ensure that all staff and community members feel that their voice is heard and have input in relevant decision-making processes.
- 🎯 **Aligned Resourcing to Maximise Equity and Excellence**
 - ▶ Using our whole school resources to maximise equity and excellence through co-planning, co-teaching and co-assessing.
 - ▶ Strengthen the evaluation of resourcing allocations to ensure maximum benefit for student learning, responsive to student needs.
- 🎯 **Deliver Successful Transitions**
 - ▶ In collaboration with Caloundra Coalition Schools and Early Years Network, enact positive and confident transitions through schooling junctures.
 - ▶ Provide tailored transitions for all vulnerable and at-risk students, through case management processes, to provide positive impacts for students, as they transition into and through our college and beyond.
- 🎯 **Intentional Collaboration with Broad Professional Networks**
 - ▶ Intentionally collaborate to maintain and grow mutually beneficial partnerships to strengthen the college's high performing culture

OUR MEASURES OF IMPACT

- Reducing the gap of performance for disaggregated student groups (NCCD and Indigenous) in attendance and academic achievement compared to whole school cohort.
- First Nations closing the gap achieving 85% A-C in English.
- Units of work that reflect cross curricula priorities.
- Increased parent participation and engagement in events including P & C meetings.



Power of Belonging

- 🎯 **Aligned Inclusive Practices**
 - ▶ Use college's Inclusivity and Diversity Credo to drive our welcoming and inclusive culture.
 - ▶ Strengthen and sustain the professional collective efficacy with respect to the college's Inclusivity and Diversity Credo.
 - ▶ Continue to develop and embed Personalised Learning Plans to further deepen knowing each student's needs, possible barriers and required adjustments, to achieve their best.
- 🎯 **Student Centred Data Culture**
 - ▶ Enable teachers to use data and collaborative assessment of student work to inform teaching and learning, inclusive case management and effective pedagogical practice.
 - ▶ Continue to refine a purposeful data culture to support all students' needs in the classroom.
- 🎯 **Intentionally Collaborate with First Nations Partners**
 - ▶ Intentionally collaborate with First Nations community members to co-design initiatives to support ATSI students.
 - ▶ Value First Nations cultures and voice in our approach to engagement and learning Aboriginal and Torres Strait Islander histories and cultures for all students.
- 🎯 **Talara Primary College Community Voice**
 - ▶ Promote and value student, staff and community voice to increase engagement and student connectedness.
 - ▶ Actively support parent participation through key bodies such as the School Council, Parents and Citizens Association and class representatives.
- 🎯 **High Performance Culture through Innovative Collaboration**
 - ▶ Refresh our high-performance culture on behaviour, absenteeism, enrolments and engagement.
 - ▶ Encourage student ownership and responsibility of positive behaviour and well-being as contributors of the culture of TPC.
 - ▶ Optimise high levels of student attendance through a focus on student wellbeing, home school partnerships, and learning opportunities responsive to student needs and interests.

OUR MEASURES OF IMPACT

- Improved SOS data specifically relating to student voice and belonging. Accepted by other students – to be above 90%, Student's opinions are taken seriously to be above 90%
- High levels of parent satisfaction demonstrated through SOS data and specific school surveys.
- Co designed Reconciliation Action Plan (RAP) plan enacted.

KEY

- 🎯 Shared Focus
- ▶ Strategy