



Carmila State School Annual Implementation Plan 2019



Priority: Systematically deliver the curriculum with a focus on a whole-school approach to teaching reading.

Performance Measure: The percentage of teachers showing confidence with implementing the Australian Curriculum. The percentage of students attaining benchmark targets for reading.

Target: 100% of teachers effectively and consistently implementing the Australian Curriculum as per Education Queensland guidelines. 100% of students at or above NMS or achieving their goals in IEP, ICP, ESP etc.

Strategy: Develop a deep understanding of the Australian Curriculum and embed using effective pedagogical practices.

Actions	Timelines	Responsible Officer/s
Collaboratively develop an evidence-based pedagogical framework identifying agreed practices for highly effective teaching of reading in all learning areas.	2019	Tine Keys Katherine Brock
Develop and embed the three levels of curriculum (whole school, year level – multi-age and unit level) using Regional support staff.	2019	Tine Keys Katherine Brock
Collaboratively work with regional support staff to develop an effective CSS unit planning process, aligned to the Australian Curriculum and with a focus in 2019 on English.	ongoing	Tine Keys Katherine Brock
Collaboratively work with regional support staff to build capability in identifying the reading demands of the curriculum, in the unit planning phase, with a focus on English in 2019.	Ongoing	Tine Keys Katherine Brock
Align professional development opportunities with individual APDPs and school strategic direction. Utilise staff meetings, online training and networking outside of the school to build capability.	ongoing	Tine Keys Katherine Brock
Collaboratively work with cluster face-to-face, via email and on the phone with focus on curriculum, assessments and reporting aligned to the P-12 Curriculum, Assessment and Reporting Framework.	ongoing	Tine Keys Katherine Brock

Strategy: Build success for individual learners by knowing the learners and meeting the learners' needs.

Actions	Timelines	Responsible Officer/s
Schedule time to collaboratively analyse data regularly and use to inform teaching practice e.g. PM benchmarking, PAT R, NAPLAN Reading resits	ongoing	Tine Keys Katherine Brock
Review and update school assessment schedule to reflect summative and formative assessment processes across the school (in line with the P-12 CARF and the Assessment and Moderation in Prep to Year 10 supporting document)	Term 2	Tine Keys Katherine Brock
Continue the use of Early Start and the Literacy Continuum to monitor student's progress in reading and inform intervention for all students.	ongoing	Tine Keys Katherine Brock
Use the Literacy Continuum and supporting resources (teaching ideas) to inform intervention for all students.	ongoing	Tine Keys Katherine Brock
Develop a reading wall based on the Literacy Continuum to identify what cluster students are working in, the next step in their learning and to assist in developing their learning goals.	Term 1	Tine Keys Katherine Brock

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

