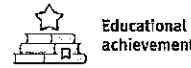


## CHURCHILL STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p><b>School priority 1:</b> <i>Lift student achievement in English through Australian Curriculum in P-6</i></p>	<p><b>Monitoring</b> <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></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: 20px;"> </td> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p><b>Success Criteria/Behaviourally: (What will "A" Standard look like?)</b> <u>Students can/will:</u></p> <ul style="list-style-type: none"> <li>Actively engage in English lessons in the classroom</li> <li>Understand the expectations of their assessment</li> <li>Discuss aspects of the Learning wall that explain what they need to learn and do to be successful</li> <li>Answer the Sharratt 5 questions for students during leadership learning walks</li> </ul> <p><u>Teacher Aides can/will:</u></p> <ul style="list-style-type: none"> <li>Provide targeted intervention utilising case management strategies communicated by the teacher.</li> <li>Support students in using the Learning Wall in English</li> <li>Receive feedback and linked professional development from walkthroughs and observations</li> </ul> <p><u>Teachers can/will:</u></p> <ul style="list-style-type: none"> <li>Collaboratively develop and understand school curriculum documentation</li> <li>Engage in four stages of moderation</li> <li>Use three levels of planning to align planning of daily lessons and collaborate with peers in designing intervention to support movement of marker students building a bank of effective teaching strategies</li> <li>Explicitly teach from the learning walls and have agreed expectations of Australian Curriculum displayed</li> <li>Receive and act on feedback on enacted curriculum including clarity for students</li> <li>Receive feedback and linked professional development from walkthroughs and observations</li> </ul> <p><u>Leadership team can/will:</u></p> <ul style="list-style-type: none"> <li>Publish and lead collaborative development and implementation of school curriculum documents</li> <li>Prioritise opportunities for all phases of moderation, including leading curriculum unit planning and lead case management</li> <li>Develop an accountable line of sight to the students,</li> <li>Provide professional development in Learning Walls</li> <li>Conduct fortnightly Instructional Leadership Walks</li> <li>Establish line of sight from intended to enacted curriculum</li> </ul>	<p><b>AIP measurable/desired outcomes:</b> <i>Include the measurable/desired outcomes after 12 months as identified in the School data plan.</i></p> <ul style="list-style-type: none"> <li>Increase in number of students achieving A-C in English to above P-2 – 75%, 3-6 – 75%</li> <li>Increase in number of students with disability achieving A-C in English to above P-2 – 47%, 3-6- 55%</li> <li>Increase in number of First Nations students achieving A-C in English to above P-2 - 58%, 3-6 – 70%</li> <li>Increase in number of Students in Care achieving A-C in English to above P-2 - 60%, 3-6 – 45%</li> <li>Increase in staff SOS data "I receive useful feedback about my work at this school." to at least 75%</li> <li>English A-C data is aligned with NAPLAN</li> <li>Increased teacher confidence in knowledge &amp; understanding of Australian Curriculum (survey data)</li> <li>Increased staff knowledge &amp; understanding of differentiation &amp; reasonable adjustments to enable students to access curriculum at their level (survey data)</li> <li>All students requiring adjustments have an up to date PLP recorded on One School</li> <li>All students requiring ongoing adjustments or supports accurately captured in NCCD data collection</li> </ul>
Term 1	Term 2	Term 3	Term 4								
<p><b>Strategy/ies leading to actions:</b></p> <p><b>Review &amp; align the CSS CARF to the K-12 CARF with a focus on:</b></p> <ul style="list-style-type: none"> <li>Review &amp; update CSS Data Plan with particular focus on English</li> <li>Review &amp; update CSS CARF including schedule of moderation stages, development of Year Level and Multiage V9 Unit Plans (3 Levels of planning)</li> <li>Embed &amp; record moderation processes including Case Management of Marker Students D-C &amp; B-A in English</li> <li>Develop Level 3 Unit Plans in English collaboratively with HOD-C, Year Level Teacher &amp; Inclusion Teachers</li> <li>CT &amp; IT to implement Co-teaching in English supported by HOD-C, HOI &amp; POD DP/P</li> <li>Define school wide Pedagogical Practices 4 Learning (PP4L) &amp; provide professional learning in the area of English</li> </ul> <p><b>Increase consistency &amp; engagement in English through the use of Learning Walls schoolwide</b></p> <ul style="list-style-type: none"> <li>Review Australian Curriculum alignment to the school in the area of English (HOD-C)</li> <li>Review agreed school wide consistent elements of LW using evidence-based research – Visible Learning to promote Assessment Literate Learners (HOD-C)</li> <li>Review accessibility to LW for all students (HOI)</li> <li>Review existing documentation for LW processes school wide (HOD-C, CT, Leadership)</li> <li>Co-construct LW example with staff (weekly PD) (HOD-C)</li> <li>Co-construct student LW and provide effective, appropriate and timely feedback to level up student outcomes (CT &amp; IT, HOD-C, Leadership)</li> <li>Establish student learning goals in English (CT &amp; IT)</li> </ul> <p><b>Implement differentiation strategies to support identified students (NCCD, First Nations)</b></p> <ul style="list-style-type: none"> <li>Review and refine student learning goals regularly to determine each students next steps in learning. (CT &amp; IT)</li> <li>Identify &amp; track Marker Students D-C in English</li> <li>Inclusion teachers moving into co-teaching in English</li> <li>Plan for differentiation and record in unit plans including ICT's for engagement, UDL, Assistive Technology</li> </ul> <p><b>Line of Sight/Quality Assurance</b></p> <ul style="list-style-type: none"> <li>Fortnightly Instructional Leadership walkthroughs (P, DPs, HOD-C, HOI) - Collect student data using Sharratt's 5 questions – <i>What are you learning? Why is this learning important? How are you going? How do you know? How can you improve? Where can you go for help?</i></li> <li>Recording of differentiation embedded within English unit plans</li> <li>Implement staff learning walks (Wk 10) each term (collegial feedback)</li> </ul>	<p><b>Responsible officer(s):</b> <i>State the nominated lead/s.</i></p> <ul style="list-style-type: none"> <li>HOD-C</li> <li>HOI</li> <li>DP's</li> <li>P</li> </ul>	<p><b>Resources:</b> <i>List the financial, human, physical or virtual resources required to support the actions and implement the identified strategy.</i></p> <ul style="list-style-type: none"> <li>PD – PFD, Staff Meetings</li> <li>Instructional Leadership Walkthroughs</li> <li>0.4 HOC</li> <li>0.6 DP</li> <li>Inclusion Teachers Co-Teaching in classes</li> <li>TA's in classes</li> <li>TA's - intervention</li> </ul>									

<p><b>School priority 2:</b> To promote positive student &amp; staff engagement and belonging in the school environment</p>	<p><b>Monitoring</b> 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"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p><b>Success Criteria/Behaviourally: (What will "A" Standard look like?)</b> <b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>Join the class and actively engage in relevant curriculum.</li> <li>Regularly attend and remain in class</li> <li>Use language and strategies of Switch 4 Schools when seeking support, State expectations and discuss the rewards and consequences of their behaviour choices</li> </ul>	<p><b>AIP measurable/desired outcomes:</b> Include the measurable/desired outcomes after 12 months as identified in the School data plan.</p> <ul style="list-style-type: none"> <li>Improved Attendance Rate Whole school 90%</li> <li>Decrease in SDAs</li> <li>Reduction in "Refusal to participate/Disruption/Tuancy in morning session"</li> <li>Improvement in SOS Staff Data – Behaviour is well managed in this school, This is a good school – 60%</li> <li>Increase in "Refusal to participate/Disruption/Tuancy in morning session"</li> <li>Increase in SOS Parent Data – This school asks for my input – 80%</li> <li>Increase in SOS Student Data – I feel accepted by other students at my school – 80%</li> <li>Increase in SOS Staff Data – I feel that staff morale is positive at this school – 75%</li> <li>Reduction in One School Major Behaviors &amp; SDAs for Tier 3 students engaged with Positive Pathways</li> <li>Functional Churchill State School Multi-Tiered System of Support Mapping Document.</li> </ul>												
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<p><b>Strategy/ies leading to actions:</b></p> <p><b>Deepen staff knowledge &amp; understanding of social emotional regulation strategies to support students to regulate in the school environment.</b></p> <ul style="list-style-type: none"> <li>Review &amp; communicate Green Room procedures collaboratively with staff, seek feedback each term - (HOI/GO)</li> <li>Establish Engine Room process &amp; communicate with staff, seek feedback each term - (HOI/GO)</li> <li>Provide PD &amp; Implement Switch 4 Schools school wide (SEL &amp; ICT), Trial in Term 1.</li> <li>Provide professional learning to all staff to enhance student engagement, belonging and wellbeing - (Berry St)</li> <li>Develop Classroom calming stations, expectations, strategies, resources &amp; signage - (HOI/GO/P)</li> <li>Review &amp; establish Consistent Predictable Routines through daily Morning Circle power point (incorporating PBL) lessons split over 5 school days - (DP 4-6)</li> <li>Establish positive/inspirational messages school wide (e.g. bathroom doors/mirrors, walls) – (DP4-6, GO, P)</li> <li>Collaboratively monitoring student progress through, attendance, behaviour, academic data to provide supports in the right way, at the right time to maximise engagement</li> </ul> <p><b>Develop CSS Multi-Tiered Systems of Support (MTSS) document which includes Academic, Behavioural/Social Emotional &amp; Attendance elements</b></p> <ul style="list-style-type: none"> <li>Review &amp; embed school wide PBL processes with consistency schoolwide – (DP4-6)</li> <li>Review consistency of PBL school wide (data, anecdotal, surveys) – (DP4-6)</li> <li>Leadership Team and teachers to review NCCD categories for students collaboratively once per term</li> <li>Provide professional learning to teachers for NCCD evidence</li> <li>Review &amp; update PLPs on One School regularly (1 staff meeting per term) – (HOI, HOD-C, DPs, P)</li> <li>Seek feedback from staff, students and community</li> <li>Improve communication to staff, students and community (Teams, Facebook, Newsletters, P&amp;C, School Website) – (P)</li> <li>Update relevant school policies to incorporate into Student Code of Conduct – (P, DP 4-6)</li> <li>Update CSS Student Code of Conduct &amp; received endorsement from P&amp;C – (P, DP 4-6)</li> <li>Review &amp; refine CSS Roles &amp; Responsibilities document, share with staff</li> </ul> <p><b>Actively participate in the IPSWICH SMALL SCHOOLS CLUSTER with a focus on student engagement</b></p> <ul style="list-style-type: none"> <li>Actively support the work to grow the services provided by the Health Hub</li> <li>Participate in Instructional Rounds across the cluster (Principal + 2)</li> <li>Collaborate across the cluster to support professional learning opportunities for staff</li> </ul> <p><b>Actively promote &amp; facilitate staff belonging/wellbeing at CSS</b></p> <ul style="list-style-type: none"> <li>Support New staff through collegial mentoring &amp; induction program</li> <li>Support early career teachers through mentoring</li> <li>Provide coaching opportunities for all staff (APDP goals)</li> <li>Share Telus APP supports regularly with staff (Weekly Staff Updates, PFD – Principal)</li> <li>Invite in advisors for Financial Planning to speak to staff</li> <li>Promote staff challenges throughout each term</li> <li>Offer staff social events</li> <li>Ensure all staff are receiving regular personal check ins</li> <li>Promote opportunities for collegial support (PODs, bucket filling activities)</li> </ul>		<p><b>Teacher Aides can/will:</b></p> <ul style="list-style-type: none"> <li>Utilise whole school approach to pedagogy practices to support intervention,</li> <li>Support reasonable adjustments for individuals as lead by the classroom teacher</li> <li>collaborate in development of whole school approach to teaching social and emotional wellbeing</li> <li>Implement regulation strategies as outlines in escalation plans</li> <li>Use language to link positive and constructive feedback to the school behaviour matrix</li> <li>Utilise preventative strategies to support engagement</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>Flexibly utilise a range of pedagogy to support learning,</li> <li>Provide the adjustments described on the PLP with evidence uploaded and progress notes recorded,</li> <li>Explicitly teach and support language and strategies of Switch 4 Schools and support students through co-regulation,</li> <li>Attend PD,</li> <li>Display agreed PBL posters,</li> <li>Use language to link positive and constructive feedback to the school behaviour matrix</li> <li>Utilise preventative strategies to support engagement</li> <li>Consistently deliver weekly lessons through the Morning Circle</li> <li>Explicitly teach school expectations &amp; social emotional language</li> <li>Staff will explicitly teach &amp; model strategies to co-regulate.</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Embed and support a PLP process including co-development, tracking, SSS recommendations</li> <li>Professional development including coaching, research and co-develop a whole school approach to teaching social and emotional wellbeing utilising Switch 4 Schools</li> <li>Develop a Churchill State School Multi-Tiered System of Support Mapping Document.</li> <li>Clear and consistent admin actions following incidents (OneSchool)</li> <li>Support professional development opportunities, use data to plan PBL lessons and create PBL action plan.</li> <li>Participate in the Ipswich Small Schools Cluster             <ul style="list-style-type: none"> <li>Collaborate with the 4 schools</li> <li>Participate in Instructional Rounds across schools</li> <li>Assist in growing the health hub to support students and their families</li> </ul> </li> </ul>	<p><b>MTSS Criteria:</b></p> <table border="1"> <thead> <tr> <th></th> <th>Academic</th> <th>Behavioural/Social Emotional</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>Tier 1</td> <td>&lt; C+ in English</td> <td>0-5</td> <td>&gt;85%</td> </tr> <tr> <td>Tier 2</td> <td>C/D</td> <td>5-20</td> <td>&lt;85%</td> </tr> <tr> <td>Tier 3</td> <td>D/E</td> <td>20+</td> <td>&lt;65%</td> </tr> </tbody> </table> <p><b>Resources:</b> List the financial, human, physical or virtual resources required to support the actions and implement the identified strategy.</p> <p>0.4 HOC 0.4 GO 0.6 DP 00.4 Youth Worker 0.2 PQKF FSC (P-2) 0.4 Chappy</p> <p>Switch for schools \$4500 Engine Room Resources \$ PBL \$20,000 TA's</p>		Academic	Behavioural/Social Emotional	Attendance	Tier 1	< C+ in English	0-5	>85%	Tier 2	C/D	5-20	<85%	Tier 3	D/E	20+	<65%
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<p><b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>		<p><b>Responsible officer(s):</b> State the nominated lead/s.</p> <ul style="list-style-type: none"> <li>HOI</li> <li>HOD-C</li> <li>GO</li> <li>DP's</li> <li>P</li> </ul>																	

Principal *D.M. Anderson* P&C/School Council *[Signature]* School Supervisor *R. Lohmeyer*