

School priority 1:

vear levels

School priority 2:

realise their potential:

and Ethical Understandings:

Strategy/ies:

Strategy/ies:

Actions

McDowall State School 2024 ANNUAL IMPLEMENTATION PLAN

achievement engagement Learning - Excellence Educational Achievement Monitoring Long term measurable/desired outcomes: AIP measurable/desired outcomes: Deep understanding of the Australian Curriculum including teacher capability in planning and implementing all AC Increase the percentage of students from Prep to Year 6. • 98% of students achieving a C or better in General Capabilities and Cross Curriculum Priorities – 2021 School Review Key Improvement Strategy (3) - Deepen all Term 1 Term 2 Term 3 Term 4 achieving a C or better in the Australian Curriculum English and Mathematics: staff understanding of the AC through continuous PD, time for collaborative planning and the implementation of the four phases of moderation learning area of English and Mathematics. . 35% of students achieving an A in English: Increase the percentage of students from Pren to Year 6. 40% of students achieving an A in achieving an A or B level of achievement in the Australian Mathematics: Deep knowledge of the Australian Curriculum (AC) including all General Capabilities and Cross Curriculum Priorities through a BAAE Moderation model; Curriculum learning area of English and Mathematics 75% of students achieving a B or better in Collaboratively refine pedagogical approaches aligned to the curriculum and students' needs, including making learning visible through learning walls in all All Teaching staff engaging in Moderation practices English: classrooms that are aligned to the Achievement Standards of the AC and the development of goals and feedback for students on their learning. (BAAE) and processes including engagement in external • 80% of students achieving a B or better in moderation with cluster schools Mathematics. Responsible officer(s): Resources: Continue with BAAE moderation process for English and Mathematics including cluster moderation and exploring vertical moderation practices; Principal Deputy Principals Head of Department -TRS allocation - Curriculum Collaboration Days - I4S Build capability of all teaching staff (Teachers and Teacher Aides) through the Reading modules for teaching reading through the Australian Curriculum in all Staffing allocation - HOD-C and Leading Learning Curriculum, Head of Special Education Services, Leading Coach Learning Coach Australian Curriculum Research and Resources DoE Reading Portal - Reading through the Australian Continue visible learning practices including learning walls in all classrooms encompassing the implementation of the McDowall SS agreed essential elements Curriculum for learning walls and goal setting and feedback practices for students aligned to the success criteria (Achievement Standards), commencing co-construction of Professional Development Learning Walls STFM funding School Finance Belonaina – Equity ement & Culture and Inclusion Monitoring Long term measurable/desired outcomes: AIP measurable/desired outcomes: Build an understanding of Inclusive Education across the school aligned to Whole School approach to Differentiated . Contribute to the success and wellbeing of all students . 85% of students with disability achieving a C Teaching and Learning - 2021 School review Key Improvement Strategy (5) - Collaboratively develop a whole-school approach through inclusive education supports or better in English and Mathematics; Term 2 Term 3 Term 4 to inclusion and inclusive practices, with clear roles, responsibilities and accountabilities for all staff to ensure every student is succeeding. All students are welcomed and learning and achieving. . Close the gap for our First Nations students with similar aged peers, that includes reasonable and increase the number of Indigenous adjustments and tailored support. students achieving an A in English and · Curriculum and Pedagogical practices that are supported by reasonable adjustments, tailored supports and differentiated teaching to support every student to Mathematics: · Reduction in behaviour incidents: Build deep knowledge of inclusion and the dimensions of student inclusion including practices that focus on Students with Disabilities, First Nations Students, Note: monitor wellbeing measures. cultural diversity, Students in Out of Home Care, Gifted and Talented Students, EAL/D, LGBTIQA+ and supporting students with wellbeing for learning. Responsible officer(s): Resources: Develop teacher capabilities to include pre-assessment practices to inform curriculum and pedagogical differentiation - data literacy; Staffing Allocation - Academic Case Management Principal, Deputy Principals, Head of Department -Develop capabilities and teaching processes to support appropriate student behaviours aligned to the General Capabilities of Personal and Social Capabilities TRS allocation - Curriculum Collaboration Days - I4S Curriculum, Head of Special Education Services, Leading Australian Curriuclum Learning Coach, Guidance Officer Research and Resources School Finances Whole School approach to Differentiation Continue to refine transition processes to, through and from school with a continued focus on strengthening partnerships; RAR & WSS-SLR staffing allocation Guidance Officer Professional Developme

Approvals

Actions

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

Develop practices of Child Needs team co-planning and co-teaching with class teacher;

Continue and refine Academic Case Management and Case Management practices:

Wellbeing supports focused on student wellbeing for learning and staff morale.

Curriculum differentiation in planning, assessing and teaching students, including pre-assessments;

Enhance teacher capabilities in Digital Technologies and STEM through the curriculum;

Define high impact strategies and pedagogical practices for cognitive engagement;

Principal:

Imogen Stager

School Council:

Wikram Anenden

School Supervisor:

