

Scarborough State School

2024 Annual Implementation Plan



We know our students | We bring the curriculum alive | We teach with intent | We are a caring community

Our vision: Scarborough State School's vision is grounded by 4 pillars; We know our students, We bring the curriculum alive, We teach with intent, and We are a caring community. The school's motto, 'Cresco' translates to we grow, reflecting our belief that we are on a learning journey with our students. The school's values are in line with our PBL approach; We are safe, We are Responsible, We are Respectful and We are Active Learners.

Our priorities:

1. Providing Systematic Delivery of the Australian Curriculum.
2. Delivering High Quality outcomes by tailoring individual student need.
3. Achieving a culture that promotes inclusion across the school.

Priority 1 – Providing systematic delivery of the Australian Curriculum																			
Strategies	Actions	Key Staff	Timeline	Success Criteria															
<p>Embed consistent practices in the teaching of literacy and numeracy.</p> <p>Align programming and teaching in line with the timeline for AC V9 implementation.</p> <p>Enhance teacher knowledge of planning, teaching and assessing through systematic internal and external moderation activities.</p>	Embed consistent practices in the teaching of literacy using the SSS literacy guidelines.	P, DPs, HOC, Teachers	T1, T2, T3, T4	100% teachers use the SSS literacy guidelines in their teaching of literacy															
	Align programming and teaching of AC v9 of English and Mathematics for 2025.	P, DPs, HOC, Teachers	T3, T4		<p>All teachers demonstrate their capability to enact aligned teaching practices evidenced through lesson observation and learning walks</p> <p>Judgements of student achievement and evidence of learning are consistent and accurately matched.</p> <p>Measurable Outcomes Increase the number of students achieving an A or a B.</p> <table border="1"> <thead> <tr> <th></th> <th>2023 Actual P-2</th> <th>2024 Target P-2</th> <th>2023 Actual 3-6</th> <th>2024 Target 3-6</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>56%</td> <td>60%</td> <td>39%</td> <td>50%</td> </tr> <tr> <td>Maths</td> <td>59%</td> <td>65%</td> <td>44%</td> <td>55%</td> </tr> </tbody> </table>		2023 Actual P-2	2024 Target P-2	2023 Actual 3-6	2024 Target 3-6	English	56%	60%	39%	50%	Maths	59%	65%	44%
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Build teacher capability through quality pedagogical practices using coaching and mentoring.	HOC	T1, T2, T3, T4																	
Enhance teacher knowledge of planning teaching and assessing through continuation of student case management and internal moderation activities.	P, DPs, HOC, Teachers	T1, T2, T3, T4																	
Create partnership with Humpybong State School to enhance moderation.	P, HOC	T2, T4																	
Priority 2 – Delivering high quality outcomes by tailoring student need																			
Strategies	Actions	Key Staff	Timeline	Success Criteria															
<p>Develop an understanding of best practice differentiation to meet the needs of the full range of students.</p> <p>Strengthen the precision of student achievement data discussions between school leaders and teachers.</p> <p>Enhance the data literacy skills of school leaders and teachers.</p>	Broaden suite of Scarborough aligned teaching practices in the area of differentiation using the QLD Education Department Principles of Pedagogy.	P, DPs, HOC, STLaN	T1, T2, T3, T4	<p>Teachers demonstrate a broadened repertoire of differentiation as evidenced in aligned teaching practices.</p> <p>CASW Meeting minutes demonstrate fidelity to aligned teaching practices.</p> <p>Teacher and school leader data discussions utilise a spiral of inquiry approach.</p> <p>Measurable Outcomes</p> <table border="1"> <thead> <tr> <th></th> <th>2023 A-C Actual P-2</th> <th>2024 A-C Target P-2</th> <th>2023 A-C Actual 3-6</th> <th>2024 A-C Target 3-6</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>91%</td> <td>93%</td> <td>91%</td> <td>93%</td> </tr> <tr> <td>Maths</td> <td>93%</td> <td>95%</td> <td>89%</td> <td>92%</td> </tr> </tbody> </table>		2023 A-C Actual P-2	2024 A-C Target P-2	2023 A-C Actual 3-6	2024 A-C Target 3-6	English	91%	93%	91%	93%	Maths	93%	95%	89%	92%
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Adopt a school wide approach to data discussions to increase disaggregation of data sets.	P, DPs, HOC	T2, T3, T4																	
Embed school data plan to inform teaching and learning.	P, DPs, HOC, STLaN, Teachers	T1, T2, T3, T4																	
Targeted and consistent teacher coaching and professional development in differentiation.	P, DPs, HOC, Teachers	T1, T2, T3, T4																	

Priority 3 – Achieving a culture that promotes inclusion across the school				
Strategies	Actions	Key Staff	Timeline	Success Criteria
<p>Address inequities in priority data sets.</p> <p>Develop school procedures to embed Aboriginal and Torres Strait Islander perspectives.</p>	Develop a greater understanding and teacher capability of excellence and equity in boys' education.	Tarun Stevenson, BST, PBL Team	T1	Improvements in ratio of negative incidents for our male cohort.
	Strengthen data analysis of strategic leadership team leading to identification of inequities in priority groups.	P, DPs, HOSES, HOC	T1, T2, T3, T4	Regular data analyses identifies inequities in data sets ensuring responsiveness to priority areas.
	Review and refine staff understanding of reasonable adjustments in assessment tasks.	HOSES, HOC	T2	Reasonable adjustments are a routine part of assessment at SSS.
	Review practices surrounding student absenteeism to ensure case management of high levels of explained absence.	P, DPs	T1	Measurable Outcomes Increase proportion of student agreement of 'I feel accepted by other students at my school' to 80% from 71%
	Align PBL lessons to Health Curriculum and ensure fidelity.	PBL Team	T3, T4	Attendance Rate for 2024 – 90%
	Build staff knowledge of Aboriginal and Torres Strait Islander perspectives through termly CAPS sessions and termly professional learning from Brooke Prentis consultancy	Brooke Prentis, P, DP, HOC	T1, T2, T3	

Approvals

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

Principal

P&C/School Council

School Supervisor

