

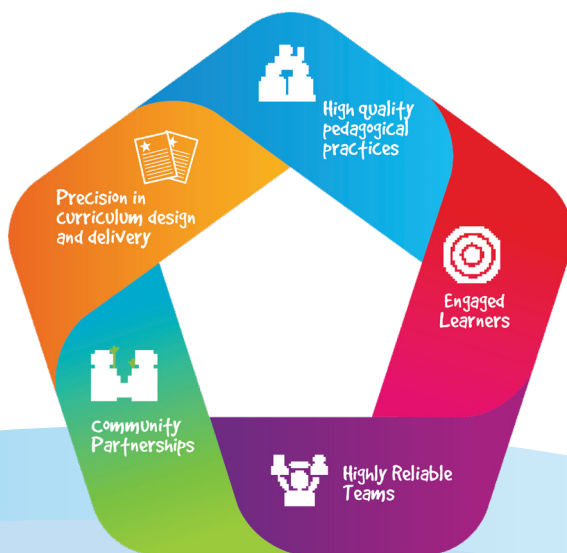
Explicit Improvement Plan



Trinity Beach
STATE SCHOOL

Our Purpose is to provide quality learning environments in which everyone is safe and students improve in their academic and social development.

Our focus is building on a strong professional learning culture focused on student progress and highly reliable teams



	2019 Improvement Actions	2019 Success Indicators
Precision in curriculum design and delivery	<ul style="list-style-type: none"> Every teaching team implements the Collaborative Inquiry Process to ensure purposeful, systematic design and implementation of the Australian Curriculum (English and Maths) 	<ul style="list-style-type: none"> Achievement standards are audited against Assessment task, GTMJ and lesson sequence Lesson sequencing and differentiation is informed through skills gap analysis 'B' and 'D' Marker groups are prioritised through collaborative inquiry Student improvement is individualised through goal setting and feedback Student work is moderated to ensure validity, reliability and consistency of judgement Leadership practice reflects the improvement work of their teams Leadership practice is moderated to ensure validity, reliability and consistency in leading Collaborative Inquiry
High quality pedagogical practices	<ul style="list-style-type: none"> Every teaching team implements the Explicit Teaching model (Montessori Model for 3-6 classrooms) to ensure purposeful, systematic curriculum delivery 	<ul style="list-style-type: none"> Year level timetables demonstrate a balance between agreed practices, demands of the Australian Curriculum, Social and Emotional Learning and year level needs Explicit teaching lessons and consolidations occur in English and Maths Teacher practice is moderated to ensure validity, reliability and consistency of pedagogy
Engaged Learners	<ul style="list-style-type: none"> Every team implements Positive Behaviour for Learning to ensure safe, respectful, quality learning environments for all students Consolidated data reports are designed to provide timely snapshots on student progress and needs Complex Case Management system re-designed 	<ul style="list-style-type: none"> Clear routines, classroom expectations and positive classroom tone are evident in every learning environment Social and Emotional Learning is a priority for every teaching team Tier 2 and 3 students identified with planned support and intervention at their level of need The reduction in the number/frequency of student 'persistent minor' behaviour referrals Regular range of lunchtime activities provided for students Students requiring ICPs are identified and plans developed Consolidated data reports meet the needs of teams and are provided to schedule
Highly Reliable Teams	<ul style="list-style-type: none"> Use the Developing Performance Framework for staff to reflect on and individualise their capability needs and to guide each team's professional learning agenda Prioritise staff meetings and collaborative planning to provide targeted professional learning differentiated to each team's needs in alignment with the Collegial Engagement Framework 	<ul style="list-style-type: none"> Every staff member has a PDP Teams plan for and engage in differentiated coaching and capability development Leaders prioritise walkthroughs in class and lunchtimes
Community Partnerships	<ul style="list-style-type: none"> Through the Tropical North Learning Academy: Develop new TNLA Strategic Plan and Deliverables Align Literate Graduate Skillset Identify 21st Century Learning implications for the partnership Inquire into alternate methods of engaging the school community 	<ul style="list-style-type: none"> TNLA partnership strategic plan and matrix approved through the school councils Community Engagement Framework approved through P&C and school council

Measures of success...

Student Performance: Average grading across classes - 10% A, 30% B, 50% C (English and Maths)

Staff Capability: 90% of staff identify they are engaging in regular capability development at their point of need

Team Efficacy: 90% of staff identify they are part of a highly reliable team

Be Safe, Be Respectful,
Be a Learner

