



Tolga State School

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Tolga State School Annual Improvement Plan

2018

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School Improvement Unit – Improvement Strategies:

- Clearly communicate the school improvement agenda to all staff members and the wider parent body
- Consistently track and monitor school achievement against targets set for key improvement strategies
- Review processes used to develop the school budget to promote openness and transparency
- Set clear expectations to teaching staff relating to the school priorities and provide quality professional development focused on the implementation of these priorities

Priority 1: Reading

Context: Tolga State School mean scale score for reading has been tracking below the national average (although statistically similar), despite its ICSEA being just above national average. Tolga State School is tracking below similar Queensland State Schools over the last three years for students in the Upper 2 Bands. An increase in the Upper Two Bands achievement coincided with a systematic collaborative supported project to run reading groups in 2015 and was successful for particularly the Year 2 (Year 3's in 2016).

School Improvement Unit- Improvement Strategy:

- Develop and implement systematic data literacy opportunities to build staff capability;
- Implement ways of developing and embedding a culture of collaboration and teamwork across the school to share quality teaching practice to drive improved student outcomes;
- Plan and implement quality professional development programs that support the implementation of the school curriculum priorities in a sequenced and well-structured way

Outcomes	Strategy	Responsible officer	I4S Budget	General Budget	Master Teacher budget	Timeline
Consistent reading program	<ul style="list-style-type: none"> ❖ Develop and promote a Reading Framework based around the BIG 6 and balanced reading program for classroom implementation ❖ PD for teachers and Teacher-aides ❖ Teacher Aides to enhance work in classrooms 	Principal Deputy Principal Master Teacher	\$14000			Term 1
PM Reading Targets Prep Level 5 Easy – 100% Level 9 – 75% Year 1 Level 10 Easy – 100% Level 17 – 75% Year 2 Level 18 Easy – 100% Level 21 – 75% Year 3 Level 22 Easy – 100% Level 24 - 75%	<ul style="list-style-type: none"> ❖ Implementation of elements of Reading Framework into classrooms: starting with Big 6 	Principal Deputy Principal Master Teacher	Resources \$2000			Term 2

		STL&N				
	❖ Review classroom implementation of Reading Framework					Term 4
	❖ Reading groups – systematic reading/literacy groups scheduled throughout school ❖ Development of structures to support reading groups (including PD –see above)	Principal Master Teacher			6000	Term 1
New Resources	❖ Purchase of systematic reading materials		\$ 5 000		\$10 000	Term 2
Support for teachers in classrooms	❖ Purchase of T/A time to support classroom implementation		√			Term 1
	❖ Response-to-Intervention System - regular analysis and intervention response to students who are tracking just below grade level • Develop a classroom based inquiry cycle to respond to reading data (with time to learn how to do as part of the classroom data cycle) identifying issues to support reading across the curriculum	Principal / Deputy Principal Master Teacher Intervention teacher				Term 1
	❖ Purchase of temporary T/A time to support classroom implementation	√	\$77287			Term 1
	❖ Review Response To Intervention system	√				Term 4

#Investing for Success

Priority 2: Positive Behaviour for Learning

Context: Response to managing behaviour and supporting students' behavioural needs is inconsistent across the school (differs from classroom to classroom); 62.2% of parents, 90.8% of students and 51.7% of staff consider the behaviour of the school is well managed (2017 SOS);

Outcomes	Strategy	Responsible officer	I4S Budget	General Budget	Master Teacher budget	Timeline
<ul style="list-style-type: none"> Strengthen the implementation of the school's Responsible Behaviour Plan for Students (RPBS) through consistent expectations, processes consequences and reporting strategies for the behaviour management program; 	1.1.1 Implement regular supported PBL lessons and social-emotional learning responsive to school and classroom data <ul style="list-style-type: none"> Release time to develop materials for lessons 	Principal	4 x TRS = \$2000			Term by term
	1.1.2 <ul style="list-style-type: none"> Purchase resources to support lesson implementation 	Positive Behaviour Learning team		\$1000		
Use OneSchool functionality to action behaviour referrals providing timely feedback	1.1.3 <ul style="list-style-type: none"> Professional Development for lessons and implementation (including observation of lessons) 	Principal Deputy Principal	√			
Improved School opinion survey results for parents, staff and students.	1.1.4 <ul style="list-style-type: none"> Implement a classroom based system of response to behaviour (data collection) 	Deputy Principal Teachers				
Professional Development	1.2 Implement Essential Skills of Classroom Management systematically <ul style="list-style-type: none"> Professional development in revising ESCM Provide professional feedback through ESCM profiling (1 x semester) 	Principal Deputy Principal Specialist in ESCM				
School wide approach policy for social and emotional learning	1.3.1 Develop school wide approach to Social-emotional learning (including responding to bullying) with implementation at a staff, parents and student level	Principal with Guidance Officer Deputy Principal		Resources \$2375		Term 2

	1.3.2 Trial and review implementation of Social-Emotional Learning	Principal with Guidance Officer Deputy Principal				
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Priority 3: Inclusive Practices

Inclusive practices are an integral part of Tolga SS and need to be reviewed and redeveloped through a cycle of inquiry.

School Improvement Unit- Improvement Strategies:

- Refine the implementation of pedagogical differentiation strategies in all classes especially for the high achieving students

Outcomes	Strategy	Responsible officer	I4S Budget	Budget	Timeline
Action Plan	Develop a Tolga State School Action Plan through an inquiry cycle to support the school community around inclusive practices. Review of the school well-being policy	Principal Dep Principal Master teacher Swd teacher Stl&n Guidance officer			Term 1 - 4
Implement Action Plan	<ul style="list-style-type: none"> - Focus on staff capability - Refine pedagogical differentiation strategies in all classes especially for the high achieving students 	Principal Dep Principal Master teacher Swd teacher Stl&n Guidance officer	√		Term 2
Review implementation of Action Plan	Focussing on reading and behaviour management through the inclusive education focus.	Principal Dep Principal Master teacher Swd teacher Stl&n Guidance officer			Term 4

Professional development	Professional development for all staff on working with students with ASD	Specialist staff	\$5000		Throughout year
Classroom technology upgrade	Identified classrooms needing new Electronic White board technology			\$20 000	Term 1 – term 4