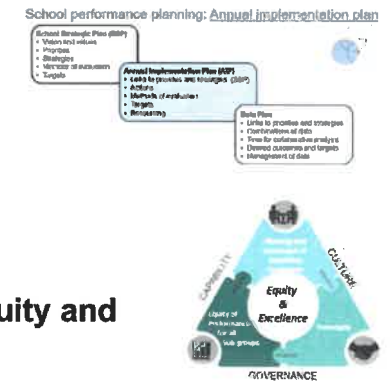




Tinana State School Annual Improvement Plan 2023

Improvement Priorities – to develop, lead and monitor an explicit improvement agenda focussed on equity and performance within the Australian Curriculum with a focus on English/Reading.



12 Month Success Criteria			
12 Month Success Criteria: <ul style="list-style-type: none"> Tinana State School staff and community have a strong and shared knowledge, understanding and ownership of the school's sharp and narrow EIA focus on AC and equity and performance for all students. All staff are involved in capability development directly aligned to the AC with a focus on reading. Strengthen P-2 teachers shared beliefs and knowledge around the AC – English/Reading, utilising the latest evidence-based strategies. Deepen all staff capabilities around cultural knowledge and being able to embed Indigenous Perspectives into all aspects of curriculum. 		Leading School Improvement 	
Planning and Enacting the Intended Curriculum	Baseline (2022)	6 Month progress	12 Month progress
Every school delivering the Australian Curriculum, QKGL, Senior Syllabus with fidelity	English Achievement P-2 – 76% (144/188) A-C 45% (85/188) A-B 3-6 -94 % (239/256) A-C 50% (128/256) A-B	English Achievement P-2 - 80% (6) A-C 50% (9) A-B 3-6 - 95% (4) A-C 55% (12) A-B	English Achievement P-2 -85% (6)A-C; 55% (9) A-B 3-6 -96% (4) A-C 58% (8) A-B
Every student engaged in high quality learning	Mathematics Achievement P-2 - 87% (163/188) A-C 55% (103/188) A-B 3-6 - 95% (242/256) A-C 52% (133/256) A-B	Mathematics Achievement P-2 - 90% (6) A-C 58 % (6) A-B 3-6 - 96% (4) A-C 55% (8) A-B	Mathematics Achievement P-2 - 93% (6) A-C 60% (4) A-B 3-6 - 98% (5) A-C 60% (12) A-B

Driving successful transitions and meaningful pathways	Baseline	6 Month progress	12 Month progress
Engagement	2022 Prep SDAs 0 2022 SDAs 13	2023 Prep SDAs 0 2023 SDAs 5	2023 Prep SDAs 0 2023 SDAs 8
Wellbeing	2022 Attendance P - 6 89%	2023 Attendance P - 6 92%	2023 Attendance P - 6 95%
	2022 Attendance P- 6 >85% 4%	2023 Attendance P- 6 >85% 7%	2023 Attendance P- 6 >85% 10%
	SOS 2022 Staff Morale 73%	SOS 2023 Staff Morale 80%	SOS 2023 Staff Morale 85%
Driving Equity of Performance for all Sub-groups	Baseline (2022)	6 Month progress	12 Month progress
No group outperforming another	English Achievement ATSI P-2 (24) - 58% A-C; 26% A-B ATSI 3-6 (35) - 86% A-C; 33% A-B SWD P-2 (49) - 47% A-C; 27% A-B SWD 3-6 (56) - 84% A-C; 36% A-B OOH P-2 (1) - 100% A-C; 0% A-B OOH 3-6 (4) - 100% A-C; 0% A-B Mathematics Achievement ATSI P-2 (24) - 80% A-C; 33% A-B ATSI 3-6 (35) - 89% A-C; 31% A-B SWD P-2 (49) - 69% A-C; 35% A-B SWD 3-6 (56) - 86% A-C; 29% A-B OOH P-2 (1) - 100% A-C; 0% A-B OOH 3-6 (4) - 100% A-C; 50% A-B 2022 SOS Crossing Cultures PD None	English Achievement ATSI P-2 - 60% A-C; 30% A-B ATSI 3-6 - 90% A-C; 50% A-B SWD P-2 - 55% A-C; 30% A-B SWD 3-6 - 90% A-C; 50% A-B OOH P-2 - 100% A-C; 50% A-B OOH 3-6 - 100% A-C; 50% A-B Mathematics Achievement ATSI P-2 - 85% A-C; 40% A-B ATSI 3-6 - 90% A-C; 40% A-B SWD P-2 - 75% A-C; 40% A-B SWD 3-6 - 90% A-C; 40% A-B OOH P-2 - 100% A-C; 50% A-B OOH 3-6 - 100% A-C; 75% A-B	English Achievement ATSI P-2 - 75% A-C; 50% A-B ATSI 3-6 - 90% A-C; 60% A-B SWD P-2 - 75% A-C; 50% A-B SWD 3-6 - 95% A-C; 60% A-B OOH P-2 - 100% A-C; 60% A-B OOH 3-6 - 100% A-C; 60% A-B Mathematics Achievement ATSI P-2 - 90% A-C; 50% A-B ATSI 3-6 - 95% A-C; 50% A-B SWD P-2 - 80% A-C; 50% A-B SWD 3-6 - 95% A-C; 50% A-B OOH P-2 - 100% A-C; 60% A-B OOH 3-6 - 100% A-C; 80% A-B 2023 SOS Crossing Cultures PD Full staff

Planning and Enacting the Curriculum	Key strategies to address Improvement Priority	Evidence of Impact	Resources (financial, human, physical)	Responsible officer	Artefacts
	<p>To improve Tinana State School through targeted strategies including -</p> <p>Australian Curriculum with a focus on Reading</p> <ul style="list-style-type: none"> - Analyse data from 2022 in pupil free day - Compare data with NCR - Deepen the knowledge and understanding of Reading within the AC with staff - A goal focus for staff on APDP around reading - Visit Reading/Writing Centre - Case manage a reading student in P-2 - Use of video evidence as opposed to Running Record for moderation - Focus for Y3-6 will be on Reading Comprehension within the AC - Learning Walks and Talks to be done in reading time - Data cycle analysis of reading data from summative assessment tasks - Work in collaboration with NCR on transition from Prep to Y1 with the focus on reading within the AC 	<p>At 3 months. behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none"> • Identify their individual reading goal • Students should be able to answer Sharratt's '5 Questions' about their reading <p>Teachers can/will</p> <ul style="list-style-type: none"> • building capacity from knowledgeable others • develop a goal for APDP – reading • align Case Management process to reading <p>Leaders can/will</p> <ul style="list-style-type: none"> • compare TSS with NCR • build leaders data literacy skills (SORD) • unpack the data • visit the Reading/Writing Centre 	\$2000 (I4S) Leaders	Principal Deputy Principals HoD-C HoSES	APDPs Case Management Data Walls
		<p>At 6 months. behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none"> • Deep understanding of where to next, to improve their reading • Connect their reading behaviours with the demands of the task <p>Teachers can/will</p> <ul style="list-style-type: none"> • visit the Reading/Writing Centre (P-2 teachers) • consistency around reading behaviours evident in a video sample <p>Leaders can/will</p> <ul style="list-style-type: none"> • interrogating the data (SORD) • Follow ups with Reading Centre • Develop Instructional Leadership through professional conversations from Learning Walk and Talks focussed on reading 	\$12000 (I4S) Leaders Teachers	Principal Deputy Principals HoD-C HoSES	English Units
		<p>At 9 Months, behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none"> • Deep understanding of where to next, to improve their reading • Connect their reading behaviours with the demands of the task 	\$8000 (I4S) Leaders Teachers	Principal Deputy Principals HoD-C HoSES	English Units Data Walls

		<p>Teachers can/will</p> <ul style="list-style-type: none"> visit the Reading/Writing Centre (3-4 teachers?) monitor consistency around reading behaviours evident in a video sample see evidence of students individual reading improvement <p>Leaders can/will</p> <ul style="list-style-type: none"> Provide observations and feedback driven by pedagogy developed from Reading Centre visits monitor the data (SORD) Follow ups with Reading Centre Maintain Instructional Leadership through professional conversations from Learning Walk and Talks focussed on reading 			
Driving Equity of Performance for all sub-groups	Key strategies to address Improvement Priority	Evidence of Impact	Resources (financial, human, physical)	Responsible officer	Artefacts
	<p>To improve Tinana State School through targeted strategies including -</p> <p>Equity and Performance for all students</p> <ul style="list-style-type: none"> Crossing Culture PD arranged for pupil free day (teachers only) Align cultural capability with individual staff members APDP and an individual goal Identify disaggregated data of Indigenous students Connecting with local elder as School Council Rep Development of CAP (Curriculum Access Plan) for Indigenous students with community partnership Addition of attendance to current CAP plans for indigenous students 	<p>At 3 months. behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none"> Begin to see changes in school culture <p>Teachers can/will</p> <ul style="list-style-type: none"> Participate and reflect on Crossing Cultures PD Develop a cultural capability APDP goal Identification of students on disaggregated data Create CAPs for Indigenous students with the addition of attendance <p>Leaders can/will</p> <ul style="list-style-type: none"> Participate and reflect on Crossing Cultures PD Encourage the development of a cultural capability APDP goal Analysis of disaggregated data Form connection with local elder through School Council 	<p>Crossing Cultures PD – Regional Team</p> <p>Indigenous Roadshow (\$120 IAS)</p> <p>Yarning Circle funding (grants and Indigenous Ed Program)</p>	<p>Principal Deputy Principals Library Teacher HoSES</p>	<p>APDPs Disaggregated Data Wall</p>

	<ul style="list-style-type: none">- Investigate attendance and talk to Indigenous community around this- Identify barriers to student engagement through negotiated team discussions- Construction of Yarning Circle- Educate staff to the significance of the Yarning Circle and possible uses	<ul style="list-style-type: none">• Begin to develop community partnerships through the initial construction of the Yarning Circle			
		<p>At 6 months. behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none">• Continue to see changes in school culture <p>Teachers can/will</p> <ul style="list-style-type: none">• Continue to work with the data in the cultural space• Continue to develop personal cultural capability <p>Leaders can/will</p> <ul style="list-style-type: none">• Maintain connection with local elder through School Council• Continue to develop community partnerships through the implementation and use of the Yarning Circle	Yarning Circle development	Principal Deputy Principals Library Teacher HoSES	
		<p>At 9 Months, behaviourally</p> <p>Students can/will</p> <ul style="list-style-type: none">• Continue to see changes in school culture <p>Teachers can/will</p> <ul style="list-style-type: none">• look for ways to connect their cultural capabilities with their teaching• aligning our planning processes to identify opportunities for embedding indigenous perspectives within the curriculum <p>Leaders can/will</p> <ul style="list-style-type: none">• Maintain connection with local elder through School Council• Continue to develop community partnerships through the implementation and use of the Yarning Circle	Yarning Circle development	Principal Deputy Principals Library Teacher HoSES	Yarning Circle

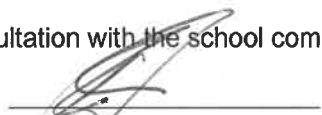
Governance and Management	Governance & Management	Term 1	Term 2	Term 3	Term 4
	SAR				
	AIP				
	I4S				
	Budget				
	Data Plan	Update – review of diagnostic & formative data			
	Annual Safety Assessment				
	Evacuation Drill				
	Lock Down Drill				
	WHS Meeting Minutes				
	Emergency Response Plan				
	Enrolment Management Plan	Updated to match facilities capacity			
	P & C Executive				
	P & C Financial				
	Internal Audit				
	Mandatory Training	QLearn			
	Finance Actual/Planned	SSS grant Sustainability grant			

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Principal



P and C / School Council



Assistant Regional Director