



Carina State School Annual Implementation Plan 2021

School Improvement Priorities 2021

High quality systematic curriculum delivery

Writing – Consistent whole school approach to the explicit teaching of writing across the curriculum			
Actions	Targets	Timelines	Responsible Officer/s
<i>Systematic curriculum delivery</i> Development of a whole school approach to the explicit teaching of writing, commencing with the focused teaching of how to cast high quality sentences.	Carina SS writing framework developed	By end of Semester 1	Principal Deputy Principal Leadership team
<i>Effective pedagogical practices/An expert teaching team/Targeted use of resources</i> Participation in professional learning for class teachers and teacher aides to build capacity and a shared language.	All staff using common writing language & engaged with the writing framework Artefacts visible in classrooms & around the school	On-going	Principal Deputy Principal Leadership team Class teachers Teacher aides
<i>Analysis & discussion of data/Targeted use of resources</i> Analysis of writing pre- & post work samples within cohort teams to identify gaps and trends.	Increase in number of students achieving C and better and reduce Ns in English Level of Achievement NAPLAN Writing – Year 3 to 5 relative gain Similar Queensland State Schools (SQSS)	On-going cycles Term 1 Wk 8 Term 2 Wk 5 Term 3 Wk 2 Term 4 Wk 3	Principal Deputy Principal Leadership team Class teachers
<i>A culture that promotes learning</i> Establishment of the Carina Writing Hall of Fame to celebrate student success aligned to targeted sentence styles.	Writing Hall of Fame developed Student samples displayed & recognised	On-going	Principal Deputy Principal
Reading – Continue whole school approach to the explicit teaching of reading across the curriculum			
Actions	Targets	Timelines	Responsible Officer/s
<i>Effective pedagogical practices/An expert teaching team</i> Consolidation of Text Dependant Questions and Robust Vocab in the explicit teaching of reading.	All teachers using TDQ & Robust Vocab	Commence beginning of Term 1 On-going	STLaN Class teachers
<i>Analysis & discussion of data/Targeted use of resources</i> Analysis of student reading data to inform next steps in the teaching of reading	Increase in number of students achieving C and better and reduce Ns in English Level of Achievement	On-going 8 weeks cycles	Deputy Principal STLaN Class teachers



	NAPLAN Reading – Year 3 to 5 relative gain Similar Queensland State Schools (SQSS)		
Australian Curriculum – Continue whole school approach to the planning and implementation of the Australian Curriculum			
Actions	Targets	Timelines	Responsible Officer/s
<i>Systematic curriculum delivery/Analysis & discussion of data/Targeted use of resources</i> Continuation of collegial collaborative planning and moderation aligned to the Australian Curriculum	All teachers participating in collegial practices	On-going	Deputy Principal Class teachers
<i>Effective pedagogical practices/An expert teaching team/Differentiated teaching & learning</i> Consolidation and embedding of the Carina Pedagogical Framework based on the <i>Dimensions of Teaching and Learning</i> to teach the Australian Curriculum.	Increase in number of students achieving C and better and reduce Ns in English & Maths Level of Achievement	On-going	Deputy Principal Class teachers
<i>A culture that promotes learning</i> Development of a Carina collegial observation and feedback protocol.	Carina collegial observation & feedback protocol developed	By end of Term 3	Principal Deputy Principal Leadership team Class teachers
<i>Effective pedagogical practices/An expert teaching team/Targeted use of resources</i> Engagement and participation of teachers with the Carina collegial observation & feedback protocol as part of professional learning practices.	All teachers participating in collegial protocol	By end of Sem 2	Principal Deputy Principal Leadership team Class teachers

Positive school environment

Positive Behaviour for Learning (PBL) – Review PBL and embed new practices across the school			
Actions	Targets	Timelines	Responsible Officer/s
<i>A culture that promotes learning</i> Review PBL structures and practices for effectiveness and update where needed.	PBL structures review & revisions completed	By end of Term 1	Deputy Principal PBL team
<i>A culture that promotes learning</i> Alignment of PBL Framework with Social and Emotional Learning and the Personal and Social Capabilities – General Capabilities and develop a whole school explicit teaching approach of these.	Aligned to PBL framework Whole school approach developed and implementation	By end of Sem 1	Deputy Principal PBL team



Continuity and alignment – Kindergarten to Year 2

Transitions and partnerships – Develop an Early Years strategy to support continuity of learning across K to 2			
Actions	Targets	Timelines	Responsible Officer/s
<i>A culture that promotes learning</i> Development of a Carina K–2 strategy with key stakeholders.	K–2 strategy developed	By end of Sem 1	Deputy Principal Early Years teachers
<i>School & Community Partnerships</i> Development of the Carina kindy/school collaborative network group.	Network established and meeting regularly	By end of Term 1	Deputy Principal Early Years teachers
<i>Analysis & discussion of data/Targeted use of resources/ Differentiated teaching & learning</i> Use of transition statements and Early Start data to inform teaching and learning. Use of AEDC data to identify trends and actions.	All Early Years teachers participating in data analysis	By end of Sem 1	Deputy Principal Early Years teachers
<i>School & Community Partnerships</i> Continuation of the weekly Carina Playgroup.	Playgroup running weekly	On-going	Principal

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 (ARD)

(ARD not required for IPS)

