

TAMROOKUM STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement





Wellbeing and engagement



Culture and inclusion

<p>School priority 1: <u>Develop a high quality curriculum so students are able to achieve to their potential.</u></p> <p>In the recent school review (term 4 2024) this school priority was one of 5 review strategies indicated in the key improvement strategies. It was noted that the delivery of the new V9 Curriculum should be front and centre of all understanding by staff.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Monitoring Developing</th> </tr> <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>	Monitoring Developing				Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Achieve 95% alignment of curriculum planning with CARF by the end of 2025. Increase the percentage of students achieving a 'C' standard or above in English, Mathematics, and Science by 5% by 2025. Ensure every student demonstrates at least one year of learning growth annually, as measured by internal assessments. 	<p>AIP measurable/desired outcomes: Year level of "C" and above for each major junction. Improved Science, Mathematics and English data for 2025 compared to 2024:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>English</th> <th>Maths</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>2024</td> <td>81.8</td> <td>100</td> <td>100</td> </tr> <tr> <td>Yr1</td> <td>88</td> <td>100</td> <td>100</td> </tr> <tr> <td>2024</td> <td>91.3</td> <td>95.7</td> <td>100</td> </tr> <tr> <td>Yr2</td> <td>95</td> <td>98</td> <td>100</td> </tr> <tr> <td>2024</td> <td>75</td> <td>100</td> <td>100</td> </tr> <tr> <td>Yr3</td> <td>82</td> <td>100</td> <td>100</td> </tr> <tr> <td>2024</td> <td>90.5</td> <td>100</td> <td>100</td> </tr> <tr> <td>Yr4</td> <td>95</td> <td>100</td> <td>100</td> </tr> <tr> <td>2024</td> <td>77.8</td> <td>94.4</td> <td>83.3</td> </tr> <tr> <td>Yr5</td> <td>83</td> <td>96</td> <td>90</td> </tr> <tr> <td>2024</td> <td>78.9</td> <td>68.4</td> <td>88.9</td> </tr> <tr> <td>Yr6</td> <td>85</td> <td>83</td> <td>90</td> </tr> </tbody> </table> <p>*Review of same cohort according to SORD data 2024.</p>		English	Maths	Science	2024	81.8	100	100	Yr1	88	100	100	2024	91.3	95.7	100	Yr2	95	98	100	2024	75	100	100	Yr3	82	100	100	2024	90.5	100	100	Yr4	95	100	100	2024	77.8	94.4	83.3	Yr5	83	96	90	2024	78.9	68.4	88.9	Yr6	85	83	90
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<p>Actions:</p> <ul style="list-style-type: none"> Principal to ensure planning in accordance with curriculum. Staff to ensure 3 levels of planning used to develop all provisions. Student adjustment made within planning of individuals and ICP enhanced by Inclusion Teacher. Demonstrate transparency through 3 levels of planning. Engage and create a staff learning wall using the 3 levels of planning. 		<p>Responsible officer(s): Teachers Inclusion Teacher Principal Teacher Aides</p>	<p>Resources: Australian Curriculum Classroom Planning CARF documentation Professional development budget Curriculum planning templates</p>																																																																
<p>School priority 2: <u>Provide action to deliver capability across the curriculum for all staff to implement a quality assured program.</u></p> <p>In the recent school review (term 4 2024) this school priority was one of 5 review strategies indicated in the key improvement strategies. Moderation was noted in the development of the three levels of planning, and as such, a path to development within the area of moderation (both at school and within the cluster) needs to be addressed</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Monitoring Developing</th> </tr> <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>	Monitoring Developing				Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Conduct moderation at the unit planning stage for majority of year levels by 2025. Increase teacher confidence in curriculum understanding by 5%, as measured by staff surveys. Working towards an agreement rate among teachers on student assessment standards during moderation sessions in 2025. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Implement structured moderation processes at the beginning of each planning cycle. Provide professional development to enhance teacher and leader understanding of moderation practices. Utilise moderation outcomes to inform adjustments to planning and teaching. All of the above can be overseen by the principal and supervisor. 																																																				
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<p>Actions:</p> <ul style="list-style-type: none"> Conduct moderation at the unit planning stage for 72% of year levels by 2025. Provide planning and moderation for all teachers, in regards to cluster and DoE expectations. Constantly look to provide PD for all teaching staff for moderation. 		<p>Responsible officer(s): Teachers Inclusion Teacher Principal</p>	<p>Resources: Cluster meetings (Christmas Creek Principals. Classroom Teachers CARF documentation Principal School Supervisor</p>																																																																

<p>School priority 3: <u>Student engagement – providing a working environment for all students to engage within their learning.</u></p> <p>In the recent school review (term 4 2024) this school priority was one of 5 review strategies indicated in the key improvement strategies. It was noted that the improvement and delivery of pedagogical practices should be well known and developed by the teaching staff.</p> <p>Strategy/ies:</p> <ul style="list-style-type: none"> • Prioritise collaborative conversations between leaders and teachers to strengthen knowledge of pedagogy and improve evidence-based teaching. • Continue reading commitment for all students using A – Z reading and PLD materials. 	<p>Monitoring Developing.</p>				<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> • Increase staff participation in professional dialogue by 2025 (meeting attendance logs). • Improve student engagement metrics (attendance rates, participation) by 3% over the year. • Enhance teaching quality through a 5% increase in positive classroom observations. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> • Increase the use of high-impact teaching strategies (e.g. explicit instruction, feedback, questioning) in 100% of classrooms by 2025. • Ensure all teachers participate in at least one coaching/mentoring session per semester by the end of 2025 to refine their instructional practices.
	Term 1	Term 2	Term 3	Term 4		
<p>Actions:</p> <ul style="list-style-type: none"> • Establish regular professional learning communities (PLCs) for collaborative discussions on pedagogy. • Embed coaching and feedback cycles to support evidence-informed teaching. • Monitor classroom teaching quality using structured observation tools. • Maintain staff input with CMM held twice a term. 	<p>Responsible officer(s): Principal Teaching staff Inclusion Teacher</p>				<p>Resources: Pedagogical framework guidelines Classroom observation tools Coaching and mentoring resources</p>	
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>						
Principal 	School Council 			School Supervisor 