

## Cloncurry State School P-12 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement      Belonging and engagement



<b>School priority 1</b>	<b>Educational Achievement</b> Implement Version 9 Australian Curriculum: English aligning planning documentation with the Department's approach to the teaching of reading	<b>Monitoring</b> <i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>	<b>School priority 2</b>	<b>Belonging and engagement</b> Welcoming every student and supporting their unique needs creates a positive culture that promotes a sense of belonging, wellbeing and safety to support their engagement in learning.	<b>Monitoring</b> <i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>								
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Term 1</td> <td style="width: 25%;">Term 2</td> <td style="width: 25%;">Term 3</td> <td style="width: 25%;">Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Term 1</td> <td style="width: 25%;">Term 2</td> <td style="width: 25%;">Term 3</td> <td style="width: 25%;">Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4
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<b>Link to school improvement strategy:</b>	Leading systematic curriculum delivery with fidelity to improve literacy outcomes for all students.			<b>Link to school improvement strategy:</b>	Establish close links with parents and local community groups to collaboratively develop and implement a whole school approach that articulates processes, timelines and accountabilities to improve student attendance and engagement.								
<b>Strategy/ies</b>	<ul style="list-style-type: none"> <li>Collaboratively develop and enact a whole-school Reading Plan using the Reading portal to deepen staff capability</li> <li>Implement consistent reading practices aligned to the Australian Curriculum</li> <li>Strengthen shared understanding of the Reading Improvement Strategy through targeted professional learning and coaching</li> <li>Engage in all four phases of Moderation to inform teaching and learning</li> <li>Quality assure all planning is checked by Heads of Department</li> <li>Utilise PLTs to unpack curriculum and have robust conversations about planning and pedagogy</li> </ul>			<b>Strategy/ies</b>	<ul style="list-style-type: none"> <li>Build the instructional leadership capability of school leaders to drive and quality assure school improvement priorities</li> <li>Build the capability of all teachers to create a safe, supportive, inclusive and engaging environments which promotes a culture of learning</li> <li>Implement a whole school approach to multi-tiered systems of support</li> <li>Collaboratively develop a whole school approach to effective case management</li> <li>Learning environments to include First Nations furniture and other artefacts Create positive learning environments inclusive of all students</li> </ul>								
<b>Actions: including Responsible role(s)</b>		<b>Resources</b>		<b>Actions: including Responsible role(s)</b>									
<ul style="list-style-type: none"> <li>Leadership team including the Reading HOD to build staff capability and knowledge of curriculum, teaching and Simple View of Reading</li> <li>HOC/HOD to 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.</li> <li>Reading HOD to implement/develop and enact parent information evenings focusing on Simple View of Reading</li> <li>Align Multi-Tier Systems of Support (MTSS) for reading, including universal screening, progress monitoring and tiered intervention using PLD and DIBELS</li> <li>Reading HOD to develop processes for volunteers to read with students once a week</li> <li>Principal/DP to provide professional learning focused on Clarity- Lyn Sharratt to build staff capability and understanding of school-improvement practices</li> <li>HODs to lead PLTs to unpack the curriculum to ensure quality planning and teaching</li> <li>Syllabuses, effective assessment design and contextualisation of tasks (Cluster led by HODs)</li> <li>Leadership team to collaboratively develop and enact whole school quality assurance processes.</li> <li>HODs to embed the Four Stages of Moderation including effective Before Stage Moderation each term</li> <li>HODs to build teacher curriculum clarity through clear moderation processes</li> <li>Leaders conduct walkthroughs asking the 5Q4S and 5Q4Ts. Leaders and Teachers reflect on student answers</li> <li>Leadership to build/create assessment literate learners by, using engaging in Learning Walls as a tool to support their learning, 5Q4T and 5Q4S</li> <li>HODs to build teacher knowledge of high impact teaching strategies to improve student reading</li> <li>Leadership to measure impact of actions every term.</li> <li>Leadership to enact the school data plan, regularly monitoring impact on students and build staff data literacy capability to regularly monitor and measure impact of teaching.</li> </ul>		<ul style="list-style-type: none"> <li>Leadership team including the Reading HOD and Curriculum leaders</li> <li>Teachers and teacher aides</li> <li>Community involvement</li> <li>Department resources</li> <li>Professional Development</li> <li>Diagnostic testing such as Dibels</li> <li>Home readers</li> </ul>		<ul style="list-style-type: none"> <li>Principal to build instructional leadership capability through professional learning, coaching, line management meetings and developing and implementing action plans for each leader</li> <li>Leadership team ensures that roles and responsibilities of all staff members are clear and followed Develop, communicate and enact clear roles and responsibilities for all staff</li> <li>Deputy Principal and student support team to review and implement the multi-tiered systems of support</li> <li>Deputy Principal and student support team to review the effectiveness of case management and refine processes to ensure student improvement</li> <li>Staff to receive professional development around ICPs and adjustments led by the Student Support team Build staff knowledge and capability to develop ICPs and adjustments to support student engagement and learning</li> <li>Student Support team alongside Principal to strengthen community partnerships in regard to health, wellbeing and engagement</li> <li>Teachers to work with their line manager to improve learning environments to increase engagement and belonging. Line managers partner with teachers to strengthen learning environments, increasing student engagement and sense of belonging</li> <li>Principal to increase community involvement by holding Open Days and other activities to build strong connection with the school</li> <li>Leaders to purchase/hire a school bus so that barriers can be removed for students who cannot travel to and from school Provide transport options to students and families to remove barriers of non-attendance</li> </ul>									
				<b>Resources</b>									
				<ul style="list-style-type: none"> <li>Leadership team</li> <li>Support team</li> <li>Staff</li> <li>Community partnerships</li> </ul>									

## Performance:

- A-C educational achievement goals:
  - P-2: 70%
  - 3-6 80%
  - 7-9 70%
- A-B educational achievement goals:
  - P-2: 50%
  - 3-6: 40%
  - 7-9: 40%
- 100% QCE/QCIA attainment
- NAPLAN data correlating with A-E data with a focus on improving strong, exceed:
  - 3: 40%
  - 5: 30%
  - 7: 30%
  - 9: 30%

Behaviour  
Students

## Students can/will:

- be engaged in their learning with minimal disruptions
- engage daily in explicit reading instruction and demonstrate measurable progress in reading
- receive timely, targeted intervention based on identified need

## Teachers

## Teachers can/will:

- teach lessons without disruption
- deliver consistent, evidence-based Tier 1 reading instruction
- use screening and progress monitoring data to inform teaching
- consistently use Level 3 unit planning
- engage in the moderation process
- consistently apply PP4L in classroom practice

## Teacher aides

## Teacher aides can/will:

- be trained to support students who require further assistance in the classroom
- support reading interventions using agreed approaches
- use shared instructional language aligned to classroom practice

## Support Team

## Support Team can/will:

- be trained to support students who require further assistance in the classroom
- engage in collaborative teams to provide tier 2 and 3 support to assist teaching and learning

## Leaders

## Leaders can/will:

- Leadership team can/will be visible and assist staff promptly to address any behaviour issues
- apply instructional leadership deliberately and consistently to improve reading outcomes
- lead and monitor MTSS implementation
- enact instructional leadership including by modelling and involvement in PLTs
- align professional learning to student outcome priorities

## Community

## Community can/will:

- be involved in the practice of reading through Home reading and volunteer reading
- come to visit their child's classroom once each term to see their child's progress
- attend Parent/Teacher interviews to monitor their child's progress
- liaise with their child's teacher if they are concerned about their progress

## Performance:

- 85% attendance P-2.
- 85% attendance 3-6.
- 85% attendance 7-9.
- Reduction in total learning days lost due to SDAs and using restorative strategies where possible
- All students marked left have a known destination.100% in 2026
- School Opinion Survey:
  - This is a good school
    - Staff: 100%
    - Students: 70%
    - Parents: 70%
  - This school is well maintained:
    - Staff: 80%
    - Students: 70%
    - Parents: 70%

Behaviour  
Students

## Students can/will:

- Students can/will attend every day (85% attendance) unless they have a reasonable excuse and will explain their absences
- receive intervention that matches identified learning needs
- engage positively and participate in restorative conversations
- be clear about the behaviour expectations and articulate the processes at Cloncurry State School P-12

## Teachers

## Teachers can/will:

- prepare engaging lessons and have inclusive practices within their classroom
- use data confidently to refine instruction and intervention
- articulate roles, responsibilities and tiered behaviour responses
- support classroom and behaviour management, record data in One School

## Teacher Aides

## Teacher Aides can/will:

- teacher aides can/will be receive professional development to ensure they support students using best practice
- apply feedback to improve instructional support
- provide social-emotional support to students as required to support the classroom teacher

## Support Team

## Support Team can/will:

- review Student Support referrals and implement appropriate support to students
- provide a bus service to families to ensure that barriers are removed
- provide breakfast and lunch to students who require support
- link families in with community organisations as required and promote their services

## Leaders

## Leaders can/will:

- clearly and consistently articulate the whole school expectations
- be visible and will maintain an inclusive environment by implementing safe policies and procedures
- Align financial, human and physical resources to support student engagement

## Community

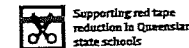
## Community can/will:

- be involved in school led activities and events that reflect shared values
- engage in restorative conversations when required and support behaviour expectations
- assist their child to come to school every day unless there is a reasonable excuse

Artefacts	<ul style="list-style-type: none"> <li>• Three levels of planning that is saved on Share Point</li> <li>• Whole school approach to reading document</li> <li>• Reading data collections</li> <li>• PLT meeting notes and schedule</li> </ul>	Artefacts	<ul style="list-style-type: none"> <li>• seek assistance if they require access to the school bus</li> <li>• inform staff if their child requires further support inside or outside of the classroom</li> <li>• Student Support handbook</li> <li>• Attendance policy and School bus policy documented</li> <li>• Classroom environments have First Nations furniture and equipment</li> <li>• PACE framework</li> </ul>
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**Reduction of red tape in day-to-day work, planning and processes include:**

- Consult with staff including the union reps to discuss ways in which we can reduce red tape in regard to planning
- Review the School Data Plan to ensure the validity, purpose and use of all monitoring tasks, with agreed data discussions embedded within PLT time
- Establish and communicate clear instructional expectations and shared language, aligned to the Reading Portal, Implementation Guide, Signposts and Pedagogical Practices for Learning (PP4L).



**Approvals**

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

*Barnett*  
Principal

P&C/School Council

*Robertson*

School Supervisor

*Oliver*