Karumba State School
2024 ANNUAL IMPLEMENTATION PLAN

2023 Priorities:

1. ***Expert Teaching Team:***
   - Effective teaching of reading, writing, and comprehension to improve student LOA *- Refine whole school moderation processes*
2. ***Student Engagement and Wellbeing***
   - Enhance student engagement through inquiry cycles and case management *- Engaging with partners and stakeholders*

School priority 1: *Student agency*

Monitoring

Term 1	Term 2	Term 3	Term 4

Strategies:

Empower students to be expert, assessment literate learners
Students are, and hold others, accountable to their learning goals

Long term measurable/desired outcomes:

1. Strategic Plan

Collaboratively develop W/S approach to student goal setting, tracking, and feedback
Build capability of staff and students to develop and utilise goals to monitor and inform next steps in learning (effective learning walls to maximise engagement)
Learning goals derived from assessment GTMJ or based off teacher tracking of literacy continuum

AIP measurable/desired outcomes:

- *Partnerships, Culture, and Teaching and Learning dimensions of School Opinion Survey meet or exceed the State*
- *85% of students achieving A-C for English, Mathematics, Science, and HASS*
- *90% year 1, 5, and 6 students achieving B or above in English, Mathematics, Science, and HASS*
- *100% prep, year 2, and 3 students achieving C or above in English, Mathematics, Science, and HASS*
- *50% year 3 and 5 students meeting or exceeding the National Minimum Standard (NMS) in all NAPLAN strands*
- *80% agreement in student feedback surveys*
- *Students using learning walls and teacher/ peer feedback to 'bump it up'*
- *Students able to articulate personal learning goal/s and success criteria for current term*
- *Students able to answer 5Q4 – in discussion and at learning wall. T1 teacher prompting – T4 independent*
- *Students able to articulate personal learning goals for English and Mathematics*

Actions:

Develop student assessment literacy through unpacking assessment tasks, and co-create learning walls/ goals with students
Involve students in their personal goal planning and tracking
Engage students in reflecting on learning and next steps via feedback cycle, as determined by classroom teacher at relevant points during T&L cycle: traffic light system (green light = got it, yellow light = kind of got it, red = didn't get it)
Revise Whole School Approach to Homework Policy, in line with Thinking Classrooms
Embed recognition and celebration of goal achievement into end of term processes (or similar)
All teaching and non-teaching staff model curiosity, inquiry, resilience, and adaptability for students
Teaching staff explicitly reinforce weekly Skills for Success focus area in daily lessons

Responsible officer(s):

Principal
Teachers

Resources:

- *'Building Thinking Classrooms' – Peter Liljedahl*
- *Bump it up wall with model response visible for students. Students explicitly taught how to use by classroom teacher*
- *Principal and classroom teachers engage in explicit before moderation juncture co-planning of KDTC table for English, and co-develop UDL template with reference to data wall and marker students, to determine acceptable evidence for assessment tasks in at least English*
- *Vertical Non-permanent Surfaces (VNPSs) in classrooms and used in mathematics for problem-solving*

School priority 2: *Teachers challenging thinking*

Monitoring

Term 1	Term 2	Term 3	Term 4

Strategy:

Adopt Universal Design for Learning (UDL – Katie Novak) approach for all learning areas, and Thinking Classrooms (Peter Liljedahl) approach for Mathematics – underpinned by embedded RWI reading approach

Long term measurable/desired outcomes:

1. Strategic Plan

Develop opportunity to build a culture of inquiry and innovation through implementation of the Australian Curriculum (AC), General Capabilities, and Cross Curricular Priorities for the local school context

AIP measurable/desired outcomes:

- *Teachers documenting differentiation strategies targeted to engage learners in critical thinking in support provisions (OneSchool), KDTC tables for English units, and/ or evident in lesson plans/ resources*
- *Data cards reflect student improvement in Mathematics and Science LOA data e.g., students moving from C to B, B to A etc.*
- *50% year 3 and 5 students meeting or exceeding the National Minimum Standard (NMS) in all NAPLAN strands*
- *Teachers using engaging thinking tasks/ problem-solving questions in every mathematics lesson to expose and unpack inherent literacy demands within assessment/ NAPLAN questions of this nature – namely, multi-step problem-solving. Documented in planning, and saved to G Drive.*
- *Reduced time taken for students to begin work on problem-solving tasks*
- *Students showing working on VNPS – transferance to assessment tasks, thus improved mathematics LOA*
- *Data conversations with staff using traffic light system. Robust participation in once termly 'during' moderation data conversations. Staff bring work samples, as determined in Professional Learning and Development Schedule, and discuss differentiation provided within specific tasks – hints and extensions*
- *Students provide feedback on engagement as result of classroom layout via self-generated pulse survey*
- *Weekly agenda for Staff Professional Learning and Development Schedule followed, and features information and steps for staff implementation of Thinking Classroom and UDL pedagogical approaches*

Actions:

Continue to engage with Regional Education Futures Institute (EFI) re: differentiation strategies and planning considerations for early career teachers
Provide a differentiated and contextualised curriculum within a Universally Designed Learning environment
Encourage curiosity, inquiry, resilience, and adaptability via Gradual Release of Responsibility to scaffold inquiry
Embed structured opportunities for student investigative problem-solving into learning daily
Modify classroom layout in line with current research to provide flexibility and choice for students within the learning environment
Facilitate coaching conversations with staff to promote reflecting on practice (obesrvation feedback schedule)
Provide weekly PD re: UDL, Thinking Classrooms, and RWI to support implementation and subsequent analysis of impact

Responsible officer(s):

Principal
Teachers

Resources:

- *Access to Regional Education Futures Institute (EFI) staff and offerings*
- *'Building Thinking Classrooms' – Peter Liljedahl*
- *'Modifying Thinking Classrooms for Different Settings' – Peter Liljedahl*
- *'UDL Now: A Teacher's Guide to Applying Universal Design for Learning' – Katie Novak*
- *RWI Ruth Miskin Training Portal, face-to-face trainer once per year*
- *Vertical Non-permanent Surfaces (VNPSs) in classrooms and used in mathematics for problem-solving*
- *Staff Professional Learning and Development Schedule displayed in conference room*

School priority 3: *Leaders leading learning*

Monitoring

Term 1	Term 2	Term 3	Term 4

Strategy:

Expert curriculum leadership team

Long term measurable/desired outcomes:

1. Strategic Plan

Develop and document processes to enhance sustainability, consistency, and best use of resources
Embed the four phases of moderation within the school collaborative curriculum planning process to support teacher understanding of the AC, confidence in determining student LOA against the standards of the AC, and strengthen school curriculum quality assurance processes

AIP measurable/desired outcomes:

- *Less frequency of face-to-face support visits from EFI (or equivalent)*
- *Increased or maintained attendance at planning meet-ups (Western Alliance)*
- *Increased or maintained outcomes from planning meet-ups (Western Alliance) – agenda followed and items (e.g., teaching and learning sequence) completed on the day*
- *Continue RWI synthetic phonics PD weekly at staff professional learning and development meetings – record of training delivered stored to G drive and training pathway saved to Ruth Miskin portal*
- *Principal, classroom teacher, teacher aide teaching RWI phonics Monday – Thursday, and recording lessons for observation feedback and coaching by reading leader (principal)/ Ruth Miskin RWI trainer once per fortnight*
- *Business manager teaching RWI phonics once per week, and recording lessons for observation feedback and coaching by reading leader (principal)/ Ruth Miskin RWI trainer once per fortnight*
- *Reading assessments scheduled and underatken at 6-8weekly intervals by reading leader (principal). Student assessment records scanned to G drive, and tracked in sounds tracker and grouping grid by principal. Students regrouped or flagged as spotlight children for 1:1 tutoring as required, by principal*

Actions:

Continued engagement with Regional EFI head of learning (or equivalent) to support principal in transition to, and rollout of, Version 9 of the Australian Curriculum, and in adherence to the P-12 CARF (V9)
Principal providing instructional leadership to staff around rollout of V9 of the AC

Responsible officer(s):

Principal

Resources:

Financial – support to attend meetings/ events
Human Resources – DRT to relieve principal/ teacher whilst engaging in professional conversations/ workshops/ events
Staff Meeting Professional Learning and Development Schedule 2024
RWI training tracker
RWI student progress grid
RWI student groupings grid

Approvals

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

Principal
Tamsyn Gardiner **22/02/2024**

P&C President
Hannah Little **21/02/2023**

School Supervisor
Phil Sweeney **23/02/2024**