

CANUNGRA STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



School priority 1	Educational Leadership and teaching expertise through quality teaching and curriculum with a focus on continuous improvement of capability of all staff and quality differentiation and inclusion.	Phase	E and R	School priority 2	Staff, student and community wellbeing is prioritised to create a sense of belonging and a positive environment for teaching, learning and working. Staff, regional support personnel, and parents work together to know and understand each student. Staff and students are explicitly supported in regards to wellbeing and engagement to establish strong foundations for learning outcomes.	Phase	E and R
Link to school review improvement strategy:	<p>2024 school priorities are explicitly derived from the Key Improvement Strategies outlined in the 2020 School Review Report.</p> <ul style="list-style-type: none"> Develop, document and implement a school-wide process for identifying and recording specific strategies for differentiation for the full range of student abilities to ensure all students are appropriately engaged and challenged in their classroom learning. Ensure the pedagogical framework is considered in curriculum development planning and data conversations, and is consistently implemented and embedded to provide a range of learning opportunities and experiences for all students. Provide further opportunities for teachers to develop their capability as instructional leaders through collegial networking, mentoring and personal coaching. 			Link to school review improvement strategy:	<p>2024 school priorities are explicitly derived from the Key Improvement Strategies outlined in the 2020 School Review Report.</p> <ul style="list-style-type: none"> Collaboratively review school behaviour management practices to build school and community understanding of a differentiated behaviour approach that is nurturing of all student needs and circumstances, is safe, tolerant and inclusive. Review the roles, responsibilities and accountabilities of members of the leadership team and key staff members for sustainability and maximum impact on student learning. 		
Strategies	<ul style="list-style-type: none"> Refine and implement a rigorous monitoring of summative assessment tasks to ensure consistency in teacher judgements and to demonstrate horizontal and vertical alignment across the school. Ensure the pedagogical framework is considered in curriculum development planning and data conversations, and is consistently implemented and embedded to provide a range of learning opportunities and experiences for all students. Continue to refine and embed the Pedagogical Framework to ensure high yield pedagogies are implemented with precision in every classroom. Develop capability and performance of all staff through intentional collaboration in Professional Learning Communities. Provide opportunities for teachers to develop their capability as instructional leaders through collegial networking, mentoring and personal coaching. Continue to refine and embed practices to ensure the development of a strong, inclusive learning community where every student is welcomed, supported and achieves. 			Strategies	<ul style="list-style-type: none"> Utilise school behaviour and well-being data to identify whole of school concerns and support staff to build further consistency in the school-wide approach to agreed responses to support well-being and appropriate and inappropriate student behaviour. Strategically develop school partnerships and presence in the Canungra community to actively participate in and influence future decisions relating to student safety and wellbeing in a changing local environment. Continue to refine the student and staff well-being frameworks and programs. The leadership team access ongoing professional development and coaching to develop capability and team performance. Review the roles, responsibilities and accountabilities of members of the leadership team and key staff members for sustainability and maximum impact on student learning. 		
Actions including Responsible officer(s)	Resources		Actions including Responsible officer(s)	Resources			
<ol style="list-style-type: none"> Prioritise quality assessment practices as the next step in the Teaching and Learning Handbook - Lead – Kellie Fletcher – DP Ensure consistency and understanding of practise through the Assessment Waterfall Chart to utilise assessment for learning (formative), as learning (formative), and of learning (summative) - Lead – Kellie Fletcher – DP Utilise planned weekly PLT meetings to - summarise, judge, and evaluate student work that informs next steps for teaching and student learning and to ensure pedagogical approaches, practices and strategies are effective in responding to the diverse learning needs of each student through CARF guidelines – Lead – Kellie Fletcher DP Utilise planning Meetings and fortnightly Year Level Meetings every term to ensure pre-moderation, moderation and post-moderation of summative assessment tasks occurs across year levels – Lead – Kellie Fletcher - DP Participate in the Tamborine Cluster PLC Moderation Cycle – Lead – Cindi Dare - Principal Review and plan for implementation of the Australian Curriculum Version 9 in English and Mathematics in 2024 – Lead – Kellie Fletcher – DP Continue to implement the whole school approach to reading and writing to ensure the research-based practices of Structured Literacy, including the Effective Teaching of Reading, is explicitly taught in every classroom. Tier 2 & 3 intervention delivery - Lead – Kellie Fletcher – DP Strengthen the Visible Learning pedagogies in every classroom utilising Learning Intentions, Success Criteria, Feedback, quality assessment, and Individual Goal Setting utilising the Collegial engagement and LT walkthroughs – Lead – Cindi Dare – Principal Strategically review effectiveness of fortnightly year level teams utilising the Canungra SS GTMJ for Collaboration every term – Lead – Cindi Dare – Principal Utilise ADP plans and the EIA to identify staff needs and match to school, regional and state priorities, with a priority on PLD and Rigorous Reading Coaching – Lead – Cindi Dare – Principal Develop clear roles and responsibilities for HOSES, Inclusion, and STLaNs to ensure targeted support is provided within classrooms on a daily basis – Lead – Jonathon Morgan and Kellie Fletcher – HOSES and DP 	<ol style="list-style-type: none"> Visible Learning and Clarity PD, ETOR - PD budget Reading, Writing and Maths assessment tasks – Wk 4 of every term in Year Level Meeting, Planning meetings, moderation cycles Specialist teachers timetabled to release class teachers, STLaN's and Inclusion teachers in attendance Staff Meeting timetable Principal and DP attendance Staff Meeting timetable, CARF and Curriculum Gateway LT and Specialists utilised to cover teachers when required, Coaching cycles involving STLaN, SLP/IAS – Reader profiles, IAS – TA's to support small group and one-one in class support LT observation and feedback tool, timetable for visits, CSS Collegial Engagement document Staff Meeting Timetable, GTMJ Collaboration document LT and Specialists utilised to cover teachers when required, Coaching cycles involving STLaN, and KO's Support and Inclusion @ CSS document 		<ol style="list-style-type: none"> Collaboratively review Student Code of Conduct and inclusive practices – Lead – Jonathon Morgan - HOSES Embed procedures for ongoing review of behaviour and inclusion data to inform practice – Lead – Jonathon Morgan - HOSES Liaise with parents and family support providers to allow access to individual students during school hours to maximise learning for every student – Lead – Jonathon Morgan - HOSES Develop a strong and collaborative partnership with the CSS P&C and ensure the P&C goals align with the school priorities and are communicated to the whole school community – Lead – Cindi Dare - Principal Utilise the Student Learning and Wellbeing Framework to audit current practices and programs – Lead – Cindi Dare - Principal Collaboratively review data from Yr 5 and Yr 6 Qld Engagement and Wellbeing Survey and the 2023 School Opinion Survey – Student responses, to inform student wellbeing and understanding - Lead – Cindi Dare - Principal Develop and communicate to parents and the wider community, CSS Commitment to Learning and Wellbeing Statement – Lead – Cindi Dare - Principal Implement the DoE Staff Wellbeing Framework through an inquiry cycle to address the 5 domains - Physical, Psychological, Occupational, Financial, and Social and community engagement – Lead – Cindi Dare - Principal Collaboratively Review CSS Visible Learning Action Plan and 14 Parameters Plan to identify next steps – Lead – Cindi Dare - Principal Align professional development to the Leadership Teams' PDP's and the AIP – Lead – Cindi Dare - Principal Utilise Regional support to maximise Leadership Team capability – Lead – Jonathon Morgan - HOSES Develop leadership team members capacity through professional discussions at weekly Leadership Team meetings with a focus on coaching, utilising The Coaching Habit readings – Lead – Cindi Dare - Principal Collaboratively re-align Leadership Team Roles and Responsibilities and include key performance indicators – Lead – Cindi Dare - Principal 	<ol style="list-style-type: none"> Classroom Management Hub Oneschool, SORD Timetable and facilities available Curriculum Placemats Survey Tool, SER Principal Advisor Student Survey 2023, SOS 2023 CSS document Inquiry Cycle Tool CSS VL Action Plan – LT Meeting timetable PD budget SER Principal Advisor – Inclusion, SER School Supervisor The Coaching Habit – Michael Bungay-Stanier, LT Meeting timetable – PD budget CSS LT Roles and Responsibilities document, Equity and Excellence 			

End Term 4		End Term 4		End Term 1		End Term 1		End Term 2		End Term 2					
Measurable outcomes	Success criteria	Artefacts	Monitoring	Measurable outcomes	Success criteria	Artefacts	Monitoring	Measurable outcomes	Success criteria	Artefacts	Monitoring				
<ul style="list-style-type: none"> 55% of students achieve an A-B and 93% achieve an A-C in English (Reading and Writing) 63% of students achieve an A-B and 95% achieve an A-C in Mathematics PLD, PAT benchmarks are achieved as outlined in CSS Data and Assessment Schedule 100% of teachers are utilising LISC, Feedback and student goals in every classroom every day Staff Meeting, Year Level Meeting and Release times are planned and timetabled every term Quality Assessment is embedded into the CSS Teaching and Learning Handbook All staff are aware of and understand the roles and responsibilities of the HOSES, Inclusion teachers and STLaN's School practices align with our system's 2024 Reading Commitment 	<p>Behaviourally: <u>Students can/will:</u> achieve at least one year of learning growth each year and know what they are learning, why they are learning it, how they are going, how they can improve and what are their next steps. <u>Teachers can/will:</u> improve all student outcomes through deep knowledge of the AC and quality assessment, differentiation and moderation practices to support next lift in relative performance C-B and B-A, and deliver targeted intervention for Tier 2 and Tier 3 students. <u>Leadership team can/will:</u> be Instructional Leaders with a clear line of sight to embed and support quality educational and teaching practices ensuring Equity and Excellence in every classroom every day <u>Teacher Aides can/will:</u> support student engagement and learning outcomes through working collaboratively with teachers</p>	<ul style="list-style-type: none"> SORD A-E Data Reports Schoolwide Summative Data analysis in Reading & Writing each term (Data Maps) Class PLD and PAT Data Reports Collegial Engagement Feedback templates Coaching Cycles data – observation tools CSS Teaching and Learning Handbook CSS Curriculum Overviews CSS Data and Assessment Schedule CSS Reading Framework CSS GTMJ for Collaboration Support and Inclusion @ CSS ADP Plans Year Level Communication Plans – High Performance Teams CSS 2024 Budget 	<p>Green –on track Yellow – underway Magenta – yet to commence</p>	<ul style="list-style-type: none"> Student attendance is at 95% or above Students with chronic absenteeism >85% in 2023 show improvement in attendance and are engaged in their learning SDA data shows a very low incident rate and SWD's are comparable to the whole student cohort 2024 School Opinion Survey results show an improvement from the 2023 Least positive items and staff and student wellbeing items are at 95% or above Student Code of Conduct 2024 – 2028 is developed and enacted with rigour and consistency CSS SLAWF and CSS Commitment to learning Wellbeing Statement is developed and enacted 2024 Leadership Team Roles and Responsibilities document developed and enacted, and all staff are aware of each members' accountable areas. 	<p>Behaviourally: <u>Students can/will:</u> feel safe and supported with a sense of belonging and attend every day with a positive disposition to their learning <u>Teachers can/will:</u> utilise a common language, consistent practices, and classroom data to acknowledge and respond to behaviours and individual students needs and wellbeing <u>Leadership team can/will:</u> support students and staff to feel safe and engaged through consistent and precise actions and practices <u>Ancillary staff and Teacher Aides can/will:</u> feel safe and supported and know they are an integral part of the school community <u>Parents can/will:</u> feel valued and heard and support their children through regular attendance and valuing education</p>	<ul style="list-style-type: none"> SORD Attendance data reports Oneschool SDA reports SOS Reports 2023 and 2024 CSS Student Code of Conduct 2024 – 2028 CSS Expected Behaviour Matrix 2023 and 2024 Yr 5 & 6 Qld Engagement and Wellbeing Survey report CSS Staff Wellbeing Inquiry Cycle document CSS Commitment to Learning and Wellbeing Statement CSS Visible Learning Action Plan ADP Plans LT Roles and Responsibilities document CSS 2024 Budget 	<p>Green –on track Yellow – underway Magenta – yet to commence</p>	<ul style="list-style-type: none"> Summative and Diagnostic Assessment is completed as per CSS schedule Teachers are continuing or developing their understanding of LISC, Feedback and Student Goals HOSES, Support and Inclusion teachers develop their timetables around targeted differentiation and intervention PLD and Rigorous Reading is prioritised through the Coaching cycle Term1 moderation cycle is completed 	<p>Behaviourally: <u>Students can/will:</u> be encouraged and supported to identify what they are learning, why they are learning it, how they are going, how they can improve and what are their next steps. <u>Teachers can/will:</u> utilise data and the moderation cycle to identify where their students are at and what supports and differentiation are required to ensure all students can access the curriculum <u>Leadership team can/will:</u> develop a plan for LW&T and Coaching Cycle observations <u>Teacher Aides can/will:</u> participate in weekly communications with teachers outlined in their Year Level Communication plans</p>	<ul style="list-style-type: none"> Reading & Writing Data Maps Class PLD and PAT Data Reports Collegial Engagement Feedback templates ICP'S PLP's Coaching Cycles data observation tools Support and Inclusion @ CSS ADP Plans Year Level Communication Plans – High Performance Teams CSS 2024 Budget 	<p>Green –on track Yellow – underway Magenta – yet to commence</p>	<ul style="list-style-type: none"> Students with >85% absenteeism in 2023 have an improved attendance No SDA's 2024-2028 Student Code of Conduct – completed 2024 Leadership Team Roles and Responsibilities – completed CSS Staff Wellbeing Inquiry Cycle developed CSS Visible Learning Action Plan - developed 2023 ADP Plans finalised 2024 ADP Plans in agreement phase 	<p>Behaviourally: <u>Students can/will:</u> know and understand the expected behaviours across the school day <u>Teachers can/will:</u> present and discuss the Schoolwide Expected Behaviours every week as provided by the HOSES <u>Leadership team can/will:</u> provide clear and consistent procedures and strategies to staff to support student engagement and wellbeing <u>Ancillary staff and Teacher Aides can/will:</u> collaboratively develop their ADP Plans with the BM <u>Parents can/will:</u> know what their children are learning and ensure their children are attending every day</p>	<ul style="list-style-type: none"> SORD Attendance data reports Oneschool SDA reports CSS Student Code of Conduct 2024 – 2028 CSS Staff Wellbeing Inquiry Cycle document CSS Visible Learning Action Plan ADP Plans LT Roles and Responsibilities document CSS 2024 Budget 	<p>Green –on track Yellow – underway Magenta – yet to commence</p>
<ul style="list-style-type: none"> Summative and Diagnostic Assessment is completed as per CSS schedule 45% - 55% of students achieve an A-B and 83% - 93% achieve an A-C in English (Reading and Writing) 	<p>Behaviourally: <u>Students can/will:</u> know what they are learning, why they are learning it, how they are going, how they can improve and what are their next steps <u>Teachers can/will:</u> utilise data and the moderation cycle to identify where their students are at and what supports and differentiation are required to ensure all students can access the curriculum <u>Leadership team can/will:</u> enact LV&T's and Coaching Cycle observations <u>Teacher Aides can/will:</u> participate in weekly communications with teachers outlined in their Year Level Communication plans</p>	<ul style="list-style-type: none"> Reading & Writing Data Maps Class PLD and PAT Data Reports A-E Semester One Data Reports 	<p>Green –on track Yellow – underway Magenta – yet to commence</p>	<ul style="list-style-type: none"> Students with >85% absenteeism in Term 1 have an improved attendance CSS Student Attendance data shows an improvement from Term1 2023 Minimal SDA's 	<p>Behaviourally: <u>Students can/will:</u> know and understand the expected behaviours across the school day <u>Teachers can/will:</u> support student engagement and wellbeing through clear and consistent procedures and strategies <u>Leadership team can/will:</u> enact Instructional Leadership through a coaching cycle <u>Ancillary staff and Teacher Aides can/will:</u> collaboratively review their ADP Plans with the BM</p>	<ul style="list-style-type: none"> SORD Attendance data reports Oneschool SDA reports CSS Staff Wellbeing Inquiry Cycle document 	<p>Green –on track Yellow – underway Magenta – yet to commence</p>								

<ul style="list-style-type: none"> 53% - 63% of students achieve an A-B and 85% - 95% achieve an A-C in Mathematics PLD, PAT benchmarks are achieved as outlined in CSS Data and Assessment Schedule Teachers are continuing their understanding of LISC, Feedback and Student Goals Quality Assessment is drafted into the CSS Teaching and Learning Handbook All staff are aware of and understand the roles and responsibilities of the HOSES, Inclusion teachers and STLaN's PLD and Rigorous Reading is prioritised through the Coaching cycle Term 2 moderation cycle is completed 		<ul style="list-style-type: none"> Collegial Engagement Feedback Coaching Cycles data observation ADP Plans Year Level Communication Plans – High Performance Teams CSS 2024 Budget CSS Teaching and Learning Handbook – DRAFT for Assessment 		<ul style="list-style-type: none"> CSS Staff Wellbeing Inquiry Cycle enacted CSS Visible Learning Action Plan – enacted 2024 ADP Plans – first review completed 	<p>Parents can/will: know what their children are learning and ensure their children are attending every day</p>	<ul style="list-style-type: none"> CSS Visible Learning Action Plan ADP Plans CSS 2024 Budget
<p>End Term 3</p> <ul style="list-style-type: none"> Summative and Diagnostic Assessment is completed as per CSS schedule Teachers are confident in their understanding of LISC, Feedback and Student Goals and are utilising these in their classrooms every day HOSES, Support and Inclusion teachers develop their timetables around targeted differentiation and intervention Quality Assessment is embedded into the CSS Teaching and Learning Handbook Term 3 moderation cycle is completed 	<p>Behaviourally: <u>Students can/will:</u> know what they are learning, why they are learning it, how they are going, how they can improve and what are their next steps <u>Teachers can/will:</u> utilise data and the moderation cycle to identify where their students are at and what supports and differentiation are required to ensure all students can access the curriculum <u>Leadership team can/will:</u> enact LW&T's and Coaching Cycle observations <u>Teacher Aides can/will:</u> participate in weekly communications with teachers outlined in their Year Level Communication plans</p>	<ul style="list-style-type: none"> Collegial Engagement Feedback Coaching Cycles data observation ADP Plans Year Level Communication Plans – High Performance Teams CSS 2024 Budget CSS Teaching and Learning Handbook – Assessment 	<p>Green –on track Yellow – underway Magenta – yet to commence</p>	<p>End Term 3</p> <ul style="list-style-type: none"> Students with >85% absenteeism in Term 2 have an improved attendance Minimal SDA's CSS Staff Wellbeing Inquiry Cycle – enacted and reviewed CSS Visible Learning Action Plan – enacted and reviewed 2024 ADP Plans – second review completed 	<p>Behaviourally: <u>Students can/will:</u> know and understand the expected behaviours across the school day <u>Teachers can/will:</u> support student engagement and wellbeing through clear and consistent procedures and strategies <u>Leadership team can/will:</u> enact Instructional Leadership through a coaching cycle <u>Ancillary staff and Teacher Aides can/will:</u> collaboratively review their ADP Plans with the BM <u>Parents can/will:</u> know what their children are learning and ensure their children are attending every day</p>	<ul style="list-style-type: none"> SORD Attendance data reports Oneschool SDA reports CSS Staff Wellbeing Inquiry Cycle document CSS Visible Learning Action Plan ADP Plans CSS 2024 Budget <p>Green –on track Yellow – underway Magenta – yet to commence</p>

Approvals

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

Principal *C. Dore*

P&C/School Council *[Signature]*

School Supervisor *[Signature]*

19/2/24

