

Cloncurry State School P - 12 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p>School priority 1: Curriculum and Reading</p> <ul style="list-style-type: none"> Implement quality assured practices to ensure the Australian Curriculum V9.0 is implemented with fidelity Collaboratively develop a detailed whole-school plan for reading. 	<p>Monitoring</p> <p><i>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <p>Three levels of planning are evidenced and implemented with fidelity in line with the P – 12 Framework.</p> <p>Whole school approach to curriculum, assessment, and reporting. CARP</p> <p>Whole school approach to reading is evidenced and implemented in line with the DoE Reading Position Statement.</p>	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 80 % A-C educational achievement P – 2 English and Mathematics. 100% QCE/QCIA attainment.
Term 1	Term 2	Term 3	Term 4				
<p>Strategy/ies:</p> <ul style="list-style-type: none"> Build the capability of leaders and teachers to implement the Australian Curriculum version 9 in 2025. Implement AC v 8.4 with fidelity using quality assurance processes. Build the capability of leaders and teachers to implement the new QCAA Applied syllabuses and General Syllabuses with fidelity, Build the capability of leaders, teachers and teacher aides to Implement the DoE Reading Position Statement – Simple View of Reading. 		<p>Responsible officer(s):</p> <p>PTT Leaders – 4 stages of Moderation HODs – Primary, Inclusive Practices, Secondary DP – Educational Achievement Principal</p>					
<p>Actions:</p> <ul style="list-style-type: none"> Professional development included in Student Free days to build the capability of leaders, teachers and teacher aides to implement: 3 levels of planning for AC v 9 English and Mathematics in 2025 in line with the P – 12 Framework; DoE Reading Position Statement – Simple View of Reading; 4 stages of Moderation; Assessment literate learners using evidenced based research - “Clarity” Lyn Sharatt. Implement the Four Stages of Moderation including effective Before Stage Moderation each term focusing on alignment of the AC v 8.4, Senior Syllabuses, effective assessment design and contextualisation of tasks. Leaders and teachers collaboratively develop whole school quality assurance processes. Implement instructional coaching to support the implementation of whole school approach to reading with a focus on: Reading P – 3, Spelling P – 6 and Shared Reading P – 10. Leaders conduct walkthroughs asking the 5Q4S and 5Q4Ts. Leaders and Teachers reflect on student answers Students are assessment literate learners, using Learning Walls as a tool to support their learning. Learning Walls evidence Learning Intentions, Success Criteria, GTMJ, Assessment Task, Modelled Responses, Independent Student Work, Vocabulary, Know and Do Table. Measure impact of actions every term. 		<p>Resources:</p> <p>DP – Educational Achievement – i4S</p>					
<p>School priority 2: PEDAGOGY – Know how to teach?</p> <ul style="list-style-type: none"> Collaboratively develop quality differentiated teaching and learning practices to support all learners 	<p>Monitoring</p> <p><i>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes:</p> <p>Whole school approach to Multi-tiered systems of Support to include effective case management</p>	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 85% attendance P - 2. (77.73% in 2024) 85% attendance 3 – 6. (78.44% in 2024) 85% attendance 7 – 9. (73.85% in 2024) 85% attendance 10 – 12 (95.19% in 2024) Reduction in total learning days lost due to SDAs All students marked left have a known destination.100% in 2025)
Term 1	Term 2	Term 3	Term 4				
<p>Strategy/ies:</p> <ul style="list-style-type: none"> Develop collaborative, proactive responses to maximise learning days. Build staff understanding of multi-tiered levels of support. Refine school processes relating to multi-tiered levels of support to appropriately meet the needs to students. 		<p>Responsible officer(s):</p> <p>DP – Wellbeing and Engagement Leadership Team</p>					
<p>Actions:</p> <ul style="list-style-type: none"> Professional Development included in Student Free days for Leaders and Teachers including: Student Code of Conduct; Positive Behaviour for Learning; Essential Skills for Classroom Management; Trauma Informed Practices; Understanding Poverty; De-escalation Strategies; Restorative Practices; Collaborative and proactive solutions. Collaboratively develop a whole school approach to effective case management using the principles of a multi-tiered system of support. Review and refine the roles and responsibilities of leaders, teachers and support staff to appropriately meet the needs of students and to maximise learning days. 		<p>Resources:</p> <p>Regional funded Deputy Principal – Wellbeing and Engagement UDL now, Novak High Impact Teaching and Wellbeing Strategies - Hattie</p>					

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