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Engaging Minds, Empowering Futures

School Context

Pacific Paradise State School, its students, staff and community acknowledge the traditional owners of the land on which the school now sits, the Kabi Kabi (Gubbi Gubbi) people. We honour the elders past, present and future and look forward to continuing the positive and respectful relationship between the school and the traditional owners.

Our school is a 'beautiful' school, in every sense of the word. Its physical setting is glorious, the students are friendly and welcoming and the staff are focused on the well-being of every student, building upon their natural abilities to ensure opportunities for all.

Our school is situated in an ideal location – one that truly makes its name appropriate! Close to Twin Waters' community and home to many golfing enthusiasts, it is also very near Maroocha with easy access to a stunning stretch of white sand and surf and neighbouring Mudjimba which includes 'Old Woman' island, just off the shoreline.

The traditional story that explains the creation of this part of the Sunshine Coast describes how two warriors, Ninderry and Coolum, loved the beautiful Maroochy. Ninderry defeated Coolum, his head rolling into the ocean. 'Old Woman Island' represents Coolum's head, which rolled from the top of Mt Coolum. Maroochy was so saddened by what happened between the warriors that she fled to the mountains where she cried and cried – her tears becoming the Maroochy River.

Our school is developing a curriculum framework to reflect the community identity: the coastal location, digital world, life-style, health and well-being and local histories. We are calling this curriculum framework 'Our Tracks':

- **Story Tracks:** histories, both oral and recorded and literature including traditional narratives
- **Tech Tracks:** design technologies, communication and STEaM
- **My Tracks:** family, community, citizenship, health and well-being
- **Coastal Tracks:** geography, sustainability, weather, geology and life sciences

Like all schools, and families, we have a unique history and our story has been evolving for over 25 years. From the school's beginning in 1992, the campus has grown and developed so that it now boasts a massive performing arts hall, a large and inviting library that includes a computer lab and teaching and learning centre, almost 2 hectares of play space and beautiful grounds and gardens surrounded on two sides by bushland that creates a buffer so that the school is sheltered from the busy-ness of the outside world.

Of course, Pacific Paradise State School is more than the sum of its physical attributes. Our school *welcomes* all students and their families, we value diversity and embrace the idea that we all share responsibility for each other, our learning and our community...that our success is based on how we work together.

Our staff focus on the skills and abilities of each student, building on their current knowledge and understanding and celebrate with the student and their classes, progress and demonstrations of learning.

Whole School Review: 2017

Key findings:

- Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices.
- The school works to create an attractive and stimulating physical environment that supports and encourages learning.
- The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations.
- The tone of the school reflects a school-wide commitment to purposeful, successful learning.
- The school has developed and is implementing a plan for the systematic collection of a large range of student outcome data
- The school leadership team has established and is driving an Explicit Improvement Agenda (EIA).
- The school leadership team keeps informed of research regarding effective teaching practices and recognises the need for effective teaching to improve student learning across the school.
- Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing.

Key improvement strategies:

- Collaboratively define and communicate a narrow and sharp EIA which identifies key improvement areas with identified targets, agreed strategies for implementation, monitoring systems and timelines.
- Review the school's RBPS to further develop strategies to promote appropriate behaviour and develop a more consistent approach to behaviour management across the school.
- Engage all staff members in ongoing Professional Development (PD) to ensure their data literacy skills enable a deeper understanding of data to better inform differentiated teaching practice.
- Develop a formal classroom observation and feedback culture involving all teachers to ensure that effective teaching strategies in-line with school expectations are embedded across the school.

School Vision

Our school vision, *Engaging Minds, Empowering Futures*, is evident across our school. We are excited about introducing more innovative, flexible learning environments over the next few years, we are dedicated to preparing our students for their 21st century futures.



Engaging Minds, Empowering Futures

Pacific Paradise State School students are part of the 21st century world. They are growing towards a future that is increasingly embedded in digital technologies within a context that makes distant locations part of our local community.

Our students are our 'why' –

- why our school exists
- why we strive to create meaningful, engaging and challenging learning opportunities
- why we seek to constantly improve.

Purpose

To fully prepare our students for their ever-changing future, we have identified five integrated elements for planning how to cater for our students.

Community Partnerships: How our school works with other organisations in our community. This includes transitions between Kindergartens and Prep and between Year 6 and high school. It also includes our associations with other schools and regions, universities, sporting groups and community groups

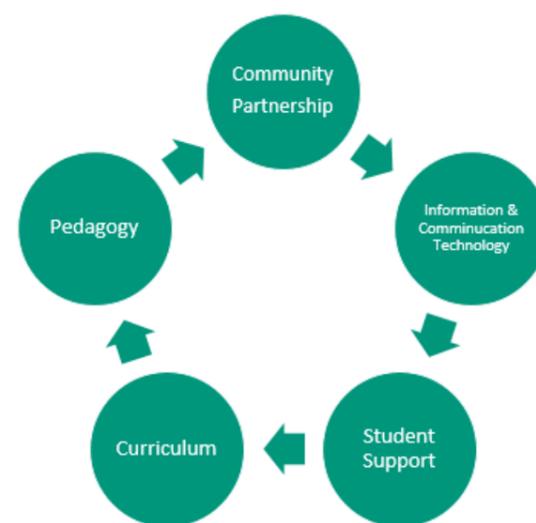
Information & Communication Technology: How we communicate with each other – with a variety of media, including technology, and also how we design solutions and share ideas to build on each other's understandings. This includes hardware, Bring-Your-Own Device programs, software, staff capability, STEaM (Science Technology Engineering Arts and Mathematics), applications of technology and infrastructure.

Student Support: How we ensure our students' individual needs are met and every opportunity possible to develop their potential is provided. This includes both extension and intervention, supporting Students with Disabilities, support programs for children experiencing learning difficulties, Individual Curriculum Plans, identifying gifted students and designing appropriate learning challenges. Student support also includes mental health and well-being, Guidance services, behaviour interventions and social and emotional programs to build resilience and the implementation of the school's Responsible Behaviour Plan.

Curriculum: How we deliver every student's entitlement to the Australian Curriculum, within our school context. This is framed within the Pacific Paradise State School *Tracks Curriculum: Coastal Tracks, Tech Tracks, My Tracks and Story Tracks*. We recognise that our learners have developmental learning needs as they mature:

- our Prep – Year 1 learners are "learning to...read, write, ask questions, count and measure..."
- our Year 2 and Year 3 learners are "reading, writing, asking questions, measuring...to learn..."
- our Year 4 – Year 6 students are "using and sharing their learning through reading, writing, responding to questions..."

Pedagogy: How we teach – the strategies we use to engage and challenge our students. We use the **Art and Science of Teaching** across the school to design teaching and learning and we support this with Age Appropriate Pedagogies for our Prep – Year 1 students, and the New Pedagogies for Deep Learning for our older students.



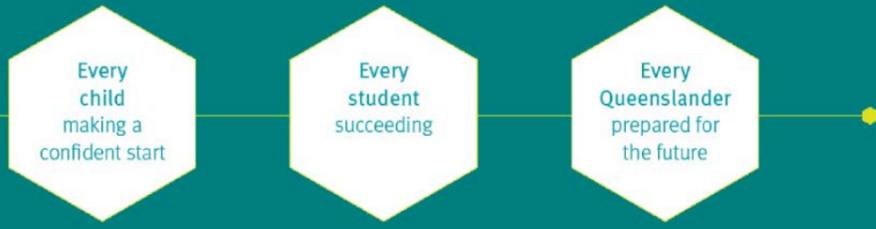


Every child making a confident start

Every student succeeding

Every Queenslander prepared for the future

Priorities		Strategies	2018	2019	2020	2021	Performance Targets	
Community Partnerships	<p>Strengthen engagement with school communities in local decision making:</p> <ul style="list-style-type: none"> collaborate with stakeholders and use research to focus on improving outcomes use strategic partnerships to deliver innovative and agile solutions to complex problems engage with community and key agencies to direct resources deliver connected services that offer families an integrated response to their needs support children's early learning by sharing information across learning settings and identifying developmental learning needs in the early years of school positive transitions between home, early childhood and school 	<p>Transitions:</p> <ul style="list-style-type: none"> PPSS Play Group Kindergartens & Child Care Centres – transition to Prep High Schools – Year 6 – Year 7 transition Within the school – year level progression 	75 enrol	80 enrol	85 enrol	90 enrol	Maintain registrations, QPGA Recognition; increase Prep enrolments Extend NSC, CSHS, SBSHS visits Programs to visit sequential year level	
		<p>Community Support Service Providers::</p> <ul style="list-style-type: none"> Child Youth Mental Health Services SchedLink Child Development Service Family & Child Connect Queensland Police Service Sporting Organisations (Mudjimba Beach SLSC, NRL, QRU, AFL and Qld Cricket development programs) 					Continued interagency relationships Facilitated well-being across agencies Established communication links Build on established relationships	
		<p>Parent Engagement:</p> <ul style="list-style-type: none"> Support – A -Learner programs Parenting Programs <ul style="list-style-type: none"> PPP 1,2,3 Magic PPSS web-based programs <ul style="list-style-type: none"> Reading Writing Numeracy Well-being Parents & Citizens Association <ul style="list-style-type: none"> PPSS P&C Constitution, P&C Qld Protocols Investigate initiatives to increase engagement 	SAR	SAT	SAW	SAN	Workshops offered annually Programs offered per semester, shared with Kuluin SS Parent information and hints to help, support students at home AGM, Executive Members Alternative meeting times...	
		<p>Student Engagement within the School:</p> <ul style="list-style-type: none"> Student Council <ul style="list-style-type: none"> Community based project/s Consultative roles e.g. Responsible Behaviour Plan Student Leaders <ul style="list-style-type: none"> Leadership roles e.g. Captains, Vice-Captains, Sports, Sustainability, ICT, Music and News and Events Leaders... 		Review		Review	P-6 student representatives Review and critique Student portfolios, criteria	
		<p>Staff Engagement within and beyond the School</p> <ul style="list-style-type: none"> Professional networks e.g. NPDL, NCR PBL... Maroochydore Coalition and Band 9 PCLN Network... Specialist Networks e.g. Teacher Librarian, Language, HoSES, HOC, HPE... Local Consultative Committee Finance Committee Professional Teams e.g. PBL, Feedback for learning, ICT KAT 	Aligned with EIA, PDF and PPSS PD Plan Principal &/or leadership team Specialist staff &/or per PDF, PD Plan Representatives of workforce unions Community & staff representatives Aligned with EIA				Roles and responsibilities shared across staff Accountabilities as per volunteer commitment, alignment with Senior Teacher & Experienced Senior Teacher roles	
		<p>Engagement Within the Community:</p> <ul style="list-style-type: none"> East Timor Shoe Box Appeal Mudjimba RSL – ANZAC Day, Remembrance Day Kabi Kabi (Gubbi Gubbi) people SpaTap Twin Waters Progress Association Northshore Community Centre Events Clean Up Australia Day Lions Club 	+10%	+10%	+10%	+10%	Increase participation 10% pa Increase active participation Formal Welcome to Country, NAIDOC	
		<p>Community Engagement within the School:</p> <ul style="list-style-type: none"> Story Dogs Chaplaincy Program <ul style="list-style-type: none"> Rock & Water Pride Shine Social Skills Para-professional / University/ TAFE Parent volunteers 	4	4	4	4	Maintain organisational relationship School-wide program continued Programs offered per semester Gender, developmentally specific Offered as per referral, need Extend Psychology, Counselling, OT Extend by celebrating, publicising	
		Information Communication Technologies	<p>Prepare students for the world of tomorrow, today:</p> <ul style="list-style-type: none"> through engagement in science, technology, engineering and mathematics including coding and robotics develop students' creative and entrepreneurial skills through design, technology and the arts leverage emerging technologies to improve our classrooms and services to enhance the teaching and learning experience deliver contemporary and fit-for-purpose infrastructure and integrated information and communication technology solutions to maximise learning outcomes build the capability of teachers and school leaders to use evidence-based teaching practices 	<p>Students develop Information and Communication Technology (ICT) (AC) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.</p> <p>Digital Pedagogies: <i>New Pedagogies for Deep Learning – Leveraging Digital across the 6 C framework (Critical Thinking, Creativity, Communication, Collaboration, Citizenship, Character)</i></p>				
<p>Digital Pedagogies: <i>Implement the AC (V8.1) F-2, 3-4, 5-6 Band Description</i></p> <ul style="list-style-type: none"> Design and Technology Digital Technologies Key Competencies <p>New Pedagogies for Deep Learning: <i>Deep Learning Competencies – 6C's</i></p> <ul style="list-style-type: none"> Leveraging Digital: Creativity, Communication, Citizenship, Critical Thinking, Character, Collaboration 	25%			50%	75%	100%	Integration across curriculum Whole school implementation	
<p>The nature and scope of ICT Capability (AC) is not fixed, but is responsive to ongoing technological developments. This is evident in the emergence of advanced internet technology over the past few years and the resulting changes in the ways that students construct knowledge and interact with others.</p> <p>Digital Pedagogies: <i>Curriculum Integration and delivery (ref: UNESCO 2008)</i></p> <ul style="list-style-type: none"> Technology literacy Knowledge deepening Knowledge creation 	25%			50%	75%	100%	ICT evident across curriculum ICT supports investigations ICT collaborative problem solving	
<p>Digital Pedagogies: <i>Introduction of BYOD</i></p> <ul style="list-style-type: none"> Laptops Year 4 & 5 	50%			+10%	+10%	+10%		



Priorities		Strategies	2018	2019	2020	2021	Performance Targets															
Pedagogy	<ul style="list-style-type: none"> support teachers through professional feedback on teaching practice and provide opportunities for development 	<ul style="list-style-type: none"> Laptops Year 4, 5 & 6 iPads Prep & Year 1 iPads Prep, Year, 1, Year 2 iPads, Prep – Year 3 		50 %	+10%	+10%	Initial uptake of BYOD program anticipated at 50% & to increase by a minimum of 10 % pa per cohort in the rollout sequence															
		Digital Pedagogies: Teacher Capability <ul style="list-style-type: none"> Digital curriculum integration Digital tools and applications Digital portfolios Professional Coaching and Feedback 		30%	+10%	+10%	+10%	Initial %age of teachers applying digital pedagogies anticipated to be 30% & to increase by minimum 10% pa Effect size: School Improvement – teacher capability														
		Technical Support: BYOD: <ul style="list-style-type: none"> Technical Officer BYOD Policies and Procedures 						To be funded @ \$64 per student + ICT Grants (Wages) allocation BYOD processes implemented														
		Infrastructure: <ul style="list-style-type: none"> WAP Wireless upgrade Modernisation & Replacement 	PP \$s					WAP Years 4&5 class blocks Wireless as per NCR rollout Priorities: ICT Infrastructure Plan														
		Student Voice: <ul style="list-style-type: none"> Feedback and surveys from students re: teaching, learning, pedagogies 		4,5; P,1,6	2	3																
		Staff Capability (Teachers, Teacher Aides): <ul style="list-style-type: none"> Professional Development Plan (PD Plan) aligns BYOD implementation PD Plan aligns Digital Pedagogies PD Plan aligns Monitoring & Mapping using electronic tools Professional coaching and feedback Teacher Aides e-café, twice per term workshops Teacher Aides access to iPad, laptop as per cohort ICT model 		4,5; P,1,6	2	3	30%	60%	85%	100%	100%	75% trial 2018; +10% pa 50% trial 2018; + 10% pa	Year levels as per BYOD Year levels as per BYOD Minimum % cohorts using e-tools Choice of coaching model & coach Schedule within duty hours Voluntary participation before school									
		Accountable Officers: <ul style="list-style-type: none"> Pedagogies: Deputy Principal Community Engagement: Principal and Technical Officer Infrastructure: Business Manager and Technical Officer Staff Capability: Principal 		4,5; P,1,6	2	3						ICT Priority Action Team ICT Key Action Team Improved community satisfaction Improved staff satisfaction										
		Pedagogy: Shared understandings <ul style="list-style-type: none"> School-wide Community Explicit Improvement Agenda (identified per year) 		75%	85%	95%	100%	25%	50%	75%	95%+	100%	100%	100%	100%	Professional sharing of key definition/s References in communication media EIA noted all contexts, communication						
		Art & Science of Teaching: <ul style="list-style-type: none"> All staff trained ASOT Design Questions ASOT visible across the school ASOT featured indication processes, staff meetings, professional feedback Explicit Improvement Agenda (promoted in pedagogical practices) 		75%	85%	95%	100%	75%	85%	95%	100%	75%	85%	95%	100%	100%	100%	Induction & workshop foci Cohort & coaching discussions Increased within professional culture EIA noted all contexts, communication				
		New Pedagogies for Deep Learning: <ul style="list-style-type: none"> 6 C framework used to guide planning Year 2-6 Units of work quality assured using collaborative school processes to ensure alignment with Australian Curriculum and NPDL Framework Units of work submitted to NPDL Qld Network for quality assurance Units of work submitted to NPDL Global Network for moderation Explicit Improvement Agenda (promoted in pedagogical practices) 		50%	+15%	+15%	100%	4-5	+6	+3	+2	4-5	+6	+3	+2	10%		50%	100%	100%	100%	Increase trial + volunteer cohorts QA for trial cohorts Volunteer cohorts submit units EIA noted all contexts, communication
Age Appropriate Pedagogies: <ul style="list-style-type: none"> AAP Characteristics used to frame planning Prep-Year 1 'Looks like' resources developed and shared Explicit Improvement Agenda (promoted in pedagogical practices) 		PPSS trial		Implement		Vignettes	Evidenced	100%	100%	100%	100%									Trial developed by Prep-1 teachers PPSS video resources QA'ed & shared EIA noted all contexts, communication		
Accountable Officers: <ul style="list-style-type: none"> Pedagogy: Leadership Team ASOT: Head of Curriculum AAP: Early Years Teachers 			Review		Review															Strategy Team, Professional Teams EIA implementation – roles & responsibilities across school, staff		
Curriculum	<p>The Australian Curriculum is presented as a developmental sequence of learning from Foundation - Year 10, describing to teachers, parents, students and others in the wider community what is to be taught and the quality of learning expected of young people as they progress through school. The three-dimensional design of Australian Curriculum recognises the importance of disciplinary knowledge, skills and understanding alongside general capabilities and cross-curriculum priorities and is designed to help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens</p> <p>Curriculum: How we deliver every student's entitlement to the Australian Curriculum, within our school context is framed within the Pacific Paradise State School Tracks. We recognise that</p>	P-12 curriculum, assessment and reporting framework Requirements for curriculum provision, assessment and reporting to parents/carers apply to all Queensland state schools <ul style="list-style-type: none"> Implement Australian Curriculum Version 8 by the end of 2020 ...monitoring tasks (protocols) to gather information and track (map) student progress against the relevant achievement standards (AC aligned) use marking guides to judge quality of evidence of student achievement maintain assessment folio per student...evidence of achievement standards use student's assessment folio, each semester, to determine overall achievement 5-point scale develop, maintain a whole school approach to moderation use moderation to align curriculum, pedagogy, assessment and reporting use moderation to support consistency of teacher judgments and comparability of reported results against the relevant standards 																				
		Prep – Year 1: <ul style="list-style-type: none"> Investigative processes and programs developed and trialled Units developed in context of 'Tracks Curriculum' Guided learning Explicit teaching Year level curriculum plan: Overview; Key Concepts; Scope & Sequence Monitoring – Mapping – Moderating protocols developed, implemented Explicit Improvement Agenda Professional coaching and feedback 						Plan & review	Adapt	Developed	Reviewed					100%						Developed integrated curriculum Align content with PPSS contexts Increase student voice, interests Targeted goals + feedback Reflective, pedagogical practices Quality evidence for decision making EIA evident in all contexts Effect size: School Improvement – teacher capability
		Year 2 – Year 3: <ul style="list-style-type: none"> Investigative processes and programs developed and trialled Units developed in context of 'Tracks Curriculum' Guided learning Explicit teaching Year level curriculum plan: Overview; Key Concepts; Scope & Sequence Monitoring – Mapping – Moderating protocols developed, implemented 						Plan & review	Adapt	Developed	Reviewed											



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	<p>Year 4– Year 6:</p> <ul style="list-style-type: none"> Investigative processes and programs developed and trialled Units developed in context of 'Tracks Curriculum' Guided learning Explicit teaching Year level curriculum plan: Overview; Key Concepts; Scope & Sequence Monitoring – Mapping – Moderating protocols developed, implemented Explicit Improvement Agenda Professional coaching and feedback 					Developed integrated curriculum Align content with PPSS contexts Increase student voice, interests Targeted goals + feedback Reflective, pedagogical practices Quality evidence for decision making EIA evident in all contexts Effect size: School Improvement – teacher capability																										
	<p>Specialist Learning Areas:</p> <ul style="list-style-type: none"> Language: P-12 CARF - <i>teach Languages from Years 5 to 8...where possible offer a Languages program from Prep to Year 12</i> Arts: <ul style="list-style-type: none"> Classroom Music: AC Achievement Standards Instrumental Music School musical: staged at the school biennially HPE <ul style="list-style-type: none"> HPE: AC Achievement Standards Intra-school sports programs Inter-school programs Athletic, swimming and cross-country carnivals Smart-Moves program school-wide implementation Learn to Swim and Surf Skills programs Professional coaching and feedback 	<table border="1"> <tr> <td>3-6 + P-2 CLIL</td> <td>+ AC(5-6)</td> </tr> <tr> <td>Plan & Review</td> <td>Adapt</td> </tr> <tr> <td>Male, indigenous data align PPSS A-C data</td> <td></td> </tr> <tr> <td>Circuit: +10% per year</td> <td></td> </tr> <tr> <td>Musical</td> <td>Musical</td> </tr> <tr> <td>Female data align PPSS A-C data</td> <td></td> </tr> <tr> <td>50%</td> <td>75%</td> <td>95%</td> <td>95%+</td> </tr> <tr> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>100% PPSS increasing district, regional representation</td> <td></td> </tr> <tr> <td>100% implementation, participation</td> <td></td> </tr> <tr> <td>As identified year levels; 100% implementation, participation</td> <td></td> </tr> <tr> <td>100%</td> <td></td> </tr> </table>	3-6 + P-2 CLIL	+ AC(5-6)	Plan & Review	Adapt	Male, indigenous data align PPSS A-C data		Circuit: +10% per year		Musical	Musical	Female data align PPSS A-C data		50%	75%	95%	95%+	100%	100%	100%	100%	100% PPSS increasing district, regional representation		100% implementation, participation		As identified year levels; 100% implementation, participation		100%			
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	<p>Curriculum Support Roles: Teaching & Learning Co-Ordination:</p> <ul style="list-style-type: none"> Teaching & Learning Co-Ordinator (TLC – HoC) Master Teacher Professional Learning Partners NPDL Network AVT <ul style="list-style-type: none"> EAL/D SLP Regional Services <ul style="list-style-type: none"> Student Services 	<table border="1"> <tr> <td>50-50</td> <td>30-70</td> <td>25-75</td> <td>15-85</td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>50-50</td> <td>30-70</td> <td>25-75</td> <td>15-85</td> </tr> <tr> <td>50%</td> <td>75%</td> <td>95%</td> <td>L-H</td> </tr> <tr> <td>50%</td> <td>75%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>+10%</td> <td>+10%</td> <td>+10%</td> <td>+10%</td> </tr> </table>	50-50	30-70	25-75	15-85	Year 2				50-50	30-70	25-75	15-85	50%	75%	95%	L-H	50%	75%	100%	100%	+10%	+10%	+10%	+10%	Role reframed from Curriculum – T&L Role ceases in 2019 Move from external – school-based Increase participation; PPSS lighthouse ATSI & LBOTE Bandscaled Extend vocab, phonic, oral programs ESFP, Attendance, Senior Guidance
	50-50	30-70	25-75	15-85																							
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<p>Accountable Officers:</p> <ul style="list-style-type: none"> Teachers: Whole school-curriculum development Head of Curriculum: Alignment of AC Curriculum Leaders: P-12 CARF Master Teacher(2018) Admin Team: P-12 CARF 	<table border="1"> <tr> <td>Tracks: QA, review, adapt</td> </tr> <tr> <td>Alignment of content; standards</td> </tr> <tr> <td>Alignment; Monitoring-Mapping-Moderating</td> </tr> <tr> <td>100%</td> </tr> <tr> <td>Differentiated Teaching & Learning</td> </tr> </table>	Tracks: QA, review, adapt	Alignment of content; standards	Alignment; Monitoring-Mapping-Moderating	100%	Differentiated Teaching & Learning	Responsibilities as per role description Mandate re: AC 8.0 EIA: Goal setting, improved outcomes Improved literacy as per Continuum Evidenced based feedback, learning																				
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Student Support	<p>Lift educational outcomes for every student:</p> <ul style="list-style-type: none"> build the capability of teachers and school leaders to use evidence-based teaching practices support teachers through professional feedback on teaching practice and provide opportunities for development engaged and supported in their learning ensure all students with disability reach their potential enhance the quality, range and accessibility of learning experiences for students to lift their learning outcomes use targeted strategies to support Aboriginal and Torres Strait Islander students to excel in their learning reconnect students at risk of disengagement through new models of teaching and learning foster the wellbeing of every student to ensure they can learn, participate in school and grow into productive, healthy adults. 	<p>Personalising learning (AC) Students need opportunities to develop capabilities over time and across learning areas. The learning continua map common paths for general capability development while recognising that each student's pace of development may be influenced by factors such as their prior experience, sense of self in the world and cognitive capacity. P-12 curriculum, assessment and reporting framework Requirements for curriculum provision, assessment and reporting to parents/carers apply to all Queensland state schools. Use a whole school approach to supporting all students' learning including:</p> <ul style="list-style-type: none"> students with disability gifted and talented students students learning English as an additional language or dialect (EAL/D) <p>Monitor the development of English language proficiency of EAL/D students using the Bandscales State Schools (Queensland)</p>													
	<p>Inclusion Support Centre:</p> <ul style="list-style-type: none"> Complex Case Management process Support Processes Flowchart Collaborative in-class support Explicit Improvement Agenda 	<table border="1"> <tr> <td>75%</td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td>75%</td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </table>	75%			100%	75%			100%	100%	100%	100%	100%	CCM used school-wide SS flowchart implemented school-wide Stakeholder satisfaction improving EIA evident in all contexts
	75%			100%											
	75%			100%											
100%	100%	100%	100%												
<p>Personalising the teaching and learning program enables teachers to:</p> <ul style="list-style-type: none"> select age-equivalent content that is meaningful and respects students' individual needs, strengths, language proficiencies and interests provide stimulating learning experiences that challenge, extend and develop all students use their knowledge of students' individual needs, strengths and interests to ensure access to the teaching and learning program. <p>Personalised Learning (AC) may involve one or a combination of approaches in relation to curriculum, instruction and the environment.</p> <p>Supporting Literacy & Numeracy – ICPs</p> <ul style="list-style-type: none"> Apply 1 year's growth – 1 year's learning Student voice in goal setting Collaborative in-class support Explicit Improvement Agenda 	<table border="1"> <tr> <td>75%</td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td>50%</td> <td>50%+</td> <td>75%</td> <td>75%+</td> </tr> <tr> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </table>	75%			100%	50%	50%+	75%	75%+	100%	100%	100%	100%	Concept defined, applied & evident Concept defined, applied & evident Stakeholder satisfaction improving EIA evident in all contexts	
75%			100%												
50%	50%+	75%	75%+												
100%	100%	100%	100%												
<p>P-12 CARF: For gifted and talented students, teachers deliver the curriculum at a level, pace, degree of abstraction and complexity beyond learning expectations for their age peers.</p> <p>Gifted & Talented (Enrichment) :</p> <ul style="list-style-type: none"> Policy development 	<table border="1"> <tr> <td>Draft</td> <td>Review</td> <td>Adapt</td> <td>Action</td> </tr> </table>	Draft	Review	Adapt	Action	Policy drafted, reviewed and actioned									
Draft	Review	Adapt	Action												

