

CURRIMUNDI STATE SCHOOL

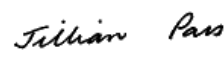


2025 ANNUAL IMPLEMENTATION PLAN


Educational
achievement

Wellbeing and
engagement

Culture and
inclusion

School priority 1: <i>To improve the proportion of students achieving a B or better in English and Maths.</i>		Monitoring Sem 1 Developing Sem 2	Link to 2023 school review improvement strategies: Domain 1: An explicit improvement agenda Further enhance the instructional leadership capabilities of all members of the leadership team to rigorously monitor, progress and celebrate a sharp agenda for school improvement. Domain 5: An expert teaching team Systematically enact a collaboratively developed collegial engagement framework to provide clarity about the opportunities and processes for ongoing development of professional expertise, with a particular emphasis on coaching and mentoring. Domain 6: Systematic curriculum delivery Consolidate approaches to collaboratively develop rigorous unit plans, including those that integrate the curriculum across learning areas, to ensure learning experiences are locally relevant and engaging to all students.	AIP measurable/desired outcomes: <ul style="list-style-type: none"> 95% of students achieving C or above in English and Mathematics P-2: 50% of students achieving an A or B in English Yrs 3 -6: 55% of students achieving an A or B in English P-2: 60% of students achieving an A or B in Math 3-6: 65% of students achieving an A or B in Math 100% of staff engage in moderation opportunities and collaborative curriculum planning 100% of staff will have summative assessment exemplars available to be accessed by students 100% English and Maths Planning documentation uploaded to the curriculum folder in SharePoint
Success Criteria: <u>Students are:</u> <ul style="list-style-type: none"> Describing what they are learning, why they are learning it, how they are progressing with their learning, what they need to do next to improve and where they can get assistance. <u>Teachers are:</u> <ul style="list-style-type: none"> Knowing what they are teaching, how to teach it and evaluating how effective their teaching was. Recording student performance data to plan for differentiation and inform teaching Delivering the embedded formative assessment cycle each term/unit of work to inform teaching and monitor progress. <u>Leadership Team are:</u> <ul style="list-style-type: none"> Collaborate each term with each classroom teacher to analyse and respond to relevant data together to promote the maximisation of each student's potential. Routinely engaging in Learning Walks & Talks (5Qs) to monitor student ownership of their learning. 				
Actions: <ul style="list-style-type: none"> Leaders and teachers engage in collaborative practices to strengthen knowledge of the Australian Curriculum to inform practice (pre-moderation meetings). Enactment of Moderation (M1 – M4) in learning teams. Targeted professional learning through alignment of staff Setting Professional Goals (SPG). 		Responsible Officers: Principal Curriculum leader Teaching staff Support staff	Artefacts: <ul style="list-style-type: none"> Creation of "A" level, "B" level, "C" level exemplars for each unit of work in English and Maths Marking Guides – annotated (Highlight A, B, C Levels) 3 Levels of planning (p-12 CARF) Learning Walls in every classroom (inc. BIUW) 'Learning Walks & Talks' data CSS Student performance data collection (including RAG data) on Sharepoint 'Staff teams' P-2 InitialLit monitoring and cumulative data collection 	Resources: <ul style="list-style-type: none"> Each teacher (FTE) has 2 full release days for 4 term's planning sessions, 4 half days pre moderation i.e 52 (2x26) TRS days X \$610 (\$32000.00) Common Formative Assessment- Each teacher 8 hrs per yr level i.e 26X8hrs = 208 hrs (\$25000.00) P-2 InitialLit screening and monitoring- (\$25000.00) Curriculum Resources: \$500 per Grade (\$3500) Curriculum Gateway, Education Futures Institute DP data talks: 4 days per term i.e 12 TRS days (\$9700.00) Accelerated Reader (Yrs 3-6) resource purchase to support reading improvement in ZPD (\$6000.00)

School priority 2: <i>Deliver engaging English and Maths curriculum aligned to AC Version 9 achievement standards.</i>			Monitoring	Link to key improvement strategies: Domain 1: <i>An explicit improvement agenda</i> Domain 5: <i>An expert teaching team</i> Domain 6: <i>Systematic curriculum delivery</i> (as above) Domain 7: <i>Differentiated teaching and learning</i> Strengthen staff understanding of inclusive practices through developing and enacting a shared, whole-school vision for inclusive education, underpinned by the Department of Education (DoE) policy and contemporary effective practice. Domain 8: <i>Effective pedagogical practices</i> Enhance teachers' understanding and confidence in utilising a range of strategies, drawn from the school's agreed pedagogical approaches, to support all students to engage in learning.	AIP measurable/desired outcomes: <ul style="list-style-type: none">Support the achievement of target data in school Priority 1> 71% of students (2024 SOS) "I am interested in my schoolwork"Currimundi State School Reading Policy created which documents how CSS align AC V9 with existing programs and resources to deliver engaging lessons> 90% attendance rate (89% OS 2024 Dec)< 54% behaviour incidences (OS 2024) in classroom time
Success Criteria: <u>Students are:</u> <ul style="list-style-type: none">Attending school and engaged in their learningTaking ownership of their learning (Sharrett's 5Qs, independent use of learning wall) <u>Teachers are:</u> <ul style="list-style-type: none">Demonstrating their understanding of V9 AC by implementing curriculum in the form of engaging relevant units of work for students.Sharing highly effective teaching strategies & Sharing Problems of practice (POP) with colleagues in staff meeting cycle and pre-moderation.Choosing PD in their SPG process that aligns with the school's EIA and their personal improvement goals. <u>Leadership Team are:</u> <ul style="list-style-type: none">Engaged in staff meeting and pre-moderation cycles.Supporting the Collegial engagement process through a mentoring and coaching approachRoutinely engaging in Learning Walks & Talks (5Qs) to monitor student ownership of their learning.		Sem 1	Developing		
		Sem 2			
Actions: <ul style="list-style-type: none">Provide opportunities for teachers to collaborate to identify POPs and to embed differentiated teaching and tailored supports into planning and practice to support the range of student abilities.Teachers deliver engaging lessons aligned to the Australian Curriculum V9.Utilise an engaging, evidence-based resource to add hands on and concept-based ideas to teaching strategies (LTD).	Responsible Officers: Principal Curriculum leader Teaching staff Support staff Well-being Officer Guidance Officer	Artefacts: <ul style="list-style-type: none">Reading committee establishedNew/updated CSS Reading Policy documentStaff meeting schedule	Resources: <ul style="list-style-type: none">Alignment of every teacher's annual Setting Professional Goals (SPG) to the EIA and the PD chosen to support individual needsLearning Through Doing (LTD) online resource purchase for all school to support quality mathematics curriculum delivery aligned with V9 AC. (\$3660.00)Inclusion in 2025 Collaborative Learning Communities NCR initiative (CLCs) Focus: Reading through the Australian Curriculum (\$9760.00)2025 behaviour boost funding to assist with student behaviour (DOE initiative)		
Approvals: This plan was developed in consultation with the school community and meets school needs and systemic requirements.					
 Jillian Pass Principal		 Karleigh Wood P&C/School Council		 School Supervisor	