

Currajong State School 2024 ANNUAL IMPLEMENTATION PLAN



<p>School priority 1: Curriculum Embed whole school reading framework in the school with an explicit focus on 5 high yield reading strategies.</p>	<p style="text-align: center;">Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td>X</td> <td>X</td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	X	X			<p>Long term measurable/desired outcomes:</p> <p>90% Students receive a C or higher in English 70% NCCD students receive a C or higher in English 80% First Nation students receive a C or higher in English</p>	<p>AIP measurable/desired outcomes:</p> <p>100% of teachers participating in classroom walkthroughs and planning discussions through Short Term Data Cycle Meetings. 100% of teachers have received constructive feedback from their line manager about their use of the 5 High Yield Strategies. Positive increase in Marker Student data (PLD Screeners, LOA – English, Science and Maths)</p>
Term 1	Term 2	Term 3	Term 4								
X	X										
<p>Strategy/ies:</p> <ul style="list-style-type: none"> Collegial engagement through Micro teaching and coaching support Effective professional development (E4L) Think alouds, Explicit teaching, Scaffolding, Shared dialogic reading, Question the author 											
<p>Actions:</p> <p>Students will engage in shared dialogic and question the author through English, HaSS and Science.</p> <p>Teachers will use a range and balance of the 5 high yield strategies to effectively teach reading (the right strategy at the right time).</p> <p>Leaders will provide professional learning for staff and enable staff to access collegial engagement opportunities to build capability. Schedule agile short term data cycle meetings as the strategic vehicle for implementation of school priorities.</p>		<p>Responsible officer(s): Alison Caton Kimberley Price</p>	<p>Resources: Knowledgeable other available to provide coaching support to teachers Through STDC meetings – develop marker student work and collection of data Walkthrough processes</p>								
<p>School priority 2: Pedagogy Refine the whole school approach to supporting student behaviour and engagement to provide a supportive and safe school environment for students and staff.</p>	<p style="text-align: center;">Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	X	X	X	X	<p>Long term measurable/desired outcomes:</p> <p>70% Gold Behaviour Award Recipients 1% SDA Rate</p>	<p>AIP measurable/desired outcomes: Staff and students using consistent metalanguage School opinion survey</p>
Term 1	Term 2	Term 3	Term 4								
X	X	X	X								
<p>Strategy/ies: Implement PBL - Positive Behaviour for Learning. Engage PBL regional coach.</p>											
<p>Actions:</p> <p>Students will articulate and demonstrate the whole school behaviour and wellbeing expectations.</p> <p>Teachers will know, understand and implement the whole school behaviour and wellbeing process. Teachers and staff will build skills to proactively and reactively address challenging and complex behaviours.</p> <p>Leaders will lead the whole school behaviour and wellbeing system through the PBL action plan. Engage with the CLC3 Cluster schools to support students who identify as First Nations or have been included in the NCCD.</p>		<p>Responsible officer(s): Emma Casbault - Behaviour Support Teacher Pascale Finlayson – Behaviour Support Teacher</p>	<p>Resources: Matrix and PBL systems PBL Action Plan Regional PBL coach CLC3 Cluster schools</p>								
<p>School priority 2: Pedagogy Build teacher knowledge and understanding of evidence based practice “Universal Design For Learning” to trial increased application so students are able to access and participate in educational experiences and initiatives (with a focus on science in the 1st year).</p>	<p style="text-align: center;">Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	X	X	X	X	<p>Long term measurable/desired outcomes:</p> <p>90% Students receive a C or higher in English 70% NCCD students receive a C or higher in English 80% First Nation students receive a C or higher in English 95% Students receive a C or higher in Mathematics 80% NCCD students receive a C or higher in Mathematics 85% First Nation students receive a C or higher in Mathematics</p>	<p>AIP measurable/desired outcomes:</p> <p>Teachers will be able to articulate the UDL framework School Opinion Survey</p> <ul style="list-style-type: none"> I am interested in my school work (students) Students are interested in their school work (teaching staff) <p>100% of staff engaging in STDC meetings Early adopters providing microteaching vignettes</p>
Term 1	Term 2	Term 3	Term 4								
X	X	X	X								
<p>Strategy/ies: Developing a whole school approach to differentiated teaching and learning (good first teaching)</p>											
<p>Actions:</p> <p>Students will be able to access and participate in science assessments in a way which will improve their LOA</p>		<p>Responsible officer(s): Kristy Leavers Kelley Hazell</p>	<p>Resources: UDL Now – Katie Novak PD workshop CAST Innovate Inside the Box - Katie Novak and George Couros UnLearning – Katie Novak</p>								

Teachers will
Develop a deep understanding of the UDL Framework.
Teachers will
Cater for variability of their students, reducing barriers by modifying the way they teach and assess science

Leaders will
Continue to facilitate agile short term data cycle meetings, increasing knowledge of the UDL Framework and providing ideas for teachers to trial in Science.

Short Term Data Cycle Meetings
Assistive technology – apps

School priority 3: Quality Assurance
Strengthen and embed the collegial engagement processes in the school.

Monitoring			
Term 1	Term 2	Term 3	Term 4
X	X	X	X

Long term measurable/desired outcomes:

90% Students receive a C or higher in English
70% NCCD students receive a C or higher in English
80% First Nation students receive a C or higher in English
95% Students receive a C or higher in Mathematics
80% NCCD students receive a C or higher in Mathematics
85% First Nation students receive a C of higher in Mathematics

AIP measurable/desired outcomes:

100% of teaching staff and leaders participate in Year Level PLC+ inquiry projects
100% of teaching staff have a ADPD that they action
100% of teachers have received constructive feedback from their line manager

Strategy/ies:
Collaboratively review and implement a collegial engagement framework with a focus on authentic feedback loops

Actions:

Students will
Articulate their learning through the 5Q4


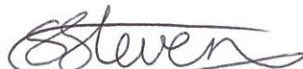
Teachers will
Identify and participate in the collegial engagement strategy that works and challenges them
Identify authentic feedback loops
Articulate their teaching and learning through the 5Q4
Identify next steps for their own learning

Leaders will
Articulate their strategic roles and responsibilities
Monitor impact of Short term data cycle meetings and coaching
Articulate their strategic roles through the 5Q4
Engage as a CLC Triad to work collaboratively as a team to support the capability building of self and others so that middle leader and teacher capability is identified and supported

Responsible officer(s):
Principal

Resources:
APDP's
PLC+ Inquiries
Coaching time (Thursday)
Line managers – walkthroughs/5Q4
Collegial Engagement Framework
CLC3 Cluster Schools

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 