



2024 Darra State School Improvement Plan



ABC

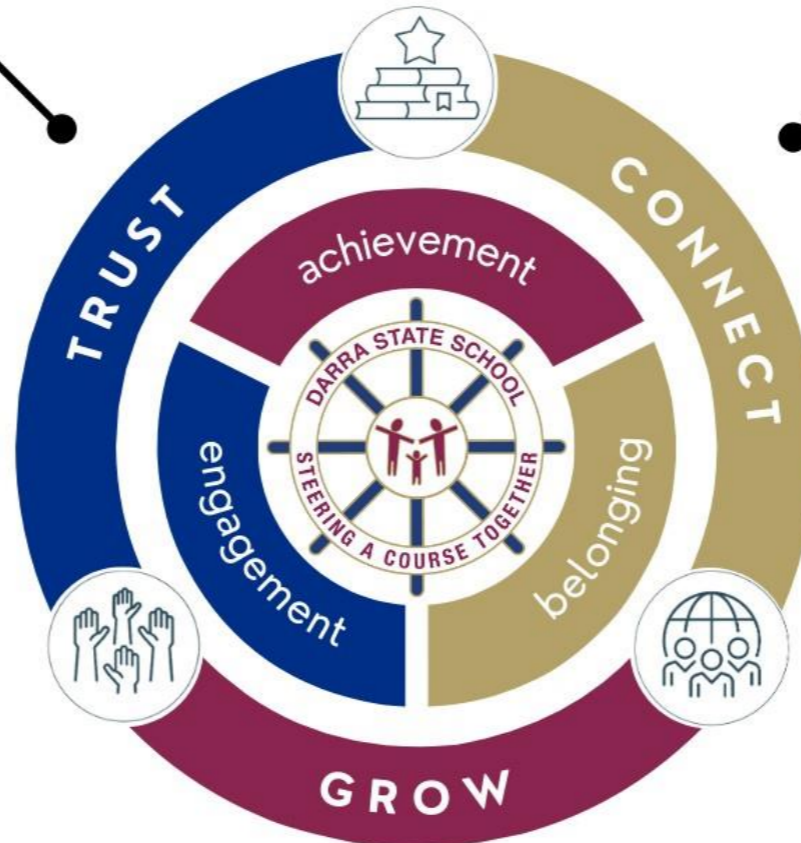
Achievements Belonging Collaboration

Consistency and collaboration
collaboration so our students can achieve.



Implement Reading Framework

A school-wide approach to
teaching reading through
systematic synthetic phonics.



Every child belonging & learning

Social Emotional Learning
Switch 4 Schools
Positive Behaviour for Learning
Essential Skills for Classroom Management

CORE VALUES: Trust - Connect - Grow

VISION: High expectations, inspired learning, where everyone belongs.

Achievements – Belonging – Collaboration



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1	Implementing DoE Reading Framework	Phase:	Developing	School priority 2	Every child belonging and learning	Phase	Implementing
Link to school review improvement strategy:	Strengthen teacher capability in academic data analysis to reflect on practice and inform future teaching and learning. Collaboratively review the school's agreed pedagogical approaches and practices, providing ongoing professional learning opportunities and experiences to strengthen and embed teaching practice. Engage all staff and school leaders in collaboratively reviewing and further developing structured classroom coaching and feedback opportunities across the school to develop capability and consistency in the agreed pedagogical approach.			Link to school review improvement strategy:	Build the capability of all staff in catering to the range of student needs so that all students are engaged, extended and challenged in their learning. Collaboratively develop a shared understanding and enactment of culturally safe practices to maximise the learning and engagement of Aboriginal and Torres Strait Islander students. Consolidate and monitor PBL and behavioural expectations with ongoing review and refinement of whole-school practices to maximise impact, specifically for students most at risk.		
Strategies	Science of Reading Systematic synthetic phonics (Promoting Literacy Development) Collegial engagement			Strategies	Positive Behaviour for Learning (PBL) Social Emotional Learning (Switch 4 Schools) Essential Skills for Classroom Management (ESCM)		
Actions including Responsible officer(s)				Resources			
All staff are trained in the teaching of reading (Professional development) – Head of Curriculum (HOC) & Speech Language Pathologist (SLP) Collaboratively develop whole school approach to the teaching of literacy routines (reading) – HOC, SLP, curriculum team Model, observe, demonstrate and moderate the delivery of literacy routines (reading) – HOC and Principal				PLD training & resources SFDs & twilights TRS for R&D			
Measurable outcomes				Measurable outcomes			
<ul style="list-style-type: none"> Teachers feel confident in their knowledge and skills of teaching reading Reading results show improvement (data tracking sheets) Achievement data reflects improvement in English <ul style="list-style-type: none"> Prep-2 increase A-C: from 84.8% (2023) → 90% (2024) // A-B: from 53.5% (2023) → 60% (2024) Y3-6 increase A-C: from 72.8% (2023) → 80% (2024) // A-B: from 36% (2023) → 40% (2024) 				Maximise learning days through attendance - increase from 87.5% (2023) to 90% (2024) and engagement Increase the school-wide implementing of PBL (Effective Behaviour Support results from 68% (2023) → 78% (2024) 100% of classroom teachers are profiled in 2024 and increase then number of profilers and the level of profilers Increase percentage of students achieving behaviour pin from 49% (2023) → 56% (2024) <i>Data trends to monitor:</i> Increase % English language learners (EAL/D) achieving A to C in English from 78% (2023) → 85% (2024) of Increase % students on NCCD achieving A to C in English from 55% (2023) → 65% (2024) Increase % First Nations students achieving A to C in English from 50% (2023) → 65% (2024)			
Success criteria				Success criteria			
Behaviourally: Students can/will: be familiar and confident with how reading is taught in their classrooms Teachers can/will: know how to teach reading, including how to analyse data to inform teaching & differentiation Teacher Aides can/will: be skilled and familiar with their role in supporting students in reading Leadership team can/will: see consistency in reading routines across P-6 classrooms				Behaviourally: Students can/will: increased engagement in learning activities resulting in a stronger sense of belonging (accessible learning); students are able to independently name their emotions and complete a switch to self-regulate Staff can/will: have a repertoire of knowledge and skills to support students' needs and are able to confidently apply them (understanding and application of 'levels of engagement'; knowledge of PBL processes; apply UDL; growing knowledge of Aboriginal and Torres Strait Islander Histories and Cultures; and familiarity with ESMC and Switches)			
Artefacts				Artefacts			
Data tracking sheet (diagnostic) Report card results				SORD Data (A-E, SDA, Attendance) School Opinion Survey			
Measurable outcomes		Success criteria		Artefacts		Monitoring	
100% of classrooms will have SSP occurring 5x per week for 30 minutes per day		Behaviourally: Students can/will: engage in SSP lessons Teachers can/will: implement SSP in their classrooms Leadership team can/will: model SSP and identify leaders in SSP delivery		Teacher timetables Observation records			
Consistency will be visible between classrooms for SSP		Behaviourally: Staff can/will: engage watching others work (WOW) and offer feedback to ensure consistent practice Teacher aides can/will: independently are confidently support SSP instruction Leadership team can/will: gradually release the responsibly of data analysis		Observation data shows consistency Teachers begin to analyse data independently			
100% of teacher can independently analyse reading data and differentiate for instruction		Behaviourally: Teachers can/will: analyse data and differentiate accordingly Leadership team can/will: support teachers (through time allocation) to analyse data and observe differentiated instruction		Time and speed of data analysis is reduced Differentiation occurs effectively			
Measurable outcomes		Success criteria		Artefacts		Monitoring	
100% of staff will be familiar with PBL, ESCM and NCCD processes Track % students with PBL Bracelets		Behaviourally: First Nations Students can/will: share their voice about how the school can be more inclusive Teachers can/will: enact PBL/ESCM processes; initial input/capture NCCD data Leadership team can/will: understand where staff are on their journey of creating a school with a strong sense of belonging and able to differentiate the learning path Students can/will: proudly wear their behaviour bracelets, wishing to be recognised for this (introduce wrist bands and track %)		Commence PLRs Behaviour bracelets			
100% of staff develop understanding of culturally safe practices Monitor S1 achievement for NCCD, EALD, FN Increased % students with PBL Bracelets		Behaviourally: Students: are learning to identify their emotions and can complete switches with support Staff can/will: be aware of culturally safe practices and make authentic connections between curriculum and teaching and learning Leadership team can/will: build relationships with First Nations Community & discuss and collaborate with Inala Corridor (development of RAP).		PLRs updated Behaviour bracelets			
100% of staff planning includes UDL tool Increased % students with PBL Bracelets		Behaviourally: All students can/will: share and learn about our First Nations community; students are independently able to identify their emotions and name at least 2 switches for self-regulation Teachers can/will: empower students to lead switches within their classrooms; be aware of UDL language and able to determine how it can be utilised to engage learners; Leadership team can/will: observe PBL and switches becoming common language		Planning documents will reflect UDL Accurate NCCD on OneSchool			

Approvals

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

Principal: Jonas Shantz

P&C President: Lisa McAulley

School Supervisor: Brett Shackleton