

Cranbrook State School  
2024 ANNUAL IMPLEMENTATION PLAN



Educational  
achievement



Wellbeing and  
engagement



Culture and  
inclusion

School priority 1		Effective Teaching and Learning To Improve student and teacher monitoring of learning in English by implementing effective teaching and learning as measured by 1% (Class target increase of 3%) increase in C and above English LOA To continue student and teacher monitoring of learning in maths by implementing effective teaching and learning as measured by maintaining % of students C and above – 89% Whole School Targets – English 88% C and above Maths – 89% C and above										Phase	Implementing – I Embedding – E																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
Link to school review improvement strategy:		Domain 1: Driving an explicit improvement agenda <ul style="list-style-type: none"><li>Clarify and communicate roles, responsibilities and accountabilities of all staff to ensure all stakeholders understand their role in contributing to the improvement agenda.</li></ul> Domain 3: Promoting a culture of learning <ul style="list-style-type: none"><li>Collaboratively review staff consultation and communication practices to ensure a shared understanding of improvement actions and that staff voice is considered in decision-making.</li></ul> Domain 6: Leading systematic curriculum implementation <ul style="list-style-type: none"><li>Prioritise teachers and leaders collaboratively planning curriculum, moderating student work and observing student learning to extend systematic curriculum leadership and expertise across all staff.</li><li>Develop shared understandings between teachers and leaders regarding the purposes and processes of moderation to target moderation junctures that respond effectively to student achievement data.</li></ul> Domain 5: Building an expert teaching team <ul style="list-style-type: none"><li>Systematically implement agreed observation and feedback processes to ensure all teaching staff receive effective guidance on their teaching practice.</li></ul>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
Strategy/ies		Reasonable Adjustments <ul style="list-style-type: none"><li>build staff capacity regarding inclusive practices, disability knowledge and monitoring of student learning to maximise student access to the curriculum.</li></ul> Educational Achievement <ul style="list-style-type: none"><li>Set and monitor future learning goals, within the year and across years, so that every student achieves at least one year of learning growth each year especially high achieving students.</li><li>Ensure the monitoring of student learning is led by teachers and owned by students while ensuring opportunities are availed to enact teacher, peer and self-evaluation feedback.</li><li>invest in middle leaders to maximise staff capability through a documented professional learning plan, including collegial strategies, in reflective quality teaching practices to enhance student achievement.</li><li>Intentionally evaluate/moderate the pedagogical and curriculum delivery while responding through the enactment of improvement plans.</li></ul> Wellbeing and Engagement <ul style="list-style-type: none"><li>engage all teaching staff to ensure a whole of school contribution in the development and implementation of improvement agendas, inclusive of clearly defined roles, responsibilities and accountabilities that are regularly communicated</li><li>continue to enhance transitions through learning stages.</li><li>investigate strategies to ensure the curriculum is responsive and relevant to local needs and to collect and enhance student voice in curriculum engagement</li></ul>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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<ul style="list-style-type: none"><li>HODc to strengthen the Before Moderation process</li><li>Middle leaders to review and implement the Supporting People process and strengthen the pedagogy component</li><li>Pedagogy Coaches to support staff in Effective Teaching and Learning practices.</li><li>Leadership Team to conduct walkthroughs 5Qs for students and 5Qs for teachers while facilitating a peer review process</li><li>Leadership Team to implement a during moderation process for English and Math during staffing meeting time</li><li>Leadership Team to implement an indicative data during moderation process for English and Math during staffing meeting time</li></ul>												LRT – Professional Release 0.5FTE - \$75K 2 X Pedagogy Coaches - \$250K 1 X Cohort Leader - \$125K																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
End Term 4	Measurable outcomes		<table><tr><td></td><td></td><td colspan="2">Whole School</td><td colspan="2">P-2</td><td 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		<ul style="list-style-type: none"> <li>Transition through learning process moving from dependent to independent (surface, deep, transfer)</li> <li>Identify where they are up to in their learning and within the unit (5Q4S)</li> <li>Monitor own learning through I can tracker and action feedback</li> <li>Monitor assessment success through student assessment monitoring checklist</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>Demonstrate unit level and lesson level clarity (5Q4T)</li> <li>Identify student output aligned pedagogical practices (surface, deep, transfer)</li> <li>Implement and employ pedagogical practices and high impact teaching strategies to support students to move through the learning process (surface, deep, transfer)</li> <li>Provide A student evidence driven instruction- TLAP adjustments</li> <li>Monitor unit level success through I can profiles</li> <li>Provide student feedback and opportunities to action feedback through I can statements</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Provide ongoing professional development opportunities to develop their professional knowledge and practice.</li> <li>Middle leaders will engage with and facilitate ongoing coaching using the Effective teaching and learning supporting people resource</li> <li>Review and allocate resources in response to data and equity model</li> <li>Provide opportunities/ develop resources to support WOW</li> </ul>		
	<b>Artefacts</b>	<ol style="list-style-type: none"> <li>Supporting people coaching manual</li> <li>dashboard data set Indicative vs summative</li> <li>5Q4T/S teams folio</li> <li>Level 2/3 planning</li> <li>During Moderation Process Guide</li> </ol>		
	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>
End Term 1	<ul style="list-style-type: none"> <li>Supporting people journal reviewed and updated by ET&amp;L to include pedagogy reflections and trialled lead teacher.</li> <li>Coaching provided to all new/graduate teachers through supporting people journal</li> </ul>	<p><b>Behaviourally:</b></p> <p>Students can/will:</p> <ul style="list-style-type: none"> <li>Demonstrate unit level and lesson level clarity (5Q4 students)</li> <li>Identify where they are up to in their learning and within the unit (5Q4S)</li> <li>Monitor own learning through I can tracker and action feedback</li> <li>Monitor assessment success through student assessment monitoring checklist</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>Demonstrate unit level and lesson level clarity (5Q4T)</li> <li>Provide peer feedback and reflect on practice in response to student responses to 5Q4S</li> <li>Provide A student evidence driven instruction- TLAP adjustments</li> <li>Monitor unit level success through I can profiles</li> <li>Update and engage with whole school data sets to monitor student learning</li> <li>Provide student feedback and opportunities to action feedback through I can statements</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Provide ongoing professional development opportunities to develop their professional knowledge and practice.</li> <li>Build knowledge of student output aligned pedagogical practices (surface, deep, transfer)</li> <li>Pedagogical coach to trial pedagogical practices addition to Supporting people journal</li> <li>Review supporting people journal in response to trial and feedback</li> <li>Coach Beginning/ new teachers through effective teaching and learning supporting people resource</li> <li>Review and allocate resources in response to data and equity model</li> </ul>	<ol style="list-style-type: none"> <li>Supporting people coaching manual</li> <li>dashboard data set Indicative vs summative</li> <li>5Q4T/S teams folio</li> <li>During Moderation Process Guide</li> </ol>	<p>Green –on track</p> <p>Yellow – underway</p> <p>Magenta – yet to commence</p>
End Term 2	<ul style="list-style-type: none"> <li>PL around learning transition (surface, deep, transfer) and pedagogical practices and high impact teaching strategies to support</li> <li>Coaching allocation in place in response to urgent data (indicative below 50% and summative below 70%)</li> <li>Pedagogy component of supporting people journal implemented</li> </ul>	<p><b>Behaviourally:</b></p> <p>Students can/will:</p> <ul style="list-style-type: none"> <li>Demonstrate unit level and lesson level clarity (5Q4 students)</li> <li>Transition through learning process moving from dependent to independent (surface, deep, transfer)</li> <li>Identify where they are up to in their learning and within the unit (5Q4S)</li> <li>Monitor own learning through I can tracker and action feedback</li> <li>Monitor assessment success through student assessment monitoring checklist</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>Demonstrate unit level and lesson level clarity (5Q4T)</li> <li>Develop common language/ expectation for student responses to 5Q4s</li> <li>Collect evidence of 5Q4S and provide peer feedback for reflection on practice in response to student responses</li> <li>Provide A student evidence driven instruction- TLAP adjustments</li> <li>Monitor unit level success through I can profiles</li> <li>Update and engage with whole school data sets to monitor student learning</li> <li>Provide student feedback and opportunities to action feedback through I can statements</li> <li>Use common language to discuss student transition through learning (surface, deep, transfer)</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Provide ongoing professional development opportunities to develop their professional knowledge and practice.</li> <li>Engage identified staff with pedagogical practices addition to Supporting people journal</li> <li>Provide coaching using supporting people journal through effective teaching and learning supporting people resource</li> <li>Review and allocate resources in response to data and equity model</li> <li>Support staff to engage in discussion around pedagogy in L2/3 planning</li> </ul>	<ol style="list-style-type: none"> <li>Supporting people coaching manual</li> <li>dashboard data set Indicative vs summative</li> <li>5Q4T/S teams folio</li> <li>Level 2/3 planning</li> <li>During Moderation Process Guide</li> </ol>	<p>Shade cell at the end of each term after reflection based on progress.</p>

End Term 3	<ul style="list-style-type: none"><li>PL around learning transition (surface, deep, transfer) and pedagogical practices and high impact teaching strategies to support – added to L2/3 planning</li><li>Coaching allocation in place in response to urgent data (indicative below 50% and summative below 70%)</li><li>Pedagogy component of supporting people journal implemented</li></ul>	<p><b>Behaviourally:</b> Students can/will:</p> <ul style="list-style-type: none"><li>Demonstrate unit level and lesson level clarity (5Q4 students)</li><li>Transition through learning process moving from dependent to independent (surface, deep, transfer)</li><li>Identify where they are up to in their learning and within the unit (5Q4S)</li><li>Monitor own learning through I can tracker and action feedback</li><li>Monitor assessment success through student assessment monitoring checklist</li></ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"><li>Demonstrate unit level and lesson level clarity (5Q4T)</li><li>Develop common language/ expectation for student responses to 5Q4s</li><li>Collect evidence of 5Q4S and provide peer feedback for reflection on practice in response to student responses</li><li>Provide A student evidence driven instruction- TLAP adjustments</li><li>Monitor unit level success through I can profiles and select pedagogical practices and high impact teaching strategies to support students to achieve success</li><li>Update and engage with whole school data sets to monitor student learning</li><li>Provide student feedback and opportunities to action feedback through I can statements</li><li>Update L2/3 planning to include pedagogical practices and high impact strategies aligned to learning progression</li><li>Demonstrate student output aligned pedagogical practices (surface, deep, transfer)</li></ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"><li>Provide ongoing professional development opportunities to develop their professional knowledge and practice.</li><li>Engage identified staff with pedagogical practices addition to Supporting people journal</li><li>Provide coaching using supporting people journal through effective teaching and learning supporting people resource</li><li>Review and allocate resources in response to data and equity model</li><li>Support staff to engage in discussion around pedagogy in L2/3 planning Provide ongoing professional development opportunities to develop their professional knowledge and practice.</li></ul>	<ol style="list-style-type: none"><li>Supporting people coaching manual</li><li>dashboard data set Indicative vs summative</li><li>5Q4T/S teams folio</li><li>Level 2/3 planning</li><li>During Moderation Process Guide</li></ol>	
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School priority 2	<p><b>Digital Pedagogy and Learning</b></p> <p><b>To improve student learning and assessment of all students by implementing the DP&amp;L Scope and Sequence as measured by improving A/B standard school targets in English and Maths in Years Prep to 6.</b> <i>Whole School Targets – A = 20%; B = 30%</i></p>	Phase	Developing – D Implementing – I
Link to school review improvement strategy:	<p><b>Domain 1: Driving an explicit improvement agenda</b></p> <ul style="list-style-type: none"><li>Clarify and communicate roles, responsibilities and accountabilities of all staff to ensure all stakeholders understand their role in contributing to the improvement agenda.</li></ul> <p><b>Domain 3: Promoting a culture of learning</b></p> <ul style="list-style-type: none"><li>Collaboratively review staff consultation and communication practices to ensure a shared understanding of improvement actions and that staff voice is considered in decision-making.</li></ul> <p><b>Domain 6: Leading systematic curriculum implementation</b></p> <ul style="list-style-type: none"><li>Prioritise teachers and leaders collaboratively planning curriculum, moderating student work and observing student learning to extend systematic curriculum leadership and expertise across all staff.</li><li>Develop shared understandings between teachers and leaders regarding the purposes and processes of moderation to target moderation junctures that respond effectively to student achievement data.</li></ul>		
Strategies	<p><b>Digital Innovation</b> <b>Reasonable Adjustments through:</b></p> <ul style="list-style-type: none"><li>Embracing assistive technology, digital tools and platforms to maximise individualised reasonable adjustments and intervention in learning and enhance pedagogical practices.</li><li>Efficient and effective operational and administrative tools to document planned and enacted inclusive teaching and learning episodes.</li></ul> <p><b>Educational Achievement through:</b></p> <ul style="list-style-type: none"><li>An ongoing, deliberate and resourced improvement agenda to accelerate digital innovation in pedagogy and learning through staff capability and access.</li><li>A school Digital Pedagogy and Learning Scope and Sequence that is reviewed and strengthened on an annual basis.</li></ul> <p><b>Wellbeing and Engagement through:</b></p> <ul style="list-style-type: none"><li>Embracing digital tools and platforms to enhance staff wellbeing and maximise engagement/communication with students, parents/carers, local community and external stakeholders.</li></ul> <p><b>Educational Achievement</b></p> <ul style="list-style-type: none"><li>Set and monitor future learning goals, within the year and across years, so that every student achieves at least one year of learning growth each year especially high achieving students.</li><li>Ensure the monitoring of student learning is led by teachers and owned by students while ensuring opportunities are availed to enact teacher, peer and self-evaluation feedback.</li><li>differentiate support and intervention so every student realises their potential in all learning areas.</li><li>Intentionally evaluate/moderate the pedagogical and curriculum delivery while responding through the enactment of improvement plans.</li><li>promote a culture of inquiry and innovation whereby creative exploration and independent learning are planned for and implemented in classroom learning programs.</li></ul>		
Actions including Responsible officer(s)		Resources	



- Cohort Leaders, Classroom Teachers, and Specialist Teachers to finalise the Cranbrook State School Scope and Sequence requirements against the Level 2 Curriculum Year Plan
- Pedagogy Coaches, HODc & Principal to facilitate a Cranbrook State School Scope and Sequence professional knowledge conversation with classroom teachers to calibrate clarity of expectations and requirements –
- Pedagogy Coaches, HODc to finalise the Cranbrook State School Scope and Sequence requirements against the Level 3 Curriculum Plans
- Pedagogy Coaches to complete a professional knowledge and practice audit for all teachers and collaboratively develop individual DP&L Learning and Development Plans
- HODc to adjust the After Moderation process and documentation to include DP&L recommendations.
- Business Manager to ensure teachers have available the tools to maximise Digital Pedagogies through: purchasing Interactive Panels for every general teaching space, exclusive of computer labs, Resource Centre, hall etc.
- Pedagogy Coaches ensure resources are available to enact the curriculum through:
  - Develop a resource requirement list based from the CSS DP&L Scope and Sequence & Curriculum Plan.
  - Develop a self-sufficient resource storage and borrowing system that maximises efficient usage of the available resources.
- Pedagogy Coaches ensure available subscriptions are available to enact the curriculum through:
  - Develop a subscription requirement list based from the CSS DP&L Scope and Sequence & Curriculum Plan.
- Pedagogy Coaches to maximise Artificial Intelligence use at Cranbrook State School through:
  - Map staff current usage of AI sites.
  - Modify the second and 3<sup>rd</sup> layer level of the Curriculum Plan to include teacher AI resources.
  - Conduct a monthly AI symposium for ELT, presenting AI opportunities to compliment school operational and administrative processes
- Business Manager and Principal to ensure facilities are available to enact the curriculum through:
  - Develop a facilities requirement list based from the CSS DP&L Scope and Sequence & Curriculum Plan.
- Business Manager and System Technician to ensure that hardware requirements are available through:
  - Having a readily available set of damage replacement hardware that the System Technician can readily source to provide to students while repairs are being conducted.

1. Teacher Pedagogy Tools - \$30000
2. Hardware/Peripherals/software etc - Curriculum enactment - \$100 000
3. Online Subscriptions – Lumio, Sora, IXL etc - \$10 000
4. Release Time - Dedicated LRT – 50 days = \$30 000
5. ~~Release Time - Dedicated LRT – \$125 000~~
6. PD Fees, Online Modules etc - \$25 000
7. AI subscription fees - \$5000
8. Facilities Upgrades - \$10000
9. Damage replacement – Laptop/lpads - \$10000

## Measurable outcomes

3. To improve student learning and assessment of a 'B to A' marker student by implementing the DP&L Scope and Sequence as measured by improvement of 3% (12 students) in receiving A standard in Maths in Years 3 to 6.
4. To improve student learning and assessment of a 'C to B' & "B to A' marker student by implementing the DP&L Scope and Sequence as measured by improvement of 3% (24 students) in receiving an A/B standard in English in Years 3 to 6.
5. To maintain student learning and assessment of all students by implementing the DP&L Scope and Sequence as measured by maintain the A/B standard targets in English and Maths in Years Prep to 2.
6. To monitor student learning and assessment of A & B students by tracking annual progress (1 year learning in 1 year) by identifying common traits of successful students and maintaining A and B LOA % in year 3 to 6.

Targets:

		School		P-2		3-6	
		Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023
ENGLISH	A%	13.6%	14.4%	19.6%	26.4%	9.4%	6.5%
	Target	15.9%	15.9%	26.4%	26.4%	12.4%	9.5%
	B%	34.8%	28.0%	38.80%	33.3%	32.1%	24.4%
	Target	36.3%	29.5%	38.8%	33.3%	35.1%	27.4%
	C%	39.3%	38.8%	29.2%	27.9%	46.2%	45.9%
	Target	39.3%	38.8%	29.2%	27.9%	46.2%	45.9%
MATHS	A%	23.5%	18.4%	28.6%	31.4%	19.9%	19.8%
	Target	25.0%	19.9%	31.4%	31.4%	22.9%	22.8%
	B%	41.8%	36.6%	40.1%	32.8%	43.0%	39.1%
	Target	42.8%	37.6%	40.1%	32.8%	40.0%	36.1%
	C%	26.1%	30.7%	21.2%	22.5%	29.4%	36.2%
	Target	26.1%	30.7%	22.5%	22.5%	36.2%	36.2%

  

		P		1		2		3		4		5		6	
		Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023
ENGLISH	A%			28.0%	33.0%	19.0%	25.0%	13.6%	15.9%	2.4%	2.5%	10.8%	4.8%	21.0%	15.0%
	Target	20.0%	20.0%	33.0%	33.0%	25.0%	25.0%	18.9%	18.9%	5.5%	5.5%	13.8%	7.8%	24.0%	18.0%
	B%			40%	32.0%	35.0%	28.0%	36.4%	32.9%	21.6%	6.2%	26.5%	31.7%	31.0%	31.0%
	Target	30.0%	30.0%	40.0%	32.0%	35.0%	31.0%	39.4%	35.9%	24.6%	9.3%	29.5%	34.7%	34.0%	34.0%
	C%			21.0%	23.0%	22.0%	24.0%	36.4%	31.8%	56.6%	67.5%	43.4%	51.2%	44.0%	35.0%
	Target	50.0%	50.0%	26.0%	26.0%	27.0%	27.0%	36.4%	31.8%	67.5%	67.5%	43.4%	51.2%	44.0%	35.0%
MATHS	A%			38.0%	36.0%	25.0%	39.0%	21.6%	15.9%	3.6%	5.0%	20.4%	7.3%	43.0%	20.0%
	Target	20.0%	20.0%	38.0%	36.0%	39.0%	39.0%	24.6%	18.9%	8.0%	8.0%	23.4%	10.3%	47.0%	23.0%
	B%			37.0%	30.0%	38.0%	22.0%	39.8%	34.0%	42.2%	37.5%	46.9%	56.1%	32.0%	27.0%
	Target	30.0%	30.0%	37.0%	30.0%	38.0%	25.0%	36.8%	31.0%	45.2%	40.5%	43.9%	53.1%	29.0%	24.0%
	C%			15.0%	17.0%	17.0%	19.0%	26.1%	32.3%	36.1%	42.5%	25.3%	28.0%	22.0%	41.0%
	Target	50.0%	50.0%	30.0%	30.0%	22.0%	22.0%	26.10%	32.30%	42.50%	42.50%	28%	28%	22.00%	41.0%

	<b>Success criteria</b>	<ol style="list-style-type: none"> <li>1. Ratified Cranbrook State School Scope and Sequence that includes pedagogical and assessable elements to be included in the Level 2 &amp; 3 Curriculum Plan.</li> <li>2. Quality assured Level 2 Curriculum Plan DP&amp;L requirements embedded within the Year Level plans and explicitly identifying the pedagogical and assessable elements.</li> <li>3. Quality assured Level 2 Curriculum Plan DP&amp;L requirements embedded within the Year Level plans and explicitly identifying the digital platforms and software requirements for teacher professional knowledge and practice</li> <li>4. Quality assured Level 3 Curriculum Plan DP&amp;L requirements embedded within the Year Level plans and explicitly identifying the pedagogical elements.</li> <li>5. Quality assured Level 3 Curriculum Plan DP&amp;L requirements embedded within the Year Level plans and explicitly identifying the assessable elements within the assessment tasks.</li> <li>6. 100% of teachers implementing the pedagogical and assessable requirements of the Cranbrook State School Scope and Sequence.</li> <li>7. 100% of students engaging in pedagogical and assessable learning as explicitly identifying the Level 3 Curriculum Plan.</li> <li>8. Ongoing review/improvement of Cranbrook State School Scope and Sequence, L2 &amp; L3 Curriculum Plan.</li> </ol> <p><b>Behaviourally:</b>  <b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>Engage in pedagogical and assessable learning as per the Curriculum Plan</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>Have professional knowledge of the Cranbrook State School Scope and Sequence requirements</li> <li>Have professional practice requirements of the Cranbrook State School Scope and Sequence to implement the Level 3 Curriculum Plan requirements.</li> <li>Engage in teacher audits to determine professional knowledge/practice supports required.</li> <li>Engage in professional develop supports provided.</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Provide ongoing professional development opportunities to develop their professional knowledge and practice.</li> <li>Pedagogy Coaches X 2 will audit teacher professional knowledge/practice and manage the professional develop supports.</li> <li>Ensure all required resources are available for teaching staff to implement Level 2 &amp; 3 Curriculum Plan Digital Pedagogy and Learning requirements.</li> </ul>		
	<b>Artefacts</b>	<ol style="list-style-type: none"> <li>1. Cranbrook State School Scope and Sequence</li> <li>2. Level 2 Curriculum Plan</li> <li>3. Level 3 Curriculum Plan – TLAPs and Assessment Tasks</li> </ol>		
	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>
End Term 1	<p><u><b>Prep Targets</b></u></p> <p><b>English</b> – A=20% &amp; B=30%</p> <p><b>Maths</b> – A=20% &amp; B=30%</p>	<p><b>Behaviourally:</b>  <b>Prep Students can/will:</b></p> <ul style="list-style-type: none"> <li>Engage in pedagogical and assessable learning as per the Curriculum Plan</li> </ul> <p><b>Prep Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>Have professional knowledge of the Cranbrook State School Scope and Sequence requirements</li> <li>Have professional practice requirements of the Cranbrook State School Scope and Sequence to implement the Level 3 Curriculum Plan requirements.</li> <li>Engage in teacher audits to determine professional knowledge/practice supports required.</li> <li>Engage in professional develop supports provided.</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Provide ongoing professional development opportunities to Prep Teachers to develop their professional knowledge and practice.</li> <li>Pedagogy Coaches X 2 will audit Prep teacher professional knowledge/practice and manage the professional develop supports.</li> <li>Ensure all required resources are available for Prep teaching staff to implement Level 2 &amp; 3 Curriculum Plan Digital Pedagogy and Learning requirements.</li> </ul>	<ol style="list-style-type: none"> <li>1. Cranbrook State School Scope and Sequence – Draft</li> <li>2. Prep Level 2 Curriculum Plan</li> <li>3. Prep Level 3 Curriculum Plan – TLAPs and Assessment Tasks</li> </ol>	<p>Green –on track  Yellow – underway  Magenta – yet to commence  Complete end of each term</p>
End Term 2	TBA	<p><b>Behaviourally:</b>  <b>Prep, Year 1, 5 &amp; 6 Students can/will:</b></p> <ul style="list-style-type: none"> <li>Engage in pedagogical and assessable learning as per the Curriculum Plan</li> </ul> <p><b>Prep, Year 1, 5 &amp; 6 Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>Have professional knowledge of the Cranbrook State School Scope and Sequence requirements</li> <li>Have professional practice requirements of the Cranbrook State School Scope and Sequence to implement the Level 3 Curriculum Plan requirements.</li> <li>Engage in teacher audits to determine professional knowledge/practice supports required.</li> <li>Engage in professional develop supports provided.</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Provide ongoing professional development opportunities to Prep Teachers to develop their professional knowledge and practice.</li> <li>Pedagogy Coaches X 2 will audit Prep, Year 1, 5 &amp; 6 teacher professional knowledge/practice and manage the professional develop supports.</li> <li>Ensure all required resources are available for Prep, Year 1, 5 &amp; 6 teaching staff to implement Level 2 &amp; 3 Curriculum Plan Digital Pedagogy and Learning requirements.</li> </ul>	<ol style="list-style-type: none"> <li>1. Cranbrook State School Scope and Sequence – Draft</li> <li>2. Prep, Year 1, 5 &amp; 6 Level 2 Curriculum Plan</li> <li>3. Prep, Year 1, 5 &amp; 6 Level 3 Curriculum Plan – TLAPs and Assessment Tasks</li> </ol>	<p>Shade cell at the end of each term after reflection based on progress.</p>
End Term 3	TBA	<p><b>Behaviourally:</b>  <b>Prep, Year 1, 3, 4, 5 &amp; 6 Students can/will:</b></p> <ul style="list-style-type: none"> <li>Engage in pedagogical and assessable learning as per the Curriculum Plan</li> </ul> <p><b>Prep, Year 1, 3, 4, 5 &amp; 6 Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>Have professional knowledge of the Cranbrook State School Scope and Sequence requirements</li> <li>Have professional practice requirements of the Cranbrook State School Scope and Sequence to implement the Level 3 Curriculum Plan requirements.</li> <li>Engage in teacher audits to determine professional knowledge/practice supports required.</li> <li>Engage in professional develop supports provided.</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Provide ongoing professional development opportunities to Prep Teachers to develop their professional knowledge and practice.</li> <li>Pedagogy Coaches X 2 will audit Prep, Year 1, 3, 4, 5 &amp; 6 teacher professional knowledge/practice and manage the professional develop supports.</li> </ul> <p>Ensure all required resources are available for Prep, Year 1, 3, 4, 5 &amp; 6 teaching staff to implement Level 2 &amp; 3 Curriculum Plan Digital Pedagogy and Learning requirements.</p>	<ol style="list-style-type: none"> <li>1. Cranbrook State School Scope and Sequence – Draft</li> <li>2. Prep, Year 1, 3, 4, 5 &amp; 6 Level 2 Curriculum Plan</li> <li>3.</li> <li>4. Prep, Year 1, 5 &amp; 6 Level 3 Curriculum Plan – TLAPs and Assessment Tasks</li> </ol>	

School priority 3		<div>Reasonable Adjustments</div> <div>To improve student learning and access to the curriculum of Students With a Disability <b>by</b> implementing reasonable adjustments <b>as measured by</b> improving A/B/C standard school targets in English and Maths in Years Prep to 6.</div> <div>SEP Targets – A = 6%; B = 20%; C = 50%</div> <div>Domain 1: Driving an explicit improvement agenda<ul style="list-style-type: none"><li>Clarify and communicate roles, responsibilities and accountabilities of all staff to ensure all stakeholders understand their role in contributing to the improvement agenda.</li></ul></div> <div>Domain 2: Analysing and discussing data<ul style="list-style-type: none"><li>Build teachers' understanding of the analysis and use of data in evaluating the impact of learning programs to support shared understanding and implementation of school-wide data practices.</li></ul></div> <div>Domain 6: Leading systematic curriculum implementation<ul style="list-style-type: none"><li>Prioritise teachers and leaders collaboratively planning curriculum, moderating student work and observing student learning to extend systematic curriculum leadership and expertise across all staff.</li></ul></div> <div>Domain 7: Differentiating teaching and learning<ul style="list-style-type: none"><li>Strengthen staff knowledge and understanding of inclusive education to ensure all staff know their role in delivering school-wide differentiation practices that support learning and wellbeing for all students.</li><li>Prioritise professional learning for all staff to advance their knowledge and capability in implementing differentiated teaching practices for all students.</li><li>Develop and implement an agreed school-wide approach for individual student learning goals</li></ul></div> <div>Domain 8: Implementing effective pedagogical practices<ul style="list-style-type: none"><li>Initiate professional learning in the effective use of digital pedagogies to increase teachers' confidence in applying these strategies to classroom learning episodes.</li></ul></div>														Phase	Implementing – I Embedding – E Reviewing - R				
Link to school review improvement strategy:																					
Strategy/ies		<div>Reasonable Adjustments</div> <ul style="list-style-type: none"><li>Implement responsive staffing structures to ensure effective, sufficient and systemised reasonable adjustments to deliver quality curriculum.</li><li>build staff capacity regarding inclusive practices, disability knowledge and monitoring of student learning to maximise student access to the curriculum.</li><li>ensure accessible educational settings through multi-layered/tiered supports to enable all students to be engaged successful learners</li><li>value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.</li></ul> <div>Digital Pedagogies link to Reasonable Adjustments through:</div> <ul style="list-style-type: none"><li>Embracing assistive technology, digital tools and platforms to maximise individualised reasonable adjustments and intervention in learning and enhance pedagogical practices.</li><li>Efficient and effective operational and administrative tools to document planned and enacted inclusive teaching and learning episodes.</li></ul>																			
Actions including Responsible officer(s)																		Resources			
<ul style="list-style-type: none"><li>HoSES to begin the development of the draft content list for the Reasonable Adjustments Handbook</li><li>HoSES to create a Modelled Response of an 'Annotated work sample, with supporting evidence of Reasonable Adjustments', to be quality assured at ELT, MLT and HPT</li><li>HoSES to co-ordinate SEP Teachers to create a folder, in Teams, for recording vignettes of Reasonable Adjustments</li><li>DP to analyse Education Endowment Foundation's recommendations for TA (Teacher Aides) to create a 5Q4TA and facilitate the 5Q4TA process</li><li>DP to co-ordinate with HoSES and SEP, to set 'Co-Teaching Conversation' times and flowchart in the SEP Timetable</li><li>At HPT, DP &amp; HoSES to co-ordinate SEP Teachers to begin development of 'Co-Teaching Conversations' Flowchart (based off Supporting People Journal)</li><li>HoSES to lead SEP Team in the During Moderation (1<sup>st</sup> After – pedagogy) moderating annotated work samples from the digital portfolio.</li></ul>																		LRT – Professional Release - \$60K Reasonable Adjustments resourcing for specialised equipment - \$20K			
End Term 4	Measurable outcomes	<div>1. To improve student learning and access to the curriculum of Students With a Disability <b>by</b> implementing reasonable adjustments <b>as measured by</b> improving English LOA by 4.5% (9 students) of 'C' or better in Semester 2 2024 Reporting</div> <div>2. To improve student learning and access to the curriculum of Students With a Disability <b>by</b> implementing reasonable adjustments <b>as measured by</b> reduction in SDAs by 2.5% (5 students)</div>																			
				P		1		2		3		4		5		6					
				Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023	Sem 2 - 2023	Sem 1 - 2023				
		ENGLISH	A%			22.73%	9.52%	4.76%	10.53%	3.70%	4.00%	0.00%	0.00%	0.00%	0.00%	7.41%	0.00%				
			Target	25.00%	10.00%	23.00%	10.00%	6.00%	11.00%	5.00%	5.00%	5.00%	3.00%	4.00%	3.00%	10.00%	6.00%				
			B%			18%	33.33%	33.33%	21.05%	18.52%	16.00%	16.13%	10.71%	17.39%	16.67%	22.22%	25.93%				
			Target	20.00%	35.00%	20.00%	20.00%	35.00%	22.00%	20.00%	18.00%	18.00%	12.00%	20.00%	17.00%	27.00%	26.00%				
			C%			36.36%	33.33%	28.57%	31.58%	62.96%	56.00%	48.39%	42.86%	26.09%	45.83%	66.67%	40.74%				
			Target	40.00%	35.00%	39.00%	36.00%	32.00%	35.00%	64.00%	57.60%	55.00%	50.00%	28.00%	50.00%	50.00%	50.00%				
		MATHS	A%			23.81%	23.81%	19.05%	31.58%	11.54%	4.00%	0.00%	0.00%	4.35%	4.17%	18.52%	3.70%				
			Target	25.00%	24.00%	24.00%	23.00%	21.00%	20.00%	12.80%	6.40%	3.12%	2.00%	8.00%	5.00%	9.60%	6.40%				
			B%			28.57%	28.57%	28.57%	21.05%	42.31%	24.00%	33.33%	31.03%	47.83%	29.17%	48.15%	25.93%				
			Target	30.00%	30.00%	32.00%	30.00%	31.50%	28.00%	45.00%	30.00%	34.32%	32.00%	32.00%	30.00%	32.00%	28.80%				
			C%			33.33%	9.52%	23.81%	26.32%	34.62%	56.00%	36.67%	41.38%	30.43%	41.67%	33.33%	51.58%				
			Target	35.00%	30.00%	36.00%	20.00%	35.00%	31.50%	35.20%	50.00%	40.60%	42.00%	48.00%	45.00%	50.00%	50.00%				



	<b>Success criteria</b>	<ul style="list-style-type: none"> <li>Ratified Cranbrook State School Reasonable Adjustment Process</li> <li>100% of teachers providing Reasonable Adjustments</li> <li>100% of students engaging in pedagogical and assessable learning as explicitly identified in the Level 3 Curriculum Plan.</li> <li>Ongoing review/improvement of Cranbrook State School Reasonable Adjustment Checklist</li> <li>100% of Staff can explain what Reasonable Adjustments have been put in place for their students</li> </ul> <p><b>Behaviourally:</b> <b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>Engage in pedagogical and assessable learning as per the Curriculum Plan</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>Have professional knowledge of the <i>Cranbrook State School Reasonable Adjustment Processes</i></li> <li>Demonstrate appropriate use of Reasonable Adjustments to allow students to access the curriculum</li> <li>Engage in 'Co-Teaching Conversations' with SEP Teachers</li> <li>Engage in professional development supports provided</li> <li>Collect and gather annotated evidence of Reasonable Adjustments used</li> <li>Use the RAC to store evidence</li> <li>Explain the Reasonable Adjustment Process</li> <li>Collect Digital Portfolios of annotated evidence against the RAC</li> </ul> <p><b>SEP Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>Utilise Sharratt's "Changes in Teacher Capacity and Classroom Practice Based on Type of Professional Learning" model, when providing Professional Development (to increase likelihood of Total Classroom Implementation)</li> <li>Facilitate 'Co-Teaching Conversations'</li> <li>Collect Digital Portfolios of annotated evidence against the RAC</li> <li>Apply Reasonable Adjustments</li> <li>Support Classroom Teachers to; complete the RAC, implement Reasonable Adjustments, allow SWD access to the curriculum</li> <li>Create Vignettes of Reasonable Adjustments and store on Teams</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Provide ongoing professional development opportunities to develop their professional knowledge and practice</li> <li>Ensure allocated time for SEP and Classroom teachers to meet</li> <li>Ensure time is given to the RAC Process</li> <li>Provide the resourcing for Digital Portfolios to occur (iPad for each SEP Teacher)</li> </ul>		
	<b>Artefacts</b>	<ol style="list-style-type: none"> <li>The Reasonable Adjustments Handbook – with included vignettes explaining the process</li> <li>Digital Portfolio for each SWD</li> <li>Updated Reasonable Adjustment Checklist</li> <li>'Co-teaching Conversations' Flowchart</li> <li>Vignettes of Reasonable Adjustments embedded into Microsoft Teams</li> <li>5Q4TAs has been created</li> </ol>		
	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>
End Term 1	<p><b>Prep Targets</b></p> <p><b>English</b> – A=6%, B=20% &amp; C=50%</p> <p><b>Maths</b> – A=5%, B=25% &amp; C=50%</p>	<p><b>Behaviourally:</b> <b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>Engage in pedagogical and assessable learning as per the Curriculum Plan</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>Have professional knowledge of the <i>Cranbrook State School Reasonable Adjustment Processes</i></li> <li>Demonstrate appropriate use of Reasonable Adjustments to allow students to access the curriculum</li> <li>Use the RAC to store evidence</li> </ul> <p><b>SEP Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>Collect Digital Portfolios of annotated evidence against the RAC</li> <li>Apply Reasonable Adjustments</li> <li>Support Classroom Teachers to; complete the RAC, implement Reasonable Adjustments, allow SWD access to the curriculum</li> <li>Create Vignettes of Reasonable Adjustments and store on Teams</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Provide ongoing professional development opportunities to develop their professional knowledge and practice</li> <li>Ensure allocated time for SEP and Classroom teachers to meet</li> <li>Ensure time is given to the RAC Process</li> <li>Provide the resourcing for Digital Portfolios to occur (iPad for each SEP Teacher)</li> </ul>	<ol style="list-style-type: none"> <li>The Reasonable Adjustments Handbook – with included vignettes explaining the process</li> <li>Digital Portfolio for each SWD</li> <li>Vignettes of Reasonable Adjustments embedded into Microsoft Teams</li> <li>5Q4TA</li> </ol>	<p>Green –on track Yellow – underway Magenta – yet to commence</p>
End Term 2	TBA	<p><b>Behaviourally:</b> <b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>Engage in pedagogical and assessable learning as per the Curriculum Plan</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>Have professional knowledge of the <i>Cranbrook State School Reasonable Adjustment Processes</i></li> <li>Demonstrate appropriate use of Reasonable Adjustments to allow students to access the curriculum</li> <li>Engage in 'Co-Teaching Conversations' with SEP Teachers</li> <li>Engage in professional development supports provided</li> </ul>	<ol style="list-style-type: none"> <li>Updated Reasonable Adjustment Checklist</li> <li>'Co-teaching Conversations' Flowchart</li> </ol>	<p>Shade cell at the end of each term after reflection based on progress.</p>



		<ul style="list-style-type: none"><li>Collect and gather annotated evidence of Reasonable Adjustments used</li><li>Use the RAC to store evidence</li></ul> <p><b>SEP Teachers can/will:</b></p> <ul style="list-style-type: none"><li>Utilise Sharratt's "Changes in Teacher Capacity and Classroom Practice Based on Type of Professional Learning" model, when providing Professional Development (to increase likelihood of Total Classroom Implementation)</li><li>Facilitate 'Co-Teaching Conversations'</li><li>Collect Digital Portfolios of annotated evidence against the RAC</li><li>Support Classroom Teachers to; complete the RAC, implement Reasonable Adjustments, allow SWD access to the curriculum</li><li>Create Vignettes of Reasonable Adjustments and store on Teams</li></ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"><li>Provide ongoing professional development opportunities to develop their professional knowledge and practice</li></ul>		
End Term 3	TBA	<p><b>Behaviourally:</b></p> <p><b>Students can/will:</b></p> <ul style="list-style-type: none"><li>Engage in pedagogical and assessable learning as per the Curriculum Plan</li></ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"><li>Have professional knowledge of the <i>Cranbrook State School Reasonable Adjustment Processes</i></li><li>Demonstrate appropriate use of Reasonable Adjustments to allow students to access the curriculum</li><li>Engage in 'Co-Teaching Conversations' with SEP Teachers</li><li>Engage in professional development supports provided</li><li>Collect and gather annotated evidence of Reasonable Adjustments used</li><li>Explain the Reasonable Adjustment process</li><li>Collect Digital Portfolios of annotated evidence against the RAC</li></ul> <p><b>SEP Teachers can/will:</b></p> <ul style="list-style-type: none"><li>Utilise Sharratt's "Changes in Teacher Capacity and Classroom Practice Based on Type of Professional Learning" model, when providing Professional Development (to increase likelihood of Total Classroom Implementation)</li><li>Facilitate 'Co-Teaching Conversations'</li><li>Support Classroom Teachers to; complete the RAC, implement Reasonable Adjustments, allow SWD access to the curriculum</li><li>Create Vignettes of Reasonable Adjustments and store on Teams</li></ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"><li>Provide ongoing professional development opportunities to develop their professional knowledge and practice</li></ul>		

Jeff Capell

Jeff Capell  
Principal

Adrian Coventry

Adrian Coventry  
P&C President

Helen McCullough

Helen McCullough  
School Supervisor