Chevallum State School

2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Wellbeing and engagement   Culture and inclusion

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School priority 1:
English Moderation and Visible Learning

Refine and implement English moderation: Supporting teachers and phase teams to develop a deep understanding of the targeted aspects of the V9 achievement standards being assessed; and align curriculum, pedagogy, assessment and reporting using moderation processes.

Embed visible Learning: A culture of inquiry is valued across the school. All students are explicitly taught how to be active learners, demonstrating their understanding of what they are learning, why they are learning it, what they can do well, their next steps and where to go for help. All students have learning goals which are used for self-reflection, monitoring progress, conferencing and feedback.

Strategies:

This means we will:

- Collaborate with colleagues to enhance professional understanding of the Australian Curriculum, ensuring it informs effective teaching practices.
- Monitor and evaluate the implementation of Australian Curriculum v9 to ensure alignment with teaching and learning objectives, aiming to improve student outcomes.
- Provide structured opportunities for intentional collaborative planning, ensuring alignment between the intended and enacted curriculum throughout planning cycles.
- Consider the diverse needs of students, families, and the broader community to ensure curriculum planning reflects their interests, goals, and access to learning.
- Build consensus on the validity of our Learning Outcome Assessment (LOA) results by comparing them with those of similar schools.
- Establish clear and concise expectations for moderation processes, facilitating rigorous discussions on Australian Curriculum v9 English standards.
- Ensure that visible learning practices are consistently applied across the school, with clearly defined non-negotiable artefacts for each teaching phase.
- Set clear expectations for all staff, enabling the effective use of visible learning strategies for every student.
- Create clear guidelines for staff to differentiate support, ensuring that every student can reach their full potential.

SCHOOL REVIEW FINDING (T4, 2024)

Domain 6: Leading systematic curriculum implementation

Collaboratively align school contextual structures and the whole-school plan for curriculum implementation with system requirements to ensure every student accesses their entitlement to learning in a multi-age context.

Domain 6: Leading systematic curriculum implementation

Sharpen moderation processes, including with other schools, to support alignment of curriculum with teaching and ensure consistent judgements and accurate reporting against the achievement standards.

Monitoring

GREEN = On Track

Yellow = Underway

No Colour = Yet to start

Long term measurable/desired outcomes:

1. Improved academic results for all students, including priority groups and P-2 Focus based on SORD data.

2. Strengthened staff data literacy resulting in collective ownership and monitoring of academic outcomes

3. Refined whole school expectations and staff capability regarding planning, documentation, implementation and moderation. (School Systemness)

4. Observations showing stronger use of formative assessment resulting in more precise differentiation.
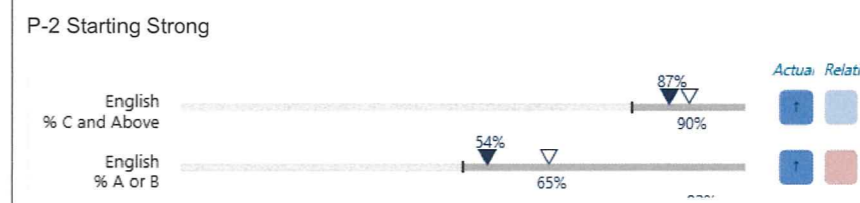
Leaders will:

✓ Track the impact of moderation cycles, including through learning walks and discussions.
✓ Analyse data and evidence to generate key lines of inquiry.
✓ Provide ongoing feedback on visible learning walls as instructional leaders.

Teachers will:

✓ Actively participate in planning cycles, incorporating moderation at key points to inform teaching and learning and ensure the intended curriculum is implemented effectively.
✓ Monitor student progress using marking guides to assess the impact of their teaching. Identification of A/C marker students.
✓ Deliver high-quality teaching aligned with the Australian Curriculum, utilising a whole-school pedagogical approach.
✓ Explicitly teach students how to interact with Learning Walls and improve meta-cognition.

Students will:

✓ Engage with Learning Walls to enhance their academic achievement in English.
✓ Clearly articulate their learning goals, aligned with marking guides, to improve their performance.
✓ Monitoring impact of moderation cycles including moderation through learning walks and talks
✓ Analysing data and evidence to form lines of inquiry
✓ Giving continuous feedback about visible learning walls as instructional leaders

Monitoring Impact:

	Baseline	6 months (S1)	12 months (S2)
Whole School English LOA C<	90.8%	91.5%	92.5%
Whole School English LOA A/B	59.7%	60.5%	62%
E&E Starting Strong English Targets			
P-2	% C < = 87%	% C < = 88%	% C < = 90%
	% A or B = 54%	% A or B = 55%	% A or B = 57%
E&E Building on Foundations English Targets			
3-6	% C < = 94%	% C < = 95%	% C < = 96%
	% A or B = 65%	% A or B = 66%	% A or B = 67%

P-2 Starting Strong

3-6 Building on Foundations

▼ Actual Performance   ▽ Relative Comparison | Statewide Target

By the end of 2025
- 100% of teachers engage in three levels of planning, demonstrating knowledge and understanding of the AC v9
- Learning walls in every classroom supporting English learning
- 100% of teachers have multiple instructional leadership visits from leaders

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Actions:
Moderation
This means we will
- Identify curriculum intent and targeted aspects of the achievement standard being assessed.
- Align targeted aspects of the achievement standard being assesses aligned to multi-aged classroom.
- Quality assure the summative assessment tasks and related marking guides
- Quality assure plans for learning in the teaching sequence to ensure students are provided with the opportunity to learn what is being assessed
- Review and refine selection pedagogical practices and teaching strategies to differentiate the teaching and learning for all students.
- Review and refine components of until plans to cater for diverse learners to reflect mode or conditions of summative assessment (UDL lens)
- Plan opportunities to engage in moderation processes at multiple junctures including an agreed pre assessment across phase groups
- Ensure data is collected to measure improvement or regression of English LOA

Responsible officer(s):

Leadeship Team – facilitate learning walks and talks around the school and beyond the school

Leadership Team – share appropriate English LOA data to help define markers students (Term 1)

HOD C – Facilitate refined modersation processes for teachers and provide PD to encrease M1-M4 capacities of staff

Principal/HOD C -

Resources:

✓ AIP 2025
✓ Strategic Plan 2025 -2029
✓ Refined Moderation Processes 2025
✓ SORD data
✓ Pivot LOA data
✓ Marker Student Identification Tool
✓ Sharatt 5 Questioning Artifacts

School priority 2:
Universal Design for Learning

Educators intentionally design learning experiences to address learner variability and reduce barriers. (D2.E1). The materials and methods should be flexible, accessible, and support the learning intentions aligned with the Australian Curriculum. Methods and materials provide multiple means for learners to access learning, build understanding, encourage internalization, and develop learner agency.

Monitoring
Monitoring
GREEN = On Track

Yellow = Underway

No Colour = Yet to start

Long term measurable/desired outcomes:

Long term measurable/desired outcomes:

○ Improved academic results for all students, including the sub groups of NCCD and Indigenous based on formative and summative assessment data.

AIP measurable/desired outcomes:

Baseline
NCCD
P-2 Starting strong (English)   **3-6 Building on Foundation (English)**

English C+
71.4%

English C+
82.1%

Educators incorporate flexible assessments that are designed to support learner variability and reduce barriers to learning. **(D2.E4).** To ensure all learners gain the intended skills, habits, and knowledge from learning experiences teachers are support to developed a shared clarity about learning goals to allow for flexible means to assessment. The parameters for assessing will be agreed upon by phases to address intended goals of AC V9

Domain 5: Building an expert teaching team

Broaden processes for teaching staff to engage in professional networks, within and beyond the school, to learn from each other's practices.

Domain 2: Analysing and discussing data

Refine processes for consistent collection, analysis and discussion of data, including monitoring strategies, to enhance student feedback and inform next steps for differentiation, and focused and intensive teaching.

- o Incorporate a UDL lens during the moderation cycle to collectively in phase teams identify possible barriers and UDL strategies for assessment tasks.
- o Develop whole school staff capability regarding Universal Design for Learning 3.0 and its alignment with the Australian Curriculum Version 9
- o Collegial engagement through Formal and Informal observations of Universal Design practices

Leaders will:
- ✓ Track the professional learning of both teachers and teacher aides of UDL
- ✓ Participate in professional learning of UDL V3.0
- ✓ Analyse data and evidence to generate key lines of inquiry with particular reference to providing flexible means of assessment for NCCD and Indigenous students
- ✓ Ensure a UDL lens is incorporated as part of the moderation process.

Teachers will:
- ✓ Actively participate in planning cycles, incorporating moderation at key points to inform teaching and learning and ensure the intended curriculum is implemented
- ✓ Designed learning experiences to anticipate learner variability and reduce unintended barriers
- ✓ Monitor student progress using marking guides and individual learning goals to assess the impact of their teaching
- ✓ Deliver high-quality teaching aligned with the Australian Curriculum, utilising a universal design to learning approach.
- ✓ Explicitly teach students how to interact with the explicit learning goal, leaving the means to achieving their goal flexible creating learner agency.

Students will:
- ✓ Engage with the intended learning curriculum
- ✓ Clearly articulate their learning goals, aligned with marking guides, to improve their performance and how they will achieve their goal
- ✓ Be engaged and interested in their learning
- ✓ Self-reflect on their learning and learning experiences and use this to feedback to feed into teachers design learning experiences and assessments and support learner agency learner

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Students SOS "I am interested in my work"

| 40 | 15.0 | 2.5 | 10.0 | 22.5 | 37.5 | 12.5 | | | 72.5 |

Indigenous
P-2 Starting Strong (English)   3-6 Building on Foundation (English)

English B+ **30.0%**   English B+ **42.9%**

Teaching Staff trained in UDL through CAST.Org 45%
Early years trained through CAST.og or Katie Novak 0%
Leadership Team 50%

Teaching Teams identifiy a group of students (6 student per class) experiencing barriers to assessment tasks through pre-assessments to focus on the effectiveness of UDL strategies.

ICP ENG 2024 Sem 2 87.5%

Targets
Students SOS "I am interested in my work" 82%
P-2 Starting Strong 82% English LoA C+ (NCCD)
3-6 Building on Foundation 88% English LoA C+ (NCCD)
P-2 Starting Strong 40% English LoA C+ (Indigenous)
3-6 Building on Foundation 50% English LoA C+ (Indigenous)

Teaching Staff trained in UDL through CAST.Org 75%
Early years trained through CAST.og or Katie Novak 33%
Leadership Team 75%

Growth of identified group of students (6 student per class) experiencing barriers to assessment tasks through pre-assessments to focus on the effectiveness of UDL strategies to achieve LoA C+ minimum
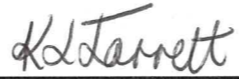
ICP ENG Sem 2 2025 92%

Strategies:
- Design learning experiences (as well as curriculum methods and materials) to address variability
-Reducing barriers for learners to improve performance and outcomes
-Unpacking Assessment and marking guides and reflecting on the teaching and learning sequence and assessment tasks throughout the moderation process to identify barriers and how teachers can address them

- Identify what the intended learning goals during the moderation 1 process to provide clarity around the learning goals and ensure that these are aligned to the Australian Curriculum V9 and the enacted curriculum content delivery.
- Identifying barriers student may experience in accessing the assessment tasks as well as during the teaching and learning sequence and provide optional ways for learners to demonstrate competency
  - o Aligned to the intended learning goals
  - o Accessible to all learners
  - o Used to inform future instruction.
- Use current school wide systems including PLT's, Coffee Clubs and professional learning opportunities to support job-embedded learning for staff
- Grow partnershipos with USC, CAST.org and the State dd-wide UDL PLC to support professional learning and networking for staff (D2:E4)
- Implement UDL professional learning that is flexible to address staff variability. (D4.E2)
- Implementation of UDL Coalition to support teacher efficacy in implementing and driving UDL practices across the school

Responsible officer(s):
- Principal
- Deputy Principal
- Deputy Princiapal: SE
- HOD -C
- UDL Coalition Team
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Artefacts
UDL Action Plan -4 year
Moderation template with UDL reflection questions and collected data
Observations sheets with UDL "Look Fors" for information observations
Collegial Engagement Framework (updated to reflect job-embedded practices
ICP Long term tracking

Actions: This means we will;	Responsible officer(s):	Resources:
• Incorporate within in the moderation process the opportunity for staff to collectively identify barriers and flexible means for accessing tasks • Use the Chevallum State School UDL 4-year Action Plan to develop staff capabilities through CAST– Designed Learning Series for Early Years Staff OR self-paced learning modules with Katie Novak and collegial engagement opportunities • Beyond the basics with CAST.org for Coalition Team and key influencers • Purchase and upgrade of technology including laptops for upper school and Ipads for middle school resources through maintenance, SEP and P & C budgets • Explore other technology-based tools to support students in accessing and delivering their under of the curriculum • Refinement of assessment tasks and marking guides (QCAA) with UDL lens (D4:E1; D2:E4) • Moderate with Cluster Schools English assessments, marking guides and exemplars including ICP's • Deliver professional learning regarding UDL to our teacher aides through TA professional learning fortnightly schedule aligned to AIP • Deliver professional learning to whole school staff on version CAST's UDL guidelines 3.0	Deputy Principal Inclusion Coalition Team Principal and Deputy	Allocate TRS release for Collaborative Planning Days in Phase teams (T2 + T4) Allocate UDL PD from SEP and PD budgets Allocate technology funds for accessible technology TRS allocated for moderation with other schools TA training fortnightly to continue with AIP alignment

Approvals

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

Principal _[signature]_   P&C/School Council _KLTarrett_   School Supervisor _[signature]_