Arundel State School
2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement | Wellbeing and engagement | Culture and inclusion

School Priority 1: Lifelong Learning

Cultivating continuous, self-directed education that empowers students to achieve excellence.

Links to 2024 School Review:

- **Leading systematic curriculum implementation** - Strengthen processes to quality assure the implementation of the Australian Curriculum (AC), including strong lines of sight, to support the full and systematic enactment of the intended curriculum.
- **Implementing effective pedagogical practices** - Broaden leaders' and teachers' knowledge and understanding of the 3 principles of pedagogy, to support deliberate and responsive pedagogical decisions that are most effective in improving student learning.
- **Differentiating teaching and learning** - Prioritise opportunities for staff collaboration and ongoing professional learning about inclusive education practices, to build collective understanding of and commitment to school-wide approaches to inclusion.
- **Driving an explicit improvement agenda** - Strengthen leaders' capabilities in maintaining greater lines of sight, to realise the precise and successful enactment of the strategic plan.
- **Analysing and discussing data** - Strengthen the use of monitoring strategies to identify evidence-informed pedagogies to inform teaching and learning at the classroom level.
- **Analysing and discussing data** - Collaboratively refine the data plan, reflecting current practices, to align with system expectations and improvement priorities.

Strategies:

1. **Curriculum Planning:** We are committed to supporting our students achieve excellence through enhancing curriculum planning, assessing, and moderation processes
2. **Pedagogical Approach:** We are committed to helping our teachers use effective teaching methods that support student to achieve excellence at every stage of their learning.
3. **Curriculum Implementation:** We are focused on building our staff capability to teach the Australian Curriculum in ways that meet our students' needs, interests and local context.
4. **Teacher Confidence in Differentiation:** We are committed to helping our teachers build the skills and confidence to use effective strategies that support all students in the Australian Curriculum.

Leadership Actions:

1. Collaboratively develop, implement and review a Cycle of Inquiry to refine our curriculum, teaching and learning. Key elements of this Inquiry Cycle will include:
   a. Consolidating the implementation of the Australian Curriculum (V9) to bring precision and quality to planning and teacher pedagogy.
   b. Develop and implement a whole school approach to pedagogy that is flexible and responsive to maximising the achievement, engagement and wellbeing of all students.
   c. Consolidate and refine the implementation of the whole school approach to Structured Synthetic Phonics (SSP).
2. Collaboratively develop, implement and review a Cycle of Inquiry to enhance our school's teaching of reading. Key elements of this Inquiry cycle will include:
   a. Consolidate and refine the teaching of reading across P-2 (SSP and Reading)
   b. Develop a whole school approach to the teaching of reading, aligned to the Department's Reading Portal
   c. Strengthen teachers' ability to adapt and differentiate their pedagogy based on insights gained from the implementation of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments

Monitoring

	Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

Every student is engaged, learning, and achieving their full potential as all teachers implement:

1. **High-Quality Curriculum Delivery** – A consistent, evidence-based approach to curriculum planning that aligns with the Australian Curriculum and supports every student to reach their potential (Success and Engagement).
2. **Inclusive and Differentiated Teaching** – Learning pathways that cater to diverse needs, ensuring equitable access to rigorous and meaningful learning experiences for all students (Equity and Inclusion).
3. **Collaborative and Consistent Assessment Practices** – Strengthened teacher capability in assessment and moderation, ensuring fair and accurate reporting of student progress (Excellence in Teaching and Leadership).
4. **Data-Driven Decision Making** – Effective use of student data to inform curriculum planning, differentiate instruction, and drive continuous improvement in learning outcomes (Continuous Improvement and Innovation).
5. **Deep Student Engagement** – Learning experiences that are engaging, relevant, and responsive to students' interests, fostering curiosity, critical thinking, and lifelong learning (Wellbeing and Engagement).
6. **Strong Professional Collaboration** – Teachers working together in professional learning communities to refine curriculum delivery and share best practices, enhancing collective efficacy and student success (Excellence in Teaching and Leadership).
7. **Improved Student Achievement** – Measurable progress in literacy, numeracy, and broader learning areas, ensuring every student is supported to achieve excellence (Success and Engagement).

Responsible officer(s):

- Lisa Tranter
- Mollie Evans
- Theresa Jepson
- Margaret Mullins
- Melissa Lindeberg
- Barb Hollis

AIP measurable/desired outcomes:

- "A" Level of Achievement (Literacy and Numeracy) – 20%+
- "A" and "B" Level of Achievement (Literacy and Numeracy) – 55%+ (QLD Target 50%)
- "A" to "C" Level of Achievement (Literacy and Numeracy) – 93%+ (QLD Target 80%)

NAPLAN

- Needs Additional Support Yr 3: Reading 5%, Writing 3%, Numeracy 1.5% Yr 5: Reading 5%, Writing 3%, Numeracy 1.5%
- Exceeding Yr 3: Reading 25%, Writing 10%, Numeracy 10% Yr 5: Reading 25%, Writing 15%, Numeracy 15%
- Mean Scale Score Yr 3: Reading 420, Writing 420, Numeracy 410 Yr 5: Reading 510, Writing 510, Numeracy 505

Resources:

- Additional HR to facilitate collaborative planning sessions
- Employment of HOD-Reading
- Teaching and Learning hub
- Curriculum gateway
- Reading implementation guide

School priority 2: Engagement

Designing purposeful learning environments that foster meaningful relationships, clarity, and appropriate challenges to enhance student involvement.

Long term measurable/desired outcomes:

Every student is engaged, learning, and achieving their full potential as all teachers implement:

1. Students take responsibility for their learning, setting goals, monitoring progress, and reflecting on achievements.
2. High levels of engagement in learning, with students demonstrating curiosity and a strong connection with their teacher and their peers.
3. Teaching strategies are dynamic, evidence-based, and responsive to student needs.
4. Improved attendance and academic achievement as students invest in their learning journey.
5. Professional learning teams share best practices and refine pedagogy
6. A shared commitment to student success drives a school-wide culture of excellence and innovation.
7. Students feel a strong sense of belonging, valued, confident, and capable, leading to improved academic outcomes and personal development.

AIP measurable/desired outcomes:

- Student Attendance – 2024 Data
  ○ P-2 – <85% from 23.5% to 12%
  ○ Yr 3-6 – <85% from 14.1% to 7%
- Maximising Learning by reducing SDA
- School Opinion Survey
  ○ Student – Teaching and Learning Concept from 84.6% to 95%
  ○ Parent – Teaching and Learning Concept from 88.7% to 95%
  ○ Staff – Teaching and Learning Concept from 91.1% to 95%

Links to 2024 School Review:

- **Building an expert teaching team:** Review the purpose and processes for Professional Learning Teams (PLT), to strengthen opportunities for intentional collaboration and ongoing professional learning linked to the improvement agenda.
- **Differentiated teaching and Learning:** Embed and promote a shared whole-school understanding of the revised school inclusion model.
- **Differentiated teaching and Learning:** Strengthen the capability of classroom teachers to plan for and implement, evidence informed differentiation strategies within classroom programs, to ensure all students are appropriately engaged, challenged and extended.

Strategies:

1. **Student Ownership:** We are committed to creating an environment where students take responsibility for their learning.
2. **Maximising Engagement:** We are focused on using teaching methods that keep students engaged and excited about their learning.
3. **Collaborative Accountability:** We are dedicated to building a supportive school community where staff work together to improve student outcomes.
4. **Wellbeing:** We are committed to prioritising student wellbeing as the foundation for meaningful learning and engagement.

	Monitoring			
	Term 1	Term 2	Term 3	Term 4

Leadership Actions:

1. Collaboratively develop, implement and review a Cycle of Inquiry to enhance our students' sense of belonging and engagement in their learning. Key elements of this Inquiry cycle will include:
   a. Enhance staff proficiency in fostering students' personal and social capabilities (self-awareness, self-management, social awareness, and social management) and embed these elements into our unit plans
   b. Deepen staff members' understanding of the vital role student engagement and building a strong sense of belonging plays in achieving excellence.
   c. Prioritise year level collaboration and the sharing of best practice by implementing internal PLTs.
2. Develop clear roles, responsibilities and accountabilities for the RAR funding positions
3. Implement a whole school approach to monitoring and responding to attendance
4. Implement and refine the school's Continuum of Wellbeing / Interventions.

Responsible officer(s):

- Landon Dare
- Bridgette O'Donnell
- Leah Heap
- Tam Versluis
- Kate Suzor

Resources:

- $20,000 – professional development
- $35,000 – additional Human Resources (Chaplain, Psychologist, Coral House)
- RAR Funding
- $1,000 – Professional Resources (Research)
- $6,000 – Wellbeing Programs
- $8,000 – PBL Resources

Approvals

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

Principal	School Council	School Supervisor