CRAIGSLEA STATE SCHOOL
Annual Improvement Plan
2024

EDUCATIONAL ACHIEVEMENT

Priority 1: Quality Teaching in every learning environment

Strategy	Actions	Led by	Success Indicators
Introduce instructional leadership portfolios into the roles & responsibilities of the leadership team	• Build the leadership team capability to be instructional leaders through engagement in professional learning. Eg Book study *Instructional Leadership by Peter M DeWitt* • Build collegial connections with other instructional leaders in local schools to build our skills through professional conversations, school visits • Develop leadership action plans to plan instructional leadership goals for each member of the leadership team • Monitor progression within portfolios through fortnightly check in meetings (one on one with Principal) • Engage in mentoring and coaching to support the instructional leadership of the team	Principal	✓ Leadership team is strategically leading the school to achieve AIP priorities ✓ Staff have clarity of our roles & responsibilities and the work we are doing ✓ Increased confidence in leading instructionally ✓ Greater connection between the leaders and the learning that is happening within classrooms ✓ Leadership team are seen as partners in teaching and learning process
Further deepen staff engagement in Australian Curriculum English through intentional collaboration sessions focussing on building clarity of A/B achievement	• Review and refine collaborative planning and FIC processes to ensure they are continually deepening staff knowledge of AC, ensure clarity of curriculum intent and accountability in what is planned is enacted. • Continue to ensure phases of moderation and pedagogical choices to meet student needs are also focus of these session • Build staff capability in using data to monitor, analyse and inform teaching and learning through staff meetings and data meetings, FIC and collaborative planning	HOD-C	✓ Increased teacher clarity and expertise in using the AC to plan, teach and assess as evidenced in planning conversations, fortnightly intentional collaboration, learning walls, conversations with students and student work samples ✓ Deeper understanding of marking guides and how this data (summative and formative) is used to inform planning and teaching. ✓ TLT's using AC to plan intervention and reasonable adjustments to support classroom learning.
Review whole school curriculum plan and its alignment to V9 AC	• Review three levels of planning and adjust to align with AC V9 – English and Maths • Review developmental sequence of units to ensure we are increasing the complexity as the learning progresses across the year	HOD-C Teaching Teams	✓ Consistent planning templates created and utilised to demonstrate alignment throughout 3 levels of planning ✓ Clear year level plans and unit plans demonstrating the appropriate flow of students' developmental needs and allows for appropriate curriculum sequencing within each year level and from year level to year level
Implement visible learning (learning walls) as a key whole school pedagogy	• All learning environments will have a co-constructed learning wall visible and accessible for students • Build staff capability in the use of learning walls as a teaching pedagogy through collegial engagement within the school and with other schools	Leadership Team	✓ Learning walls visible in all classrooms and being used as a teaching tool ✓ Shared understanding of what is included in a learning wall and consistent elements across our school

Strategy	Actions	Led by	Success Indicators
	◆ Align collegial engagement framework to AIP priorities to ensure the intended is enacted consistently across all learning environments (Learning Walls)		✓ Staff and students can talk about learning with greater clarity. ✓ Collegial sharing of practices
Build a professional learning plan that provides opportunities for staff to engage in learning linked to school priority areas.	◆ Engage staff in action research through STAR teams in key priority areas – Reading, Inquiry, Engagement, Inclusion and SEL ◆ Early years teachers will work with SLP to complete reading modules and review and refine current frameworks, programs and teaching practices	Leadership Team Teaching Teams SLP DP Early Years team	✓ Development of a whole school scope and sequence for teaching within AC ✓ Shared language to describe and deliver explicit reading instruction ✓ Staff are able to talk about the reading rope and Big 6 of Literacy ✓ Rigour in delivery of synthetic phonics in Prep and Yr 1 ✓ Develop whole school approach to monitoring reading ✓ Engage our parent community in the way we teach reading

TARGETS

Year Level	English % C & above		English % A/B		English % A	Math % C & above		Math % A/B	
	2023	Target	2023	Target	2023	2023	Target	2023	Target
Prep	82.7	85	41.5	55 (QSS62%)	16	93.3	95	49.7	60 (QSS74.2%)
Year 1	83.9	85	54.8	55	16	94.6	95	64.5	60 (QSS 68.6%)
Year 2	93.6	85	55.3	57	24.5	95.7	95	72.3	70
Year 3	88.9	95	56.9	57	27.8	91.7	95	62.5	75
Year 4	89.3	90	54.8	58	22.6	92.9	95	63.5	65
Year 5	88	92	56.6	57	16.9	88	95	59	65
Year 6	97.3	91	60	58	20	92	95	56	60

WELLBEING AND ENGAGEMENT

Priority 2: Student Wellbeing

Strategy	Actions	Led by	Success Indicators
Develop a whole school approach to social and emotional learning linked to the AC personal and social capabilities	◆ Create a STAR team to engage in action research to identify, evaluate and trial SEL program ◆ Monitor attendance data and case manage students/families to support engagement at school	DP Leadership Team	School Opinion Survey – Student satisfaction
Continue to refine and enhance PBL processes and practices	◆ Continue to use the PBL committee to refine, enhance and implement PBL processes and build consistency of practices across our school ◆ Review PBL behaviour matrix, major and minor behaviours, consequences and school flow chart for responding to student behaviour ◆ Develop a cycle of analysis and response to OneSchool behaviour data to support positive student engagement	DP PBL Committee	✓ School Opinion Survey % increase of parents, staff and students (- Student behaviour is well managed; Expectations and rules are clear ✓ Reduction in School Disciplinary Absences ✓ Consistency of understanding and practice in responding to student

	♦ Undertake a review and seek community consultation into Student Code of Conduct (Semester 2)		behaviour for staff, students and the community ✓ OneSchool behaviour data is accurately and consistently captured and reviewed regularly to refine school wide practices (e.g. Duty rosters, targeting support)
Build staff capability in using trauma informed practices/strategies in their classrooms	♦ Engage staff in the ACF Trauma Informed Modules ♦ Use staff meetings to unpack and contextualise the learning from the modules to develop Craigslea practices ♦ Morning circle routines to commence to be used regularly in our classrooms ♦ Create a trauma informed checklist of practices to support teachers as they develop their skills in using trauma informed practices	Head of Inclusion DP	✓ Staff to have completed all modules of the training ✓ Develop a way of working at Craigslea based on our learning ✓ Trauma informed practices are evident in our classrooms
Develop and implement a "Craigslea way" suite of practices to support positive student engagement in learning	♦ Model, co teach and coach in Teach like a Champion techniques to develop school wide consistency of routines ♦ Mentoring and coaching beginning teachers to develop positive classroom routines and procedures including ESCM	Pedagogy Coach	✓ Classroom teachers consistently use TLAC techniques to support teaching and learning as evidence by anchor charts, through the use of a common language, and through the TLAC techniques being visibly used to support learning. ✓ Coaching process clearly supports the needs of early career teachers, with clear classroom routines being followed and actioned each day.

TARGETS

Performance Area	2023		Target
Student Disciplinary Absences	Prep – Year 2	1%	0%
	Yr 3 - 6	4%	1%
School Opinion Survey Data % *Student behaviour is well managed*			
Parent	87.4		90
Student	68.2		80
Staff	74.2		85
Attendance	92%		93%

CULTURE & INCLUSION

Priority 3: High expectations and learning success for all

Strategy	Actions	Led by	Success Indicators
Refining and enhancing school wide processes for creating inclusive teaching and learning environments	♦ Refine the role of TLT's to ensure evidence-based practices are used to support student engagement and enhance the achievement of every student	Head of Inclusion	✓ Students are receiving the support they need to be successful learners ✓ Teachers feel supported by the Student Support Team

	• Build TA capability in using evidence-based practices for supporting students • Use collaborative planning processes to explicitly plan reasonable adjustments and tailored supports to enhance student engagement and academic achievement • Explore the use of flexible learning environments to support student engagement and academic achievement • Develop and communicate school wide processes to identify and support students who require tailored supports		✓ Staff and community understand the student support model and have clarity of how the process works ✓ Staff and community understand how to access support for students ✓ Whole school sense that all kids are our kids ✓ Strengths focus language used when describing student engagement and achievement
Strengthen partnerships between the school and our community. Review existing CSS values for alignment to the values our community would like to see fostered in our students.	• Engage the community in opportunities to meet informally with the leadership team to discuss school priorities and share ideas and feedback. Coffee & Connect sessions at least once per term. • Develop and publish a communication strategy so parents know how, when and what we will communicate. • Engage the community in working parties to collaborate and co-construct the school's strategic vision • Celebrate learning regularly with our community through the use of Facebook, assemblies, Show & Shine afternoons, Principal Afternoon Teas	Principal Leadership Team	✓ School Opinion Survey – Parent satisfaction | Least positive items	Agreement | This school asks for my input. 79.4 I understand how my child is assessed at this school. 83.3 This school keeps me well informed. 85.0 ✓ Parents and carers feel connected to the school and feel comfortable in engaging with staff

TARGETS

Increased % of students identified through NCCD achieving C and Above and positively engaged in our classrooms

Year Level	English % C & above		English % A/B		Math % C & above		Math % C & above	
	2023	Target QSS	2023	Target QSS	2023	Target QSS	2023	Target QSS
Prep	75	65	41.7	40	83.3	85	41.7	51.1
Year 1	58.3	75	16.7	40	83.3	85	33.3	43.2
Year 2	70	61	10	26.6	80	85	30	38.8
Year 3	53	70	13.3	20 QSS 24.6	66.7	83	13.3	37.6
Year 4	53	66	33.3	20 QSS 22.6	81.3	75.9	18.8	33.9
Year 5	65	68	17.4	35 QSS 22.8	60.9	84 QSS 75.3	17.4	34.8
Year 6	90	69	20	24	70	74.6	10	33.2

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

Principal

P&C President

School Supervisor