



CAROLE PARK STATE SCHOOL EQUITY & EXCELLENCE 2022-2025



EDUCATIONAL ACHIEVEMENT

Develop capability to deliver differentiated learning through an expanding knowledge of evidence based pedagogical practices.



ENGAGEMENT & WELLBEING

Build a collaborative environment where social emotional and academic development thrives through positive connections from all stakeholders.



CULTURE & INCLUSION

Enhance the learning culture through the development of individual student Literacy Goals that are monitored and updated in alignment with academic gains.

KNOW & GROW WALLS | PLANING, TEACHING & ASSESSING | REASONABLE ADJUSTMENTS

CAROLE PARK STATE SCHOOL AIP 2025

MEASUREABLE OUTCOMES	Semester 1		Semester 2	
	A – C	A/B	A – C	A/B
PREP			80%	50%
YEAR 1	80%	56%	85%	60%
YEAR 2	70%	48%	75%	55%
YEAR 3	65%	16%	70%	25%
YEAR 4	85%	34%	88%	40%
YEAR 5	80%	45%	85%	50%
YEAR 6	70%	30%	85%	40%
WHOLE SCHOOL	70%	51%	80%	50%

SCHOOL OPINION SURVEY	MEASUREABLE OUTCOMES	2023	2024
		Parents	83.3%
Students	This school takes parents' opinions seriously.	83.3%	90%
	I understand how my child is assessed at this school.	74.2%	85%
Non-Teaching	I can get help with my schoolwork at home.	73.5%	85%
	I feel accepted by other students at my school	72.7%	90%
Teaching	Staff are well supported at this school.	66.7%	100%
	I have access to relevant professional development.		

MEASUREABLE OUTCOMES	TERM ONE BASELINE TARGET	TERM TWO	TERM THREE	TERM FOUR (12 MONTHS)
PLP PROGRESS NOTES	New PLPs signed, 2 progress notes	2 Progress Notes Review Meeting	2 Progress Notes	2 Progress Notes Review Meeting
ATTENDANCE: TARGET 83%	85%	80%	80%	85%
REFERRALS AND SUPPORTS	2024 D and below students referred	Review of progress Additional supports	Monitor, review, update strategies	Monitor, review, update strategies

School Priority: Develop capabilities to leverage 'Student Writing Goals' as the key driver of our whole school approach to pedagogy.

	ACTIONS	LINE OF SIGHT	KEY DRIVERS	INDICATOR FOR SUCCESS
EDUCATIONAL ACHIEVEMENT	Build a Professional Learning culture where staff actively identify development needs and seek meaningful opportunities to explore content within and outside the school.	<ul style="list-style-type: none"> HOD-Curriculum Business Manager 	<ul style="list-style-type: none"> Know & Grow Walls Additional budget Team culture 	<ul style="list-style-type: none"> Every teacher engages in two days of professional development Teacher Aides meet fortnightly to develop classroom capabilities Staff independently seek and request opportunities
WELLBEING AND ENGAGEMENT	Enhance teacher capabilities to effectively differentiate learning experiences according to data and individual engagement needs.	<ul style="list-style-type: none"> HOD- Curriculum HOD- Inclusion Senior Teacher 	<ul style="list-style-type: none"> 3 levels of planning Moderation Collaboration 	<ul style="list-style-type: none"> Planning is stored on OneNote with differentiated resourcing Lessons are structured to allow multiple entry points for learning Student goals updated as needed using progress trackers
	Build feedback capabilities across the seven years of schooling so that graduating students have independent agency for their learning outcomes.	<ul style="list-style-type: none"> HOD- Curriculum HOD- Inclusion Senior Teacher 	<ul style="list-style-type: none"> Know & Grow Walls 3 levels of planning Collaboration 	<ul style="list-style-type: none"> Early years feedback via teacher conference and written response Middle and upper school feedback expanded to include independent artefact analysis and peer feedback
	Embed a culture of achievement that celebrates progress and improvement for all students as they work toward learning goals.	<ul style="list-style-type: none"> Belonging & Engagement Team 	<ul style="list-style-type: none"> Belonging & Engagement Communication Strategy 	<ul style="list-style-type: none"> Student confidence and ownership of learning goals Consistent recognition in class and assemblies Community engagement in celebrations
CULTURE AND INCLUSION	Expand student support services to ensure expertise and commitment to ensuring all students needs are identified and wrap around support is delivered.	<ul style="list-style-type: none"> HOD- Inclusion Guidance Officer 	<ul style="list-style-type: none"> Reasonable adjustments 	<ul style="list-style-type: none"> Establish upper & lower school inclusion teacher roles Enhance consistency of TA support via 1-1 class ratio Upskill and develop expertise in documentation and pedagogy
	Enhance staff capabilities to monitor and update personalised learning through coaching and mentoring.	<ul style="list-style-type: none"> HOD- Curriculum HOD- Inclusion Guidance Officer 	<ul style="list-style-type: none"> Reasonable adjustments 	<ul style="list-style-type: none"> Train two coaches and timetable consistent opportunities to meet during class hours Records reflect targeted support according to evolving needs.

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