

Clontarf Beach State School 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement

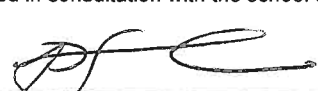

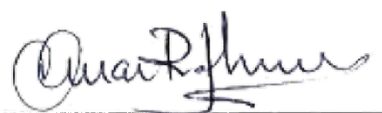


Culture and inclusion



Our School Vision – Clontarf Beach State School is world class.
Our School Goals – All students succeeding. All students have the opportunity to achieve the potential within.
Our School Motto – Learning Together for a Lifetime.
Our school Values – Be Safe, Be Tolerant, Be Academic, Be Responsible, Be Supportive

<p>School priority 1: Curriculum - Learners at Clontarf Beach State School are on track to succeed through our provisions of the Australian Curriculum – English.</p>	<p>Monitoring</p> <p style="font-size: small; color: red;">Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term 2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> <tr> <td style="height: 30px;"> </td> <td style="height: 30px;"> </td> <td style="height: 30px;"> </td> <td style="height: 30px;"> </td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <p>Continual increase in A-C data 95% and A-B data 55%.</p> <p>Close the gap for level of achievement for all sub-groups (NCCD, First Nations, CiC, EAL/D).</p>	<p>AIP 12 month measurable/desired outcomes:</p> <p>English A-C Data - 90% English A-B Data - 52%</p> <p>Students use feedback to identify and achieve individual learning goals.</p> <p>Teachers collect , discuss and use data to increase class learning outcomes.</p> <p>Leadership completed LWT and observations to provide feedback to teachers. Classrooms display Bump It Up Walls and Learning Walls for English.</p> <p>School and Cluster moderation processes established and enacted with rigour.</p> <p>Documents created / artefacts: English and Maths units aligned to Australian Curriculum Ver 9. APR aligned to AIP. CBSS Collegial Engagment Policy 2024. CBSS Data Plan 2024</p>
Term 1	Term 2	Term 3	Term 4								
<p>Strategy/ies: Build staff capability to implement Reading though the Australian Curriculum. Build staff capability of teaching to the A standard across English through moderation, Learning Walks and Talks and classroom observations. Build staff capability in data analysis. Establish moderation process with other schools. Plan for and review the implementation of Australian Curriculum Ver 9. Create consistent practices and expectations for Bump It Up Walls and Learning Walls.</p>											
<p>Actions: Establish and implement a systematic plan for the collection and use of data to improve student learning outcomes. Implement effective data processes to identify gaps in student learning, to monitor improvement over time and to monitor growth across years in school. Continue to tightly align the APR process to the CBSS AIP. Quality Assure processes within moderation, planning, data analysis, LW&Ts, observations and visible learning. Develop a framework for a whole school approach to teaching and learning (research based, inquiry based, digital pedagogy) Embed the use of formative assessment across all learning areas. Implement a feedback process to provide feedback to students and staff. Establish monitoring and tracking processes for student learning goals (next steps).</p>		<p>Responsible officer(s):</p> <p>Principal Deputy Principal Head of Department – Curriculum (HOD-C) Teachers</p>	<p>Resources:</p> <p>HOD-C Planning Days Professional Development Additional Speech Language Pathologist Decodable Readers Staff meetings</p>								

<p>School priority 2:</p> <p>Engagement - Learners at Clontarf Beach State School are engaged through specific pedagogies and inclusive practices.</p>	<p style="text-align: center;">Monitoring</p> <p style="text-align: center; font-size: small;">Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term 2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <p>Student Oneschool behaviours reduced by 20%</p> <p>Student Disciplinary Absences (SDA) reduced by 10%</p> <p>Attendance P-6 increased to 95% ; < 85% - 12%</p> <p>School Opinion Survey Student behaviour is well managed in this school – 85% Staff Morale is positive in this school – 90%</p>	<p>AIP 12 month measurable/desired outcomes:</p> <p>SDA – 33 Attendance – 91%</p> <p>Students demonstrate understanding of fortnightly behaviour focus. Students engage in all learning experiences (supported as required).</p> <p>Teachers recorded level of adjustments as personalised learning records in Oneschool.</p> <p>Leadership engage staff in data discussions.</p> <p>School Opinion Survey Student behaviour is well managed in this school – 75% Staff Morale is positive in this school – 75%</p> <p>Documents created / artefacts: PBL framework action plan. CBSS Inclusive Education Statement CBSS Whole School Approach to Pedagogy Framework. CBSS ICT Policy. CBSS First Nations Policy.</p>
Term 1	Term 2	Term 3	Term 4								
<p>Strategy/ies:</p> <p>Collaboratively develop an Inclusive Education Statement for CBSS. Review and refine reasonable adjustments in all assessments during M1. Strategically plan for the utilisation of resourcing within classrooms, specifically human resources and record evidence of differentiation practices. Develop a framework for a Whole School Approach based on High Impact Strategy Pedagogies. Build teacher capability in the implementation of digital practices. First Nations perspectives included in planning. PBL Team to create and share PBL Action Plan of implementation. Increase communication with community around behaviour expectations. Case Management process to support identified students. Use the Staff Wellbeing Framework to plan and implement staff wellbeing programs.</p>											
<p>Actions:</p> <p>Establish an agreed vision and plan for the use of ICT across the school. Collaboratively develop inclusive education statement and vision for inclusivity that will embed future inclusive practices and processes across the school. Monitor and evaluate distributed leadership roles and responsibilities to strengthen the culture and continuous professional improvement and high performing collegial teams that drive strategic priorities. Strengthen induction programs for commencing staff and those new to leadership positions. Strengthen processes of formalising partnerships associated with the school and ensure that they are strategically planned, aligned and measurable against student learning and wellbeing. First Nations Committee established. Strengthen networks with feeder day cares and high schools. Communicate with parents regarding unexplained absences and low attendance. Communicate fortnightly behaviour focus to students and community through weekly lessons, newsletters, assemblies and newflash. WHS Committee to apply best practice in implementing staff wellbeing programs.</p>		<p>Responsible officer(s):</p> <p>Principal Deputy Principal Head of Department – Curriculum (HOD-C) Head of Inclusion (HOI) PBL Coach / Team ICT Mentor Teachers WHS Committee</p>	<p>Resources:</p> <p>Community Engagement Officer - Attendance PBL ICT Mentor Professional Development ICT Community Engagement Officer – First Nations Case Management meetings</p>								
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal  P&C/School Council  School Supervisor </p>											