

Carbrook State School - 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1:
To quality assure the delivery of the Australian Curriculum by building staff capability and confidence to engage all learners. (Quality Curriculum)

Monitoring

Term 1	Term 2	Term 3	Term 4
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Strategy/ies:
Further develop teacher knowledge of the Australian Curriculum (AC) and understanding of P-12 curriculum, assessment and reporting framework (P-12 CARF) requirements to inform curriculum design and delivery through PLTs led by knowledgeable others
Develop moderation processes at multiple junctures to share expectations regarding student learning, align unit plans with assessment tasks, and ensure consistent and accurate reporting
Build students' assessment literacy through the construction and scaffolded use of learning walls.
Quality assure the work with regular learning walk and talks.
Refine the whole-school curriculum assessment and reporting plan to ensure horizontal and vertical alignment and consistency across the three levels of planning with the AC

Long term measurable/desired outcomes:
Students will answer the 5 questions for learning with detail and insight and will reference learning walls.
Teachers will confidently articulate the alignment between teaching, learning and assessment with links to the AC and their learning walls.
Leaders will engage in regular learning walks and talks and facilitate rigorous discussion to quality assure the intended curriculum is enacted with fidelity in all classrooms.
Development of a locally contextualised CARF documenting whole school agreed practices
Parents will express >95% satisfaction with teaching and learning (SOS)

	Eng A-C	Eng A/B	Maths A-C	Maths A/B
2027				
P-2	97%	50%	100%	70%
3-6	95%	50%	100%	70%

AIP measurable/desired outcomes:
Students will explain the intention and purpose of their learning and comment on their own progress and next steps.
Teachers will collaboratively design units of work using assessment alignment planners to ensure alignment.
Leaders will collaboratively develop and quality assure 3 levels of planning to ensure coverage and balance.
Closer alignment demonstrated in Inter-Assessment Agreement report

	Eng A-C	Eng A/B	Maths A-C	Maths A/B
P	96%	55%	96%	50%
1	96%	55%	96%	50%
2	91%	70%	100%	80%
3	94%	50%	95%	78%
4	91%	48%	95%	75%
5	89%	50%	95%	70%
6	91%	33%	89%	61%

Actions:
Structure NCT to allow teaching teams to engage in weekly English PLTs facilitated by instructional leaders (HOD-C, DP and Principal)
Prioritise staff meetings to allow teaching teams to engage in fortnightly Maths PLTs facilitated by instructional leaders (HOD-C, DP and Principal)
Facilitate 4 phase moderation cycle in PLTs to ensure consistent understanding of, and judgement against, the AC achievement standards
Collaboratively develop and implement agreed minimum standards for learning walls (including explicit teaching how to use them effectively)
Instructional leaders to conduct learning walks and talks in each classroom, each term and use resultant data to identify opportunities for celebration and further professional learning
Provide professional learning to teachers to apply the PLT/moderation processes and their new knowledge to transition to version 9

Responsible officer(s):

Principal
Deputy Principal
HOD-C

Resources:
School-purchase 1.0 FTE HOD-C
Additional release time for teachers to engage in PLTs
AC
P-12 CARF
Curriculum SUBCC

School priority 2:
To maximise learning days for all learners by enhancing the community culture and values through evidence-based pedagogies, PBL processes and attendance monitoring. (Community Culture)

Monitoring

Term 1	Term 2	Term 3	Term 4
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Strategy/ies:
Continue to strengthen PBL universal practices.
Build staff capability to utilise ESCM, profiling and neuroscience to reflect on own practice
Build staff understanding and knowledge of the Personal and Social Capabilities to support behaviour and emotional regulation
Review whole school values and Quality Habits to collaboratively develop a clear school vision which will guide the direction moving forward
Apply knowledge of P&SC to develop and implement tailored support for tier 2 & 3 students
Design, implement and case manage Individual Behavior Support Plans as required
Case manage non-attendees
Utilise cluster processes to share best practice and problems of practice beyond the school.

Long term measurable/desired outcomes:
Students will articulate the school values and expectations and align their behaviour to them, including emotional regulation strategies.
Teachers will reflect and implement refined strategies/pedagogies with whole school agreed practices and knowledge gained through professional learning.
Leaders will model and support staff to refine strategies/pedagogies to ensure success for all students and share best practice beyond the school.
Whole school attendance rate >96% with <10% of students <85%, <1% SDA rate

	Culture	Clear/fair rules	Behaviour managed
Parents	95%	95%	95%
Students	95%	95%	95%
Staff	98%	100%	98%

AIP measurable/desired outcomes:
Students will articulate the school values and expectations and align their behaviour to them.
Teachers will reflect and implement refined strategies/pedagogies with whole school agreed practices and knowledge gained through professional learning.
Leaders will model and support staff to refine strategies/pedagogies to ensure success for all students.
Attendance rate >92% with <15% of students <85%, <2% SDA rate

	Culture	Clear/fair rules	Behaviour managed
Parents	90%	88%	85%
Students	90%	85%	80%
Staff	98%	100%	95%

Actions:
Fortnightly PBL meetings, led by released PBL team leader, to analyse data and collaboratively develop local responses to trends.
Regular CPST meetings to identify tier 2 and 3 students and collaboratively develop tailored intervention to support wellbeing and engagement (IBSP)
Build staff working knowledge of ESCM, P&SC and neuroscience through scheduled professional learning and profiling
Review whole school pedagogies for relevance and effectiveness to document and build staff capability to deliver agreed practices
Schedule opportunities for best practice sharing and watching others work.
Engage in whole of community consultation to develop a set of school values to be explicitly taught and promoted

Responsible officer(s):

PBL Team
SSS Team
CPST Team

Resources:
PBL and SSS team
0.5 psychologist
0.5 GO
Personal and Social Capabilities (AC)
PBL Coach
Professional Learning

School priority 3:
To ensure access to the Australian Curriculum for all learners by building the capability of staff to inclusively differentiate teaching, learning and assessment. (Inclusive Intervention)

Monitoring

Term 1	Term 2	Term 3	Term 4
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Strategy/ies:
Embed processes of the Professional Learning Teams (PLT) to deliberately use academic and social/emotional data to further develop staff capability around curriculum, teaching and learning to continue to lift student academic outcomes.
Build teachers' working knowledge of differentiation strategies and tailored intervention through professional learning and sharing best practice.

Long term measurable/desired outcomes:
Students in priority groups will articulate their next steps for learning and specific strategies to reach their goals
Teachers will collaboratively plan and document tailored differentiation strategies to teach, monitor and assess the full range of students to reach their potential through school wide case management.
Leaders will analyse assessment data to identify priority groups and support teacher differentiation and student support.

AIP measurable/desired outcomes:
Target Students will articulate their next steps for learning and specific strategies to reach their goals.
Target teachers will collaboratively plan and document tailored differentiation strategies to teach, monitor and assess the full range of students to reach their potential and share learnings with others to scale up success.
Leaders will coach and provide resources and professional learning to target teachers with opportunities to share best practice.

	Eng A-C	Eng A/B
Yr 5	80%	48%

Actions:
Class and Inclusion teachers engage in fortnightly PLTs to monitor student samples and design contextualised, evidence-based differentiation and intervention strategies in response to identified barriers (strategies documented in unit planning and personalised learning plans).
As identified through data analysis, focus on year 5 for targeted support and action research to shift students from C to A/B in English
Instructional leaders to case manage identified students to monitor effectiveness and look for opportunities to scale-up learning

Responsible officer(s):

Leadership
Year 5 teaching team (including Inclusion teacher)

Resources:
Additional release time for teachers to attend PLT
Professional learning
Resourcing as identified through PLT
School-purchase 1.0 FTE HOD-C

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

Principal

P&C/School Council

School Supervisor