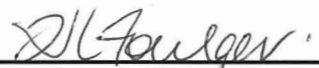
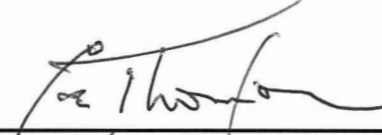



Isabella State School 2024 ANNUAL IMPLEMENTATION PLAN



<p>School priority 1: Improvement in student achievement outcomes in English through the explicit teaching of reading through the curriculum</p>	<p>Monitoring</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <p><i>Greater alignment between LOA and NAPLAN data (SORD)</i></p> <p><i>English P-6</i> 80% achieving a C or above 50% achieving a B or above</p>	<p>AIP measurable/desired outcomes:</p> <p>FN = First Nations</p> <p>English - C or above</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>English %</th> <th>Semester 1 2023 (actual)</th> <th>Semester 1 2024 (goal)</th> <th>Semester 2 2023 (actual)</th> <th>Semester 2 2024 (goal)</th> </tr> </thead> <tbody> <tr> <td>P-2</td> <td>71</td> <td>75</td> <td>73</td> <td>80</td> </tr> <tr> <td>P-2 FN</td> <td>57</td> <td>61</td> <td>56</td> <td>61</td> </tr> <tr> <td>3-6</td> <td>72</td> <td>75</td> <td>75</td> <td>80</td> </tr> <tr> <td>3-6 FN</td> <td>55</td> <td>60</td> <td>58</td> <td>63</td> </tr> </tbody> </table> <p>English - A or B</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>English %</th> <th>Semester 1 2023 (actual)</th> <th>Semester 1 2024 (goal)</th> <th>Semester 2 2023 (actual)</th> <th>Semester 2 2024 (goal)</th> </tr> </thead> <tbody> <tr> <td>P-2</td> <td>28</td> <td>35</td> <td>38</td> <td>45</td> </tr> <tr> <td>P-2 FN</td> <td>17</td> <td>20</td> <td>17</td> <td>20</td> </tr> <tr> <td>3-6</td> <td>31</td> <td>35</td> <td>32</td> <td>40</td> </tr> <tr> <td>3-6 FN</td> <td>14</td> <td>18</td> <td>17</td> <td>21</td> </tr> </tbody> </table>	English %	Semester 1 2023 (actual)	Semester 1 2024 (goal)	Semester 2 2023 (actual)	Semester 2 2024 (goal)	P-2	71	75	73	80	P-2 FN	57	61	56	61	3-6	72	75	75	80	3-6 FN	55	60	58	63	English %	Semester 1 2023 (actual)	Semester 1 2024 (goal)	Semester 2 2023 (actual)	Semester 2 2024 (goal)	P-2	28	35	38	45	P-2 FN	17	20	17	20	3-6	31	35	32	40	3-6 FN	14	18	17	21
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<p>Strategy/ies:</p> <ol style="list-style-type: none"> Develop staff knowledge; particularly in the area of vocabulary, language structures and verbal reasoning working with the Region and SEOC Identify high yield teaching strategies (in the above areas) and refine existing routines to ensure they reflect these teaching strategies and are low variance Engage in cross year level (P-2 and 3-6) meetings twice a term in order to monitor progress and share practice Strengthen and develop staff capability through coaching, mentoring, lesson observation and feedback processes to support improved student learning and wellbeing outcomes. 																																																													
<p>Actions:</p> <ul style="list-style-type: none"> Develop teacher capability in understanding of reading across the curriculum; specifically, Scarborough's Rope in the areas of vocabulary, language structures and verbal reasoning, and high yield teaching strategies associated with each area (twilight sessions and SFD) Collaboratively create, review and refine literacy blocks P-2 Develop spelling scope and sequence for 3-6 Collaboratively develop low variance routines for teaching spelling, vocabulary and verbal reasoning in 3-6 (inclusion of these in P-2 literacy blocks as appropriate) Engage in whole school moderation process – 4 cycles of moderation. Semester 2 – cluster moderation Analyse feedback from walkthrough's & teacher feedback related to knowledge of high yield teaching strategies in each area and level of confidence in developing low variance routines and applying these across the curriculum to inform professional learning Collaboratively develop and implement Collegial Engagement Framework which outlines agreed coaching, mentoring, lesson observation and feedback processes Refine IRAP – monitoring processes, case management identification Review and refine existing intervention processes and practices 		<p>Responsible officer(s): Head of Curriculum – Caitlin Arkey Deputy Principals – Justine Edward and Ric Baruksopulo Principal – Karryn Brunetto HOSES</p>	<p>Resources:</p> <ul style="list-style-type: none"> Science of reading PADLET developed for school by CEOC SEOC and regional support DoE Reading through the Australian Curriculum Literacy progressions Whole school moderation process ICP flowchart and case management process SORD V9 AC School Data Plan Curriculum One Note Sharepoint 																																																										

<p>School priority 2 Familiarisation and planning – Australian Curriculum V9 – ready for implementation of English and maths in 2025</p>	<p>Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <p><i>English P-6</i> 80% achieving a C or above 50% achieving a B or above</p> <p><i>Continued alignment between LOA and NAPLAN data as the school shifts to V9 AC (SORD)</i></p>	<p>Artefacts</p> <ul style="list-style-type: none"> • Marking guides, aligned to V9 AC in English and maths for Term 1 (minimum) 2025 • Year and band plans for 2025 collaboratively developed and documented for 2025 • Unit plans developed and documented for English and maths for Term 1 (minimum) 2025
Term 1	Term 2	Term 3	Term 4								
<p>Strategy/ies:</p> <ol style="list-style-type: none"> 1. Build teacher knowledge of V9 AC – specifically understanding of achievement standards, literacy and numeracy progressions 2. Build curriculum team capability in writing marking guides aligned to V9 AC 		<p>Responsible officer(s): Head of Curriculum – Caitlin Arkey Deputy Principals – Justine Edward and Ric Baruksopulo Principal – Karryn Brunetto HOSES</p>	<p>Resources:</p> <ul style="list-style-type: none"> • The Australian Curriculum Version 9 • P – 12 curriculum, assessment & reporting framework • CEOC and regional support • DoE curriculum gateway • DoE support for Australian Curriculum Resources • DoE Numeracy HUB • Literacy P-12 Hub • Australian Professional Standards for Teachers 								
<p>Actions:</p> <ol style="list-style-type: none"> 1. Develop a familiarisation plan (whole of staff) for V9 AC in English and maths, including ICP's 2. Create a curriculum team to collaboratively create marking guides based on version 9 of the AC 3. Work with SEOC/regional support to build curriculum team capability in writing marking guides aligned to V9 AC and quality assure these marking guides 4. Create draft marking guides for English and maths aligned to V9 AC to review with staff 5. Collaboratively refine guides ready for implementation in English and maths for 2025 6. Create and conduct pulse checks to monitor understanding of achievement standards, literacy progressions and numeracy progressions 7. Review 3 levels of planning and collaboratively develop band plans and unit plans aligned to V9 AC ready for implementation in 2025. 		<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>									
<p>Principal </p>	<p>P&C/School Council </p>	<p>School Supervisor </p>									