



# CRAIGSLEA STATE SCHOOL

## Annual Improvement Plan

### 2025

## EDUCATIONAL ACHIEVEMENT

### Priority: Quality teaching in every learning environment

Strategy	Actions	Led by	Success Indicators
Embed instructional leadership systems and processes within the school with a focus on building teacher capability and enhancing student learning outcomes.	<ul style="list-style-type: none"><li>♦ Build the leadership team capability to be instructional leaders through engagement in professional learning. Book study <i>Instructional Leadership</i> by Peter M DeWitt</li><li>♦ Build collegial connections with other instructional leaders in local schools through CSI group.</li><li>♦ Develop leadership action plans to plan instructional leadership goals for each member of the leadership team</li><li>♦ Monitor progression within portfolios through weekly check in meetings (one on one with Principal)</li><li>♦ Implement and document a process for instructional rounds within our school.</li></ul>	Melanie Rehm	<ul style="list-style-type: none"><li>✓ Leadership team is strategically leading the school to achieve AIP priorities</li><li>✓ Staff have clarity of our roles &amp; responsibilities and the work we are doing</li><li>✓ Increased confidence in leading instructionally</li><li>✓ Greater connection between the leaders and the learning that is happening within classrooms</li><li>✓ Leadership team are seen as partners in teaching and learning process</li></ul>
Embed the use of Teaching and Learning Conversations (TLC) to engage our staff in intentional collaboration developing a deep understanding of the Australian Curriculum English with a focus on extending our high performing learners.	<ul style="list-style-type: none"><li>♦ Redesign the specialist timetable to release teachers for one hour per fortnight to engage in TLC sessions.</li><li>♦ Embed the four phases of moderation through our collaborative planning and TLC cycles.</li><li>♦ Embed a consistent process for TLC sessions focussed on analysis of student work against the marking guide, the use of marker students and pedagogical practice.</li><li>♦ Build staff capability in using formative assessment to plan, review and differentiate learning before, during and after teaching.</li></ul>	Alice Cowan-Dillon	<ul style="list-style-type: none"><li>✓ Increased teacher clarity and expertise in using the AC to plan, teach and assess as evidenced in planning conversations, TLCs, learning walls, conversations with students and student work samples</li><li>✓ Deeper understanding of marking guides and how this data (summative and formative) is used to inform planning and teaching.</li><li>✓ SEALs using AC to plan intervention and reasonable adjustments to support classroom learning.</li></ul>
Develop a whole school approach to the teaching of reading aligned to the Australian Curriculum V9.	<ul style="list-style-type: none"><li>♦ Develop staff knowledge and understanding of the evidence informed pedagogies for teaching reading through unpacking The Reading Statement and undertaking the Reading Modules.</li><li>♦ Develop staff knowledge of how reading is taught through English by explicitly unpacking the reading demands within the unit and planning for the teaching of these demands.</li><li>♦ Develop a scope and sequence for the teaching of code (spelling) from Prep – Year 6.</li><li>♦ Develop consistent instructional routines for teaching reading from prep to year 6 and ensure these are being implemented with consistency and fidelity in every classroom.</li></ul>	Erin Wiles Beth Campbell	<ul style="list-style-type: none"><li>✓ All staff have completed the Reading modules</li><li>✓ P-2 all classrooms implement SSP consistently using the school structure – explicit teaching routines and boost groups</li><li>✓ Cumulative review data is showing growth in students' development of phonics</li></ul>

			<ul style="list-style-type: none"> <li>✓ Development of instructional routines for the teaching of reading Prep – year 6</li> <li>✓ Through collaborative planning explicitly plan for the teaching of reading through English.</li> </ul>
Embed visible learning (learning walls and bump it up walls) as a non-negotiable whole school pedagogy	<ul style="list-style-type: none"> <li>• All learning environments will have a co-constructed learning wall visible and accessible for students</li> <li>• Build staff capability in the use of learning walls as a teaching pedagogy through collegial engagement within the school and with other schools</li> <li>• Implement a planned instructional rounds process to monitor and measure progress and impact of learning walls on student learning achievement with a focus on high performing learners.</li> </ul>	Leadership Team Teaching Team	<ul style="list-style-type: none"> <li>✓ Learning walls visible in all classrooms and being used as a teaching and learning tool evidenced by data collected during learning walks</li> <li>✓ Consistency in the elements of all BIUW across the school.</li> <li>✓ Staff and students can talk about learning with clarity.</li> </ul>
Develop and implement systems and processes for identifying and providing extension to our high performing students through the curriculum and through extra-curricular enrichment opportunities.	<ul style="list-style-type: none"> <li>• Analysis and triangulation of student learning data to identify strengths and opportunities for learning of our high performing students</li> <li>• Create a SEAL teacher role focussed on the development of critical and creative thinking skills linked to the learning in the classroom.</li> <li>• Small group teaching and independent learning tasks providing focussed teaching and independent learning time for students.</li> <li>• Document a school wide process for identifying students who require extension and enrichment, a process for how we plan for and teach high performing students including the development of PLR's and engagement of parents in this process.</li> </ul>	Alice Cowan-Dillon	<ul style="list-style-type: none"> <li>✓ Student self-evaluation</li> <li>✓ Student engagement and agency in learning</li> </ul>

## PERFORMANCE MEASURES

English	A/B	C+
Prep – Year 2	67%	93%
Year 3 - 6	65%	95%
NAPLAN (MSS) similar to like schools with a specific focus on writing		

## WELLBEING AND ENGAGEMENT

### Priority: Staff and Student Wellbeing

Strategy	Actions	Led by	Success Indicators
Develop and implement staff wellbeing action plan	<ul style="list-style-type: none"> <li>• Engage the Regional Wellbeing Coach to provide professional development to all staff</li> <li>• Undertake a Wellbeing survey to collect baseline data to inform a Staff Wellbeing Action Plan.</li> <li>• Form a wellbeing committee to develop an action plan based on the data collected in the survey</li> </ul>	Melanie Rehm	<ul style="list-style-type: none"> <li>✓ School Opinion Survey % increase in staff morale</li> <li>✓ Increased number of staff completing the survey</li> </ul>

	<ul style="list-style-type: none"> <li>♦ Enact key actions identified within the action plan</li> </ul>		
Implement a whole school approach to social and emotional learning using the Bounce Back program	<ul style="list-style-type: none"> <li>♦ Build staff capability in the foundations of Bounce Back and how it is implemented within classrooms and across the school.</li> <li>♦ Develop a scope and sequence of lessons to aligned with the identified needs of our students</li> <li>♦ Plan and teach Bounce Back lessons across the school aligned to the whole school scope and sequence.</li> <li>♦ Promote and use a school wide shared language aligned to Bounce Back.</li> <li>♦ Build community knowledge and understanding of Bounce Back.</li> </ul>	Lynley Williams	<ul style="list-style-type: none"> <li>✓ Decrease in the number of behaviour incidences recorded in OneSchool</li> <li>✓ Reflection room data</li> </ul>
Continue to refine and embed PBL processes with consistency and fidelity	<ul style="list-style-type: none"> <li>♦ Continue to use the PBL committee to refine, enhance and implement PBL processes and build consistency of practices across our school</li> <li>♦ Develop cycles of analysis and response to OneSchool behaviour data to support positive student engagement through PBL and year level meetings.</li> <li>♦ Review, refine and seek community consultation into Student Code of Conduct (Semester 1) 2025 – 2028.</li> </ul>	Lynley Williams PBL Committee	<ul style="list-style-type: none"> <li>✓ School Opinion Survey % increase of parents, staff and students (- Student behaviour is well managed; Expectations and rules are clear</li> <li>✓ Reduction in School Disciplinary Absences</li> <li>✓ Consistency of understanding and practice in responding to student behaviour for staff, students and the community</li> <li>✓ OneSchool behaviour data is accurately and consistently captured and reviewed regularly to refine school wide practices (e.g. Duty rosters, targeting support)</li> </ul>

## PERFORMANCE MEASURES

Performance Area	
<b>Student Disciplinary Absences</b>	Similar to like schools SORD data
<b>School Opinion Survey Data %</b> <i>Student behaviour is well managed</i>	
Parent	85
Student	85
Staff	85
<b>Attendance</b>	93%
<b>Student Engagement &amp; Wellbeing Survey</b>	

## CULTURE & INCLUSION

### Priority 3: High expectations and learning success for all

Strategy	Actions	Led by	Success Indicators
Continue developing and refining school wide processes to create inclusive learning environments where all students experience success	<ul style="list-style-type: none"> <li>♦ Redefine the roles of the SEAL team and how they collaborate with class teachers and provide support to students.</li> <li>♦ Continue to build TA capability in using evidence-based practices for supporting students</li> <li>♦ Use collaborative planning processes to explicitly plan reasonable adjustments and tailored supports to enhance student engagement and academic achievement</li> <li>♦ Explore the use of flexible learning environments (igloo and sensitivity unit) to support regulation and readiness to learn.</li> </ul>	Renee McGregor	<ul style="list-style-type: none"> <li>✓ Students are receiving the support they need engage successfully in learning</li> <li>✓ Teachers feel supported by the SEAL team</li> <li>✓ Staff and community understand the student support model and have clarity of how the process works</li> <li>✓ Staff and community understand how to access support for students</li> <li>✓ SEAL teachers are using teaching cycles that are reviewed every 6 weeks to ensure student learning is progressing</li> <li>✓ Student learning progress evidenced in goal achievement</li> </ul>
Develop and implement quality, evidence informed intervention and support programs to meet the diverse needs of our learners	<ul style="list-style-type: none"> <li>♦ Implement intervention cycles with clear learning goals, alignment to AC V9, a planned teaching sequence and data collection to measure student learning growth.</li> <li>♦ Use a range of strategies to support student learning including co-teaching, focussed and intensive teaching groups.</li> </ul>	Renee Mc Gregor Melanie Rehm	

## PERFORMANCE MEASURES

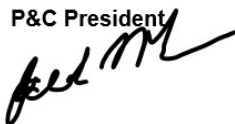
- ♦ *% of students identified in NCCD achieving C and above in English is similar to peers*
- ♦ *PLRs demonstrate progression towards and achievement of learning goals for students*
- ♦ *A- C data lift for students working within SEAL programs.*

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



**Principal**

**P&C President**




**School Supervisor**