

Childers State School

2025 ANNUAL IMPLEMENTATION PLAN

Educational
achievementWellbeing and
engagementCulture and
inclusion

School priority 1			Develop a shared understanding and language about pedagogy and use data to determine effective pedagogical practices to support student's achievement, wellbeing and engagement.		Phase	Developing Implementing	School priority 2		Create an environment of belonging and connection using the Positive Culture for Learning (PCL) framework to foster a culture of inclusion, high expectations and student engagement.		Phase	Developing Implementing
Link to school review improvement strategy:			Deliver the English curriculum aligned to the AC Version 9 achievement standards with documentation aligned to P-12 Framework.				Link to school review improvement strategy:		Provide Professional Development (PD) for staff members to expand their knowledge of inclusion and disability and build their repertoire of practices to meet the unique needs of students verified with disability or identified with complex learning, social, emotional and behaviour needs.			
Strategies:			<ul style="list-style-type: none">Build an expert curriculum team to further develop teacher capacityIncorporate the pedagogical practices for learning into the current CASW moderation process with curriculum decisions being evident in unit planning documentation - case manage three C/B cusp students per class, with all indigenous C/B cusp students prioritisedCollaboratively develop a model of collaborative capability development to share practice, provide feedback and create consistency of practice across all classroomsEstablish regular feedback process to monitor staff confidence and capability in implementing effective curriculum practisesImprove data competency within P-2 and 3-6 CLCs with more frequent tracking/interrogating of student dataDevelop data placemats for P-2 and 3-6Create data wall – including the identification and tracking of subgroupsImplement ‘Classrooms in the Spotlight’ to allow teachers to showcase best practice examples				Strategies:		<ul style="list-style-type: none">Collaboratively develop a shared school visionCollaboratively develop ‘Childers Must Haves’, including agreed consistent predictable routines (e.g. welcome circles) and transition processesRefine PCL across the school to embed a consistent whole-school language of universal expectationsMulti-tiered systems of support (Collaborative and Proactive Solutions [CPS], restorative practice)Collaboratively develop and embed, research-based student engagement strategies (Doug Fisher’s continuum of engagement, REBOOT whole-brain strategies and resources, trauma aware practice)Engage teachers and support staff in professional conversations (including walkthrough feedback, formal observations, TA meetings and professional development) focused on collaboratively developed engagement strategiesCollaboratively develop a model of collaborative capability development that will be effectively used to assist in sharing practice, providing feedback, building capability of all staff and create enhanced consistency of practice across all classroomsData tracking through P-2 & 3-6 CLCsInvest in additional allocation of GO and Student Wellbeing OfficerDevelop PCL student leaders (acting as SCC – student consultative committee)			
Actions including Responsible officer(s)				Resources		Actions including Responsible officer(s)				Resources		
<p>Principal:</p> <ul style="list-style-type: none">Roles and Responsibilities document and clearly communicated meeting structures aligned to improvement strategiesProfessional Learning Charter for all staff – developed and aligned to key improvement strategiesReview Teaching and Learning Handbook providing consistent approach to curriculum delivery, staff capability building and considerations to enhance clarityEngage with regional supports and PD to develop staff capacityLead classroom walks and talksDevelop and implement collaborative capability development frameworkContinue regular leadership team meetings to maintain strategic focus and alignmentProvide professional learning opportunities to staff (CLCs, pedagogical approaches, practices and teaching strategies/three principles of pedagogy) <p>Head of Department – Curriculum/Head of Department – Inclusion:</p> <ul style="list-style-type: none">Develop and support the expert curriculum team and P-2 & 3-6 CLCs to facilitate conversations about data and pedagogical practices for learningConduct Learning Walks/TalksDevelopment of data wallLead professional developmentSupport CASW moderation processProvide professional learning opportunities to staff (pedagogical approaches, practices and teaching strategies/three principles of pedagogy) <p>Teaching and Support Staff:</p> <ul style="list-style-type: none">Embed consistent pedagogical practiceEngage in regular data conversations – data placematsEngage in CASW moderation processEngage with collaborative capability development				<ul style="list-style-type: none">EFI – support with PD to build staff capacityNCR staff – support with PD to build staff capacityBudget allocation - PD, TRS budget to release teachers for collaborative capability development, LRT to provide additional NCT to curriculum leadersTeaching and Learning Hub		<p>Principal:</p> <ul style="list-style-type: none">Actively engage with PCL team on collaborative visioning and developing a suite of agreed school-wide processes (‘Childers Must Haves’) and student engagement strategiesRefine and reinvigorate PCL processes across all facets of the school; embed positive, clearly defined behaviour expectations to support enhanced student engagementCollaboratively develop and share practice to create absolute clarity of expectations and roles at all juncturesProfessional development delivery (e.g. Doug Fisher’s continuum of engagement, REBOOT, CPS, restorative practice, 4D/Classroom Profiling, ESCMs, Ration Shed/Crossing Cultures)Engage in NCR Indigenous CLC <p>PCL Team</p> <ul style="list-style-type: none">Engage with professional learning opportunitiesDrive regular data conversations with whole staffPCL advocacy across whole school community <p>Whole staff</p> <ul style="list-style-type: none">Embed shared language – ‘be safe, be respectful, be a learner’Reinforce collaboratively developed expectationsEngage with collaborative capability developmentEngage with leadership team to review data and set future targets				<ul style="list-style-type: none">Budget – Professional Development, TRS for collaborative capability development, PCL school signage, Targeted Intervention Teacher, TA supportAdditional funding for Guidance Officer and Student Wellbeing OfficerAdditional NCT for PCL Chair and CoachPCL Action PlanEFI – support with PD to build staff capacityProfessional Learning CharterOne School – dataStudent wellbeing survey and School Opinion SurveyTermly staff feedback surveysPCL Student Leader feedback		
End Term 4	Measurable outcomes		<ul style="list-style-type: none">All teachers engage in regular data conversations through CLCs and the CASW moderation processAll teachers evidence pedagogical decisions in unit planning documentationUse Sharratt’s 5Q for teachers to monitor staff confidence and capability in implementing effective pedagogical practicesUse Sharratt’s 5Q for students to monitor student engagementAll teachers employ most effective pedagogical practices for learning in relation to the three principles – observed during collaborative capability development and Learning Walks and TalksImprovement in LOA data – English P-2 A-B (45.5%), English 3-6 A-B (50%)				End Term 4	Measurable outcomes		<ul style="list-style-type: none">Decrease in OS behaviour referrals – daily average < 4 each monthIncrease % of implementation – PCL Tier 1 Essential Features – SET data and EBS surveySOS data – ‘I feel safe’ - >80%. ‘Student behaviour is well managed - >80%. ‘I like being at my school’ >80%Attendance – 90%SDAs Prep – 0, 1-6 - <5 each term		
	Success criteria		Behaviourally: Students can/will: Clearly articulate learning intentions and success criteria and identify their focus areas for improvement. Identify how they are progressing through the unit of work and communicate the purpose of learning walls.					Success criteria		Behaviourally: Students can/will: Demonstrate clear knowledge and articulation of the school-wide PCL expectations in all school settings. Demonstrate improvement in attendance and frequency of		

		Teachers can/will: Work collegially to demonstrate a shared language/understanding of pedagogy. Implement effective pedagogical practices based on data and the three principles of pedagogy. Display and explicitly deconstruct learning intentions and success criteria for both the unit of work and individual lessons throughout the unit. Engage in data conversations through their CLCs.Co-construct learning walls. Leadership team can/will: Establish a clear line of sight to ensure teachers are determining the most appropriate pedagogical approaches. Build staff capacity through the facilitation of collaborative capability development opportunities including teaching and learning walks and WOW sessions. Regularly engage in data conversations through CLCs, staff meetings and leadership team meetings.					meeting behavioural expectations. Feel valued and a sense of belonging within the school community. Teachers can/will: Leadership team can/will:		
	Artefacts	Roles and Responsibilities document Professional Learning Charter Professional Development Plan P-2 & 3-6 CLCs Data Placemats P-2 & 3-6 CLCs Meeting Minutes Data wall/LOA data Teaching and Learning Handbook Reflection sheets for Learning Walks and Talks (Sharratt's 5Q) Collaborative Capability Development 2025 Unit planning				Artefacts	PCL Action Plan PCL Matrix and lessons Code of Conduct for Students completed and shared with wider community SOS OS – behaviour data CLCs data placemats Classroom PCL handbook Student Wellbeing Survey Student Feedback survey – PCL leaders Co-constructed vision statement		
	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	All teachers use shared an agreed common language to talk about pedagogy. All teachers engage in data conversations through CLCs and the CASW moderation process. All teachers evidence pedagogical decisions in unit planning documentation. All teachers unpack their English Unit learning intention/success criteria with students and co-construct a learning wall for English. Use Sharratt's 5Q for teachers to monitor staff confidence and capability in implementing effective pedagogical practices. Use Sharratt's 5Q for students to monitor student engagement.	Behaviourally: Students can/will: articulate the learning intention and success criteria of their English Unit and answer Sharratt's 5Q Teachers can/will: co-construct learning walls for their English Unit. Engage in data conversations in CLCs and CASW moderation. Case manage identified focus students and provide evidence of differentiated instruction for these students. Answer Sharratt's 5Q. Engage in partnership school visits to observe pedagogical practice (e.g. Learning Walls/learning intention/success criteria). Leadership team can/will: Build an expert curriculum team to further develop teacher capacity. Build capacity of staff through professional development delivery – shared language/understanding to talk about pedagogy, a whole school approach to pedagogy. Facilitate best practice showcase opportunities through staff meetings. Ensure line of sight through Learning Walks and Talks.	P-2 & 3-6 CLCs Meeting Minutes English Achievement Ladder Classroom learning walls English Unit Plans CASW moderation records Learning Walk and Talks Reflection Sheets/feedback	Term by term monitoring with staff through traffic light reflection	End Term 1	All staff engage in data review for OS student behaviour PCL Team members engage in professional learning PCL Student leaders in place Decrease in OS behaviour referrals – end of Term 1 Staff can identify and implement trauma-informed practice strategies eg. Brain breaks/emotional check-ins	Behaviourally: Students can/will: clearly communicate schoolwide PCL expectations. Teachers can/will: participate in professional learning opportunities – PCL Tier 1 Essential features. Engage in problem-solving approach to target improvement areas for positive behaviour support. Leadership team can/will: Model shared language and culture of high expectations. Build staff data competency around behaviour/engagement.	PCL matrix Emotional regulation check-in visuals PCL Action Plan OS behaviour data Professional Learning Charter Termly staff feedback data	Term by term monitoring with staff through traffic light reflection
End Term 2	All teachers engage in regular data conversations through CLCs (data placemats/data wall) and the CASW moderation process. Teachers analyse and respond to data to make pedagogical decisions to differentiate teaching and learning. All teachers evidence pedagogical decisions in unit planning documentation. Use Sharratt's 5Q for teachers to monitor staff confidence and capability in implementing effective pedagogical practices. Use Sharratt's 5Q for students to monitor student engagement. All teachers unpack their English Unit learning intention/success criteria and co-construct a learning wall for English. Improvement in LOA data – English P-2 A-B (40%), English 3-6 A-B (43%)	Behaviourally: Students can/will: articulate the learning intention and success criteria of their English Unit and answer Sharratt's 5Q Teachers can/will: Construct data placemats within their CLCs and engage in data conversations through CLCs and CASW moderation processes. Case manage identified focus students and provide evidence of differentiated instruction for these students. Answer Sharratt's 5Q. Leadership team can/will: Build capacity of staff through professional development delivery – a whole school approach to pedagogy, coaching/modelling of different pedagogies. Facilitate collaborative capability development opportunities. Ensure line of sight through Learning Walks and Talks.	P-2 & 3-6 CLCs Meeting Minutes Data Wall P-2 & 3-6 Data Placemats Classroom learning walls English Unit Plans CASW moderation records Learning Walk and Talks Reflection Sheets/feedback	Term by term monitoring with staff through traffic light reflection	End Term 2	A re-cultured understanding of PCL will be embedded across the school, including clarity around universal expectations. Staff will demonstrate enhanced satisfaction, confidence and capability in implementing classroom PCL guide.	Behaviourally: Students can/will: student leaders will provide feedback to PCL team and leadership team. Students will articulate expected behaviours – routines/transitions. Teachers can/will: Participate in collaborative capability development opportunities. Review behaviour data within CLC structure. Leadership team can/will: Provide opportunities for staff feedback. Lead learning walks/talks. Facilitate EBS survey and review relevant data.	Collaborative capability development records CLCs agenda/minutes Termly staff feedback data Student feedback – PLC student leader's forum SET Survey	Term by term monitoring with staff through traffic light reflection

End Term 3	<p>All teachers engage in regular data conversations through CLCs (data placemats/data wall) and the CASW moderation process. Teachers analyse and respond to data to employ most effective pedagogical practices for learning in relation to the three principles.</p> <p>All teachers evidence pedagogical decisions in unit planning documentation.</p> <p>Use Sharratt's 5Q for teachers to monitor staff confidence and capability in implementing effective pedagogical practices.</p> <p>Use Sharratt's 5Q for students to monitor student engagement.</p> <p>All teachers unpack their English Unit learning intention/success criteria and co-construct a learning wall for English.</p>	<p>Behaviourally:</p> <p>Students can/will: articulate the learning intention and success criteria of their English Unit and answer Sharratt's 5Q</p> <p>Teachers can/will: Review data placemats within their CLCs and engage in data conversations through CLCs and CASW moderation processes. Case manage identified focus students and provide evidence of differentiated instruction for these students. Answer Sharratt's 5Q and participate in collaborative capability development opportunities.</p> <p>Leadership team can/will: Build capacity of staff through professional development delivery – a whole school approach to pedagogy, coaching/modelling of different pedagogies. Facilitate collaborative capability development opportunities. Ensure line of sight through Learning Walks and Talks.</p>	<p>P-2 & 3-6 CLCs Meeting Minutes</p> <p>Data Wall</p> <p>P-2 & 3-6 Data Placemats</p> <p>Classroom learning walls</p> <p>English Unit Plans</p> <p>CASW moderation records</p> <p>Learning Walk and Talks</p> <p>Reflection Sheets/feedback</p>	<p>Term by term monitoring with staff through traffic light reflection</p>	End Term 3	<p>PCL student leaders actively involved in the school community.</p> <p>Staff will lead PCL professional development and data conversations</p> <p>Staff and students engaged in behaviour data conversations.</p>	<p>Behaviourally:</p> <p>Students can/will: engage in opportunities to lead PCL with students in the early years cohort. Lead assembly PCL focus. Provide feedback to leadership team to identify areas for improvement/growth.</p> <p>Teachers can/will: Uphold high expectations and demonstrate a shared PCL language. Apply problem-solving methodology to individual student behaviour.</p> <p>Leadership team can/will: Seek feedback from staff to guide further PCL implementation.</p>	<p>PCL student leader feedback/meeting agenda and minutes</p> <p>Termly staff feedback data</p> <p>Professional Learning Charter</p> <p>CLCs agenda/minutes</p>	<p>Term by term monitoring with staff through traffic light reflection</p>
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Approvals

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

Principal

D. Teefy

P&C/School Council

School Supervisor

[Signature]

