






# MOUNT FOX STATE SCHOOL

## 2024 ANNUAL IMPLEMENTATION PLAN

Educational  
achievementWellbeing and  
engagementCulture and  
inclusion

<b>School priority 1:</b> <i>Capability: Build staff capacity and confidence to support student achievement</i>		<b>Monitoring</b> <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>Aligned with school targets and strategies</li><li>Reviewed annually by all staff</li><li>Develop a professional learning plan and procedure</li><li>Include individual professional development to build capacity – utilise Education Futures Initiatives (EFI)</li><li>All staff completing their APDP independently before meeting with supervisor</li><li>Classroom teachers to investigate and design a procedure to implement Personalised Learning Plans (PLP)</li><li>All students to have a PLP stored on OneSchool</li><li>Continue meetings with HR Consultant to review staffing requirements and school funding</li></ul>		<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>Staff analysing and discussing Roles &amp; Responsibilities</li><li>Staff able to identify capability &amp; PD opportunities to meet the AIP goals</li><li>PD plan and procedure created</li><li>PD plan and process in place</li><li>Procedure for Personalised Learning Plans completed</li><li>Identified documents etc to be added to PLP</li><li>Brainstormed ideas for future staffing</li></ul>						
<b>Strategy/ies:</b> <ul style="list-style-type: none"><li>Develop clear roles and responsibilities for all staff within the context of the current AIP to ensure clarity of responsibilities and the alignment of targets, actions and strategies</li><li>Develop a professional learning plan aligned with APDPs and school priorities to provide ongoing formal opportunities to build the capability of staff</li><li>Build capability of staff to utilise OneSchool to develop Personalised Learning Plans (PLP) for identified students to ensure information regarding adjustments and differentiation for individual students is accessible for current and future teachers to embed in their practice</li><li>With regional support, develop a workforce plan, considerate of projected community growth and resourcing needs, to ensure that sustainable use of human resources in ways that maximise student engagement and achievement</li></ul>														
<b>Actions:</b> <ul style="list-style-type: none"><li>Review roles and responsibilities to ensure they meet current AIP targets/strategies - Principal</li><li>Roles to be reviewed during SFD – all staff</li><li>Research and develop a whole school professional development plan</li><li>Review purpose of APDP during SFD – all staff</li><li>Review AIP and individual expectations and PD opportunities – SFD</li></ul>		<ul style="list-style-type: none"><li>Develop PD plan and process - Principal</li><li>Complete paper APDP document – with access to support</li><li>Research and develop a procedure to ensure PLPs implementation – classroom teachers</li><li>Investigate how/what to add to individual student PLP - classroom teachers</li><li>Review staff allocations and future requirements – principal, BM, HR Business Partner</li></ul>				<b>Responsible officer(s):</b> Principal Business Manager All staff		<b>Resources:</b> Human – development of documentation Finance – budget to provide outcomes Virtual – access to OnePortal to complete APDPs Regional (HR) – to discuss future staffing options						
<b>School priority 2:</b> <i>Curriculum: Develop a whole school curriculum that supports our school context.</i>		<b>Monitoring</b> <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>Continue to develop SharePoint to meet ACv9 and 3 levels of planning</li><li>Review and update current moderation processes ensuring alignment of teaching and assessment of the AC</li><li>Collaborate with cluster schools to implement cluster moderation</li><li>Teaching staff to review 'Reading through the AC' and current reading program/pedagogy; tailor program to meet student and school context</li><li>Inquiry cycle: Adapting AAP/inquiry approach for all year levels</li><li>Develop moderation, assessment and review calendar to ensure fidelity</li><li>Develop a review process for teaching staff to participate in data and student progress discussions</li><li>Embed student's personalised learning inquiry cycle to continue supporting teaching and learning</li></ul>		<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>SharePoint contains relevant documentation to meet 3 levels of planning</li><li>Update English &amp; Mathematics to meet ACv9 for 2025 implementation</li><li>Implement a moderation process to meet school expectations</li><li>Begin moderation process with other schools (Forrest Beach &amp; Victoria Plantation)</li><li>Develop process to explicitly teach cognitive verbs – aligned to units of learning</li><li>Develop review process for student achievement assessment</li><li>Organise meeting to discuss student achievement and update student personalised inquiry cycle and learning goals</li></ul>						
<b>Actions:</b> <ul style="list-style-type: none"><li>Embed SharPoint site to store WSCARP - Principal</li><li>Review and update whole school moderation process – Classroom teachers</li><li>Make connections with peer principals (Forrest Beach &amp; Victoria Plantation) for before and after moderation – Principal, classroom teacher</li></ul>		<ul style="list-style-type: none"><li>Develop and introduce process to explicitly teach cognitive verbs – classroom teachers</li><li>Develop a review process to discuss student achievement and next steps – principal, classroom teacher</li><li>Timetable review meetings to discuss student achievement – principal, classroom teacher and teacher aide</li></ul>				<b>Responsible officer(s):</b> Principal		<b>Resources:</b> Human – development of documentation, meetings Finance – budget to provide outcomes Virtual – access to SharePoint						
<b>School priority 3:</b> <i>Teaching &amp; Learning: Embed effective pedagogies approaches to support student achievement</i>		<b>Monitoring</b> <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>Review and embed pedagogical approaches to support all learners, learning and curriculum; add to unit plan documentation to ensure teaching strategies meet individual students needs</li><li>80% of students achieving B or above in English and Mathematics</li><li>Embed student learning folders for students and teachers to utilise in all subject areas: including, I can statements, vocab list, anchor charts, literacy/numeracy continuum (or similar), cognitive verbs, assessment exemplars</li><li>Contact Gugu Badhun peoples to establish positive relationship and embed First Nations perspectives in student learning</li><li>Continue communicating with IT to improve internet connectivity to ensure constant and reliable access for online learning</li></ul>		<b>AIP measurable/desired outcomes:</b> <ul style="list-style-type: none"><li>Inclusion of pedagogical approaches with unit planning (Know/Do/Considerations table)</li><li>Continual reference to student learning folders by staff and students</li><li>Develop process of what to be included within the student learning folder</li><li>Gugu Badhun people and school students/staff interacting on regular basis</li><li>Review of internet access and discussions with IT (Mark West)</li></ul>						
<b>Strategy/ies:</b> <ul style="list-style-type: none"><li>Embed agreed effective pedagogical approaches to support the K-6 learner, learning and curriculum implementation</li><li>Build student knowledge of AC requirements linking to assessment tasks and exemplars to further establish student agency in learning and assessment literacy of students</li><li>Establish relationships with local Indigenous Elders to embed First Nations perspectives in student learning</li><li>Explore options to improve internet connectivity for the school to ensure that students have ongoing access to online resources and learning</li></ul>														
<b>Actions:</b> <ul style="list-style-type: none"><li>Include pedagogical approaches within the unit plan – classroom teachers</li><li>Embed use of student learning folders within the classroom – classroom teachers, teacher aides, students</li></ul>		<ul style="list-style-type: none"><li>Develop process for student learning folder implementation – principal, classroom teacher</li><li>Contact local Indigenous Elders (Gugu Badhun) to begin process of developing ongoing connection – principal</li><li>Telstra installing an antenna, 22 Jan, to improve connection</li></ul>				<b>Responsible officer(s):</b> Principal Classroom teacher		<b>Resources:</b> Human – development of documentation, communication/interaction with Gugu Badhun people Finance – budget to provide outcomes Virtual – access to SharePoint Regional (IT) – to discuss internet access						
<b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.														
														
Principal					School Representative					School Supervisor				