

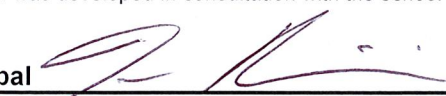

## Glass House Mountains State School 2025 ANNUAL IMPLEMENTATION PLAN

Educational  
achievementWellbeing and  
engagementCulture and  
inclusion

<b>School priority 1:</b>	<b>Monitoring</b> <i>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>				<b>Staff and Student behavioural outcomes:</b> Staff demonstrate a shared commitment to moderation processes. Staff and students articulate curriculum demands of their current unit of work and describe the knowledge and skills required to achieve A level thinking. Leadership demonstrate line of sight to the enacted curriculum, providing growth-orientated feedback. Students seek and implement feedback through teachers and classroom learning walls. Staff make deliberate, responsive and timely pedagogical decisions that consider the curriculum, the learning and the learner. Consistent whole-school instructional routines support the teaching of literacy skills. Staff measure the impact of their work through ongoing analysis of student learning, using this to inform next steps. Staff analyse data to inform the allocation of resources and evidence-informed student support.	<b>AIP measurable/desired outcomes:</b>			
Implementation of V9 of the Australian Curriculum (English and Maths) with fidelity.	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>		English A-C	Sem 2 2024	Sem 1 2025	Sem 2 2025
						P-2	96%	97%	98%
					3-6	93.5%	94%	95%	
<b>Strategy:</b> Implement and monitor a whole school approach to moderation to align curriculum, pedagogy, assessment and reporting.  Develop a shared understanding and language about pedagogy to review and determine pedagogies most effective in relation to the principles of pedagogy (the curriculum, the learning and the learner).  Develop a whole-school approach and explicit instructional routines for teaching reading and spelling that aligns with <a href="#">DoE Reading Position Statement</a> .  Review and refine systems for the collection and analysis of data to inform, plan and record multi-tiered systems of support to provide differentiated, focused and intensive instruction that is evidence informed.					Maths A-C	Sem 2 2024	Sem 1 2025	Sem 2 2025	
					P-2	97.7%	98%	98%	
					3-6	94.4%	96%	97%	
					Maintain Inter- Assessment Agreement of A-E and NAPLAN Data for all domains in Year 3 and Year 5 DIBELS- 80% of students at minimal or negligible risk, based on composite scores. PLD- 100% of students demonstrating at least 1 years’ growth. <a href="#">SOS Data</a> 85%- I have access to relevant professional development. (2024- 70%) 75%- I receive useful feedback about my work at this school. (2024- 56.3%) 100%- Students value feedback about their schoolwork. (2024- 84.2%) 90%- Students are interested in their schoolwork. (2024- 84.2%) Maintain 100%, increase ‘strongly agree’ to 80%- I modify my teaching practice after reviewing student assessment data.				
<b>Actions:</b> Schedule opportunities for staff to engage with moderation at different junctures (M1-M4) through pupil free days, staff meetings, PLCs and release time.  Develop shared assessment literacy and understanding about the connections between curriculum, teaching, learning and students through; ongoing analysis of student work, tailored supports and reasonable adjustments, analysis of opportunities and strategies to provide students with explicit feedback, development of modelled responses, and review of mode and conditions of assessment.  Learning Walks and Talks are conducted at multiple junctures across each term to monitor the enactment of the Australian Curriculum. (Week 2, 4 and 6)  Review current processes, currently utilised pedagogies, staff beliefs and philosophies and student data to develop a shared understanding and language about pedagogy.  Facilitate collaboration opportunities for staff to determine pedagogies most appropriate for the school context, the curriculum, the learning, and learners.  Reflect on current practice using <a href="#">Reading Through the Australian Curriculum Implementation Guide and Signposts</a> to inform next steps.  Provide professional learning for staff in unlearning historic practices and re-learning evidence informed approaches to reading and spelling.  Provide resources and professional learning opportunities for staff to support the implementation of PLD and DIBELS.  Audit current support processes and student achievement data to ensure resources are aligned to student need, evidence-based practices and departmental requirements.  Provide opportunities for teachers and support staff to collaborate and discuss data in order to inform planning and improve student outcomes.	<b>Responsible officer(s):</b> <b>Principal:</b> monitor the enactment of the Australian Curriculum, manage financial, human and physical resources. <b>Deputy Principal:</b> monitor the enactment of the Australian Curriculum, timetabling. <b>Head of Department- Curriculum:</b> monitor the enactment of the Australian Curriculum, manage financial, human and physical resources, ensure alignment between school documentation and Departmental policies, plan and facilitate PLCs and moderation opportunities, model and coach staff in the use of evidence informed practices and associated data, provide professional learning aligned to curriculum and pedagogy, develop and communicate whole school approaches and shared understandings with the school community. <b>Business Manager:</b> manage financial, human and physical resources. <b>Class &amp; Inclusion Teachers:</b> plan, teach, assess, report, feedback and reflect on student learning, contribute to collaborative opportunities, reflect on professional practices to implement evidence informed pedagogies and instructional routines, collect and analyse data to implement and record differentiated supports. <b>Teacher Aides:</b> support student learning, reflect on professional practices, contribute to collaborative opportunities, collect evidence of student learning.				<b>Resources:</b> <b>Financial:</b> Additional NCT allocation for PLCs, TRS for Professional Development. <b>Human:</b> Specialist teachers provide release time for PLCs. <b>Physical:</b> PLD and DIBELS resources, decodable texts for P-6 and home reading, texts to support implementation of AC V9 English, hands on resources to support implementation of AC V9 Maths. <b>Digital:</b> <a href="#">K-12 curriculum, assessment and reporting framework</a> , <a href="#">Reading through the Australian Curriculum, Teaching and Learning Hub</a> , <a href="#">Curriculum Gateway</a> , <a href="#">Assessment and Moderation Hub</a> , <a href="#">M in STEM</a> , GHMSS Data Plan				



<b>School priority 2:</b> To build a positive school culture where wellbeing is prioritised and individuals are cared for.	<b>Monitoring</b> <i>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>				<b>Staff and Student behavioural outcomes:</b> <b>What are the expected accomplishments or products for each activity?</b> <u>Staff Wellbeing:</u> <ul style="list-style-type: none"><li>Observational data illustrates high staff engagement in school change processes and policy development.</li><li>Improved governance and leadership of school community.</li><li>High engagement in staff social events and wellbeing activities.</li><li>Improving staff culture and observed wellbeing.</li></ul> <u>Student Wellbeing:</u> <ul style="list-style-type: none"><li>Development of a positive school culture with a shared responsibility for ensuring all students are cared for.</li><li>Staff and student participation in whole-school events is positive.</li><li>Improved student attendance rates.</li><li>Improved student engagement in learning tasks and school life.</li><li>Decreased learning days lost due to SDAs.</li></ul> <u>Student Behaviour:</u> <ul style="list-style-type: none"><li>Behaviour expectations are managed consistently by all staff.</li><li>Highly effective classroom management strategies (inc. ESCM micro-skills) are embedded across our school.</li><li>Increased staff awareness of efficient <i>prevention strategies</i> to support improvement of student behaviour choices at Level 2.</li><li>Increased staff awareness of efficient <i>correction strategies</i> to support improvement of student behaviour choices at Levels 3/4.</li></ul> <b>What short-term outcomes will you see on the pathway to achieving your longer-term outcomes?</b> <u>Staff Wellbeing:</u> <ul style="list-style-type: none"><li>Staff feel that their opinions are considered and valued.</li><li>Communication is purposeful and efficient and timely.</li><li>Staff Wellbeing Team foster and communicate DET’s Staff Wellbeing Strategy and build staff culture across 5 wellbeing domains:<ol style="list-style-type: none"><li>Physical Wellbeing</li><li>Psychological Wellbeing</li><li>Social &amp; Community Engagement</li><li>Occupational Wellbeing</li><li>Financial/Personal</li></ol></li><li>Staff feel that their opinions are considered and valued.</li><li>Staff feel their efforts are valued and supported.</li></ul> <u>Student Wellbeing:</u> <ul style="list-style-type: none"><li>Respectful Relationships Education is explicitly taught to all students as part of our core curriculum.</li><li>A re-invigorated focus on special days and celebrations throughout the school to build a greater sense of togetherness and community amongst students.</li><li>Student wellbeing is a core focus of staff and parents.</li></ul> <u>Student Behaviour:</u> <ul style="list-style-type: none"><li>Alignment of expectations, support strategies and standards of practice.</li><li>PBL philosophies are embedded consistently in all classrooms across the school.</li><li>Positive student behaviour enables student learning.</li><li>Engagement is highly visible and widely communicated.</li><li>IBSPs are in place for all Level 5 (Red Zone) students.</li><li>Staff are supported to manage student learning and behaviour needs across our school.</li></ul>
	Term 1	Term 2	Term 3	Term 4	
<b>Strategy:</b> <b>What professional and pedagogical practices could enhance identified school culture?</b> <ul style="list-style-type: none"><li>Enhancing our school culture to ensure we are safe and supportive for all students.</li><li>Stronger home-school connections to address and support student behaviour, engagement and wellbeing.</li><li>Early intervention for students with behaviour, engagement and wellbeing issues.</li><li>Engagement of School Chaplain to support student wellbeing.</li><li>Regular and routine monitoring of behaviour statistics and Minor/ Major incidents by Deputy Principal.</li><li>Thoughtful consideration of <i>correction strategies</i> to support improvement of student behaviour at Levels 3/4.</li><li>Thoughtful consideration of <i>intensive strategies</i> to support student behaviour at Level 5.</li><li>Deepen staff understanding of PBL philosophies and ESCM strategies.</li></ul> <b>What initiatives, supported by evidence, will address your prioritised problem of practice?</b> <ul style="list-style-type: none"><li>A <i>prioritised</i> focus on improving staff wellbeing and school culture.</li><li>Providing targeted Professional Learning opportunities for staff.</li><li>A strong <i>School Culture AIP Team</i> leading staff to improved practice.</li><li>A focussed SNAC Inclusion team leading school staff through the Review &gt; Implementation &gt; Embedding stages of a whole school inclusion policy.</li><li>Building alignment of student behaviour expectations and a shared agreement of supportive strategies to improve student behaviour across the school.</li></ul>					
<b>Actions:</b> <u>Staff Wellbeing:</u> <ul style="list-style-type: none"><li>A staff forum is held at the beginning of each staff meeting to give staff a greater voice in decision making and a formal opportunity to raise questions and/or concerns.</li><li>Our Local Consultative Committee is active and provides a formal opportunity for staff to have input into school policies and procedures.</li><li>Communication between staff is acknowledged in a timely manner.</li><li>Regular social club activities are planned and completed to increase the sense of togetherness and community.</li><li>Staff underperformance is addressed formally by members of the school leadership team.</li></ul> <u>Student Wellbeing:</u> <ul style="list-style-type: none"><li>All staff engage in professional learning to deepen their understanding of student wellbeing policies &amp; strategies, including Student Protection training.</li><li>Staff have opportunities to complete training in trauma informed practice.</li><li>Health Education is taught by classroom teachers to re-prioritise the importance of explicitly teaching students <i>Respectful Relationships</i> through the Australian Curriculum.</li><li>All staff are involved in planning and organising a variety of special days and celebrations throughout the school year.</li><li>All junior classes at our school have a buddy senior class to build culture and mentoring across our school.</li><li>Student support conversations and plans include a focus on ensuring student wellbeing is considered and maintained.</li></ul> <u>Student Behaviour:</u> <ul style="list-style-type: none"><li>Mr V’s Vlog is released to students, staff and parents to target PBL focus areas each week and improve consistency.</li><li>Embed PBL values with staff to foster shared responsibility for managing student behaviour across the school.</li><li>Greater standards of behaviour are embedded, backed by stricter consequences for inappropriate major behaviours through our Student CoC.</li><li>Enhanced visibility of Level 2/3/4 support strategy options within our Student CoC.</li><li>Reflection strategy to be completed by School Culture AIP Team members as part of playground participation duties.</li><li>Improve administration follow-up from incident referrals.</li><li>Staff engage in professional learning, mentoring and coaching to deepen understanding of our school’s Student Code of Conduct policy and PBL philosophy/strategy.</li><li>All staff participate in regular classroom profiling opportunities.</li></ul>					
<b>Responsible officer(s):</b> <b>Principal:</b> monitor the implementation of the Student Code of Conduct. <b>Deputy Principal:</b> Lead the School Culture AIP team, who develop and implement targeted strategies aligned to AIP goals within the school, including student and staff wellbeing initiatives. Lead the implementation of the Student Code of Conduct throughout the school, including monitoring compliance by staff. Providing opportunities for professional learning and staff alignment to standards. Promote high standards for student behaviour. Monitor student attendance. <b>Business Manager:</b> manage financial, human and physical resources. <b>Class &amp; Inclusion Teachers:</b> plan, teach, assess, report, feedback and reflect on student learning, contribute to collaborative opportunities, reflect on professional practices to implement evidence informed pedagogies and instructional routines, collect and analyse data to implement and record differentiated supports. <b>Teacher Aides:</b> support student learning, reflect on professional practices, contribute to collaborative opportunities, collect evidence of student learning.					
<b>AIP measurable/desired outcomes:</b> <u>Student Opinion survey results:</u> <ul style="list-style-type: none"><li>90% - The expectations and rules are clear at my school (from 92.6%)</li><li>90% - Student behaviour is well managed at this school (from 58.8%)</li></ul> <u>Staff Opinion survey results:</u> <ul style="list-style-type: none"><li>80% - Staff are well supported at this school (from 46.9%)</li><li>80% - This school takes staff opinions seriously (from 45.2%)</li><li>80% - If I raised a concern, I feel confident it would be taken seriously (from 48.4%)</li><li>80% - I feel that staff morale is positive at this school (from 35.5%)</li><li>80% - Staff are treated fairly and consistently (from 67.7%)</li><li>80% - The wellbeing of employees is a priority (from 53.1%)</li><li>80% - I am confident that poor performance will be appropriately addressed (from 43.3%)</li></ul> <ul style="list-style-type: none"><li>90% - The expectations and rules are clear at this school (from 53.1%)</li><li>90% - Student behaviour is well managed at this school (from 40.6%)</li></ul> <u>Parent Opinion survey results:</u> <ul style="list-style-type: none"><li>90% - Student behaviour is well managed at this school (from 67.1%)</li><li>90% - Teachers at my school treat students fairly (from 89.2%)</li></ul>					
<b>Resources:</b> <u>Staff Wellbeing:</u> <ul style="list-style-type: none"><li>Our School Culture AIP Team, who meet in week five and nine each term, are focussed on staff wellbeing as a core issue.</li><li>\$4,000.00 budget to support staff wellbeing strategies (206112).</li></ul> <u>Student Wellbeing:</u> <ul style="list-style-type: none"><li>Our School Culture AIP Team, who meet in week five and nine each term, are focussed on staff wellbeing as a core issue.</li><li>SNAC Team is operational and meet each week.</li><li>Our Guidance Officer and School Chaplain support students wellbeing by working directly with students to build resilience and develop appropriate social skills.</li><li>All staff share responsibility for promoting and supporting positive student wellbeing.</li><li>\$4,000.00 budget to support student wellbeing training and resources (206112).</li></ul> <u>Student Behaviour:</u> <ul style="list-style-type: none"><li>Our School Culture AIP Team, who meet in week five and nine each term, are focussed on student behaviour as a core issue.</li><li>\$3,500.00 budget to support Classroom Profiling implementation and training (200400).</li><li>\$3,500.00 budget to support printing of Boost cards and Boost post cards (200400).</li><li>\$2,000.00 budget for lunch equipment to support positive play at lunchtime (200400).</li><li>\$1,000.00 budget for miscellaneous resources to support the implementation of behaviour support strategies (206112).</li></ul>					

<b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.		
Principal 	P&C/School Council 	School Supervisor 