CHARTERS TOWERS SCHOOL OF DISTANCE EDUCATION
2024 ANNUAL IMPLEMENTATION PLAN

Distance Ed
Distance is no Barrier

Charters Towers School of Distance Education develops productive learning partnerships to facilitate lifelong learning and meaningful pathways for all students through multi-modal delivery, where distance is no barrier.

Charters Towers School of Distance Education acknowledges the Traditional Owners of the lands from across Australia. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state

Acknowledgement of Country
Queensland Government

Educational Achievement

Wellbeing and Engagement

Culture and Inclusion

Equity and Excellence
A progressive, high performing education system realising the potential of every student

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CORE VALUES: *With optimism and purpose, the Charters Towers School of Distance Education community encourages the values of:*

| Encouraging a growth mindset | Building resilience | Making meaningful connections | Demonstrating kindness | Fostering hope |

SCHOOL PRIORITIES

Curriculum
Improve educational achievement through systematic curriculum delivery of the CARF to deliver a curriculum that is aligned, contextualised and inclusive to support each student to reach their potential.

- Deliver systematically high-quality curriculum and assessment aligned to ACARA, QCAA and AQF to achieve successful student outcomes school wide.

- Continue to develop and sustain a shared assessment literacy through the moderation cycle

- Develop teacher capacity to provide curriculum adjustments to support diverse learners through quality curriculum planning.

Teaching and Learning
Realise the potential of each student through a consistent whole school pedagogical approach that leverages available digital technologies and is underpinned by differentiated practice.

- Continue to refine and embed a school wide pedagogical approach
- Build teacher expertise in purposeful and solution focused use of data to set targets for improvement aligned to the School Wide Data Plan
- Improve student reading capability
- Deliver a whole school approach to inclusion that ensures equity and celebrates the diversity of the school community
- Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom.

Engagement and Wellbeing
Develop productive learning partnerships to facilitate lifelong learning and meaningful pathways for all students through eLearning.

- Implement the Student Learning and Wellbeing Framework (SLAWF)

- Build a positive school culture that promotes student and staff wellbeing and safety

- Foster positive and effective learning partnerships that promote student learning

- Build students' sense of belonging, engagement and community partnerships through Field Services

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SCHOOL TARGETS:

Starting Strong: Prep-Year 2

English % C and above	English % A and B	Maths % C and above	Maths % A and B
Systemic Target: 80%	Systemic Target: 50%	Systemic Target: 80%	Systemic Target: 50%
CTSDE Current: 96%	CTSDE Current: 70%	CTSDE Current: 98%	CTSDE Current: 79%
CTSDE Target: 97%	CTSDE Target: 75%	CTSDE Target: 99%	CTSDE Target: 84%

Building on Foundations: Years 3-6

English % C and above	English % A and B	Maths % C and above	Maths % A and B
Systemic Target: 80%	Systemic Target: 50%	Systemic Target: 80%	Systemic Target: 50%
CTSDE Current: 94%	CTSDE Current: 73%	CTSDE Current: 97%	CTSDE Current: 83%
CTSDE Target: 95%	CTSDE Target: 78%	CTSDE Target: 98%	CTSDE Target: 87%

On Track for Success: Years 7-9

English % C and above	English % A and B	Maths % C and above	Maths % A and B
Systemic Target: 80%	Systemic Target: 50%	Systemic Target: 80%	Systemic Target: 50%
Current: 74%	CTSDE Current: 37%	Current: 73%	CTSDE Current: 36%
CTSDE Target: 80%	CTSDE Target: 47%	CTSDE Target: 80%	CTSDE Target: 46%

Ready for the Future: Year 10

English % C and above	English % A and B	Maths % C and above	Maths % A and B
Systemic Target: 80%	Systemic Target: 50%	Systemic Target: 80%	Systemic Target: 50%
Current: 75%	CTSDE Current: 44%	CTSDE Current: 53%	CTSDE Current: 23%
CTSDE Target: 80%	CTSDE Target: 50%	CTSDE Target: 63%	CTSDE Target: 33%

Years 11-12

QCE / QCIA
Systemic Target: 99%
CTSDE Current: 82%
CTSDE Target: 85%

DEPARTMENTAL TARGETS:

English % C and above	English % A and B	Maths % C and above	Maths % A and B
Systemic Target: 80%	Systemic Target: 50%	Systemic Target: 80%	Systemic Target: 50%

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Educational achievement   Wellbeing and engagement   Culture and inclusion

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School priority 1: Teaching and Learning

Realise the potential of each student through a consistent whole school pedagogical aproach that leverages available digital technologies and is underpinned by differentiated practice.

Strategies:
- Continue to refine and embed a school wide pedagogical approach
- Build teacher expertise in purposeful and solution focused use of data to set targets for improvement aligned to the School Wide Data Plan.
- Improve student reading capability.
- Deliver a whole school approach to inclusion that ensures equity and celebrates the diversity of the school community.
- Plan whole school professional learning in evidence-based approaches to support students with additional needs and/ or disabilities in the classroom.

Actions:
- Further develop and embed a whole school pedagogical approach and shared common language through creation of a Placemat and a Pedagogical Guide that provide detailed, differentiated examples of Expected Common Practices (ECP).
- Create and enact a purposeful Professional Development Plan linked to school and staff priorities.
- Sustain, refine and embed existing collegial engagement through observation, feedback and coaching to ensure quality consistent and evidence-based practices.
- Build a whole school reading plan based on Simple View of Reading.
- Utilise a Whole School Data plan that informs purposeful and solution focused use of data to support students to realise their potential.
- Review and refine the process used by staff to promote consistency in the way NCCD data is identified, collated and used in terms of adjustments being made to support improved teaching and learning outcomes.

Monitoring
Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Long term outcomes:

Students will:
- Access and participate in a targeted range of inclusive teaching and learning experiences.
- Engage in a formalised reading program.
- Access tailored programs to meet individual needs.

Teachers will:
- Confidently implement pedagogical strategies in their classroom using the school's pedagogical approach.
- Communicate the school wide approach to reading.
- Actively participate in professional learning.
- Deliberately plan purposefully structured learning experiences that engage and maintain active participation at an appropriate level to meet individual student needs.
- Use evidence of students' learning and progress to inform teaching practice.
- Apply the principles of inclusion in their daily teaching practices.

Leaders will:
- Further develop leadership capabilities to coach and model best practices and teaching expertise.
- Support staff to strengthen their repertoire of teaching and learning practices including inclusion, digital technologies and reading.
- Embed consistent data literacy professional learning for staff to effectively use data to inform and reflect on teaching practice and improved educational achievement.

AIP measurable/desired outcomes:

Artefacts:
- Pedagogical placemat
- Pedagogical guide
- Professional Learning Schedule linked to School Priorities including Year Overview
- Collegial engagement process
- Data plan
- Intentional collaboration

Outcomes:
- 100% of staff can clearly communicate the pedagogical approach.
- Staff can confidently implement pedagogical strategies in their classrooms using expected common practices.
- These are visible in all classrooms.
- Successful implementation of the school data plan.

Responsible officer:
Deputy Principal leading reference group

Resources:
Faculty and Department Implementation Plans
Professional Development
Teacher Aides

School priority 2: Curriculum

Improve educational achievement through systematic curriculum delivery of the CARF to deliver a curriculum that is aligned, contextualised and inclusive to support each student to reach their potential.

Strategies:
- Deliver systematically high-quality curriculum and assessment aligned to ACARA, QCAA and AQF to achieve successful student outcomes school wide.
- Continue to develop and sustain a shared assessment literacy through the moderation cycle.
- Develop teacher capacity to provide curriculum adjustments to support diverse learners through quality curriculum planning.

Monitoring
Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Long term outcomes:

Students will:
- Engage through delivery of a curriculum that is aligned, contextualised and engaging.
- Achieve greater academic success through participating in assessment that is concise and targeted at the appropriate cognitive level.
- Develop a deeper understanding through consolidation of concepts allowed by a streamlined curriculum.

AIP measurable/desired outcomes:

Artefacts:
- P-12 CARP
- Year/Band Plans, Unit Plans, TLAPs, CTSDE assessment templates
- School Moderation Cycle and Quality Assurance tools
- P-12 Assessment Policy
- P-12 Reporting Guidelines
- ICP Policy
- V9.0 Alignment Implementation Plan

Queensland Government

Actions:
- Continue the refinement of school reporting processes
- Continue the Australian Curriculum V9. Transitioning through collaborative quality curriculum planning
- Sustain the implementation of the moderation cycle
- Continue to grow, develop and build staff expertise through the CARF.
- Continue consistent and collaborative school wide approach to the three levels of planning including template storage and quality assurance practices including moderation.

Teachers will:
- Design and implement high-quality, aligned curriculum and assessment through deep understanding of the relevant source curriculum.
- Actively participate in the moderation cycle to develop assessment literacy.
- Embed differentiated and inclusive practices into planning documents including reasonable adjustments and AARA.

Leaders will:
- Review and deliver a quality assurance process to ensure accountability and implementation of high-quality curriculum, assessment and reporting (CARF).
- Review school-wide CARA policy and processes.
- Collaboratively develop practices for embedding differentiated and inclusive teaching practices and strategies across the whole school.
- Continue to refine school reporting processes.

- AARA documentation

Outcomes:
- 100% of curriculum is clearly aligned to the Australian Curriculum 7 – 10 and QCAA Senior Syllabus.
- Consistent collaborative school-wide approach across the Three levels of planning including templates, storage and quality assurance.
- 100% assessment moderated before delivery with QA tools stored in SharePoint
- Successful transition to AC V9
- Successful implementation of the school curriculum plan.
- Consistent application of achievement standards to award LOAs.
- Consistent process for consultation and documentation of reasonable adjustments and AARA.

Responsible officer:
Deputy Principal leading reference group

Resources:
Textbook purchases
Online subscriptions
Student Practical Resources

School priority 3: Wellbeing

Develop productive learning partnerships to facilitate life long learning and meaningful pathways for all students through elearning.

Monitoring			
Green –on track, Yellow– underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.			
Term 1	Term 2	Term 3	Term 4

Strategies:
- Implement the Student Learning and Wellbeing Framework (SLAWF)
- Build a positive school culture that promotes student and staff wellbeing and safety
- Foster positive and effective learning partnerships that promote student learning
- Build students' sense of belonging, engagement and community partnerships through Field Services

Actions:
- Develop and implement Whole School Culture Plan.
- Further develop/refine and implement P-12 Wellbeing Program.
- Embed enrolment and induction processes that provide sustainable ongoing support for home tutors to build their capability to meet their responsibilities as a home tutor.
- Develop an Engagement Plan to clearly define whole school processes within the multi-tiered intervention systems (eg Engagement Meetings, SARS process, establishment and monitoring of individual pathway goals for all P-12 students).
- Build WOW team and schedule targeted and interactive staff events to support staff wellbeing.

Long term outcomes:

Students will:
- Feel an increased connection and sense of belonging to our school culture.
- Actively participate in decision-making in regards to their own educational experiences with authentic opportunities for student voice.
- Demonstrate increased engagement in their learning experiences resulting in increased academic achievement.

Teachers will:
- Feel an increased sense of purpose due to strong connection with school values and culture.
- Work collaboratively with specialist staff to support students identified through the SARS process.
- Create learning environments that challenge and support students' growth academically, personally and socially.

Leaders will:
- Regularly take time to gather a range of evidence to help evaluate the impact of whole school practices and inform ways of working.
- Explicitly mentor and coach students, teachers and each other through what progress and expertise look like in practice.
- Review school policies to ensure they use inclusive language and enable and encourage the inclusion of all students and families in the school community.

AIP measurable/desired outcomes:

Artefacts:
- CTSDE SLAWF
- CTSDE Culture Plan
- CTSDE Engagement Plan
  - NROW Procedure
  - SARS Process
  - Individual Case Management Documentation
  - Pathway Data Walls
  - NCCD Documentation and Process
  - Induction Program (Students & Home Tutors)
  - Field Events Schedule
- Know Your Students Placement
- P-12 Wellbeing Program Year Plan
- WOW Calendar of Events

Outcomes:
- Teachers know students
- Pedagogical practices reflect teacher understanding of diverse student needs (eg trauma informed practice)

Data:
- Student Wellbeing Survey
- Increase in attendance at Wellbeing Lessons
- Decrease in NROW

Responsible officer:
Deputy Principal leading reference group

Resources:
Guidance Officers, Engagement & Wellbeing HODS
Diaries

Approvals

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

Principal

P&C/School Council

School Supervisor