BUILDING A CULTURE OF CONSISTENCY

Mundingburra State School 2024 ANNUAL IMPLEMENTATION PLAN









School Priority 1 Monitoring 2026 measurable/desired outcomes: AIP measurable/desired outcomes: Promote a culture of inquiry, innovation and independent learning that consistently supports engagement, Decrease by 20% SDA's of SWD & FN students Improve by 15% staff SOS results: "Behaviour is wellbeing and academic achievement of all students Term 2 Term 3 Term 1 Term 4 well managed" (2023-46.5%) and student and parents Increase by 25% attendance of FN students SOS by 10% (2023 - 70% students, 77% parents) Strategies Increase by 20% Parent & student SOS 100% PLP monitored & updated each term Develop instructional leadership practices and systems to improve outcomes of FN students and SWD "Behaviour is well managed at this school" & 10% decrease in SDA's for SWD & FN Students Implement consistent and clear school wide strategies to establish and maintain a disciplined school environment to support student engagement, 40% for staff 10% lift for FN LOA ENG C for P -2 students achievement and wellbeing 10% lift for SWD LOA Eng C for P -2 students Increase by 25% SOS staff morale measure Increase student enrolments through planned marketing and communication strategies 5% lift in FN Attendance Connect all students to digital learning opportunities through access to devices and technology Decrease in SDAs by 10% for P - 2 Students 3 % decrease in SDA for P - 2 Students Co-design and engage with the Parent and Community Engagement (PACE) framework to strengthen student outcomes including establishment of 10% increase SOS Staff morale (2023 -63%) a 0-3 Playgroup and 'Mundy Munchkins' Pre prep weekly transition initiative by "Opening the Gates" Actions: Responsible officer(s): Resources: Formalise whole school approach to implementing co - designed SCOC systems and processes to improve student attendance, reduce SDA's and HOSES CI,CA &ELI Mtgs increase student and staff wellbeing HOD SE&S Funded through AA: HOD Student Engagement & Support Build staff knowledge, understanding and application of inclusive education & associated legislation & policy HOD/C Co-design with staff and students processes and format for teaching, monitoring and measuring personal & social capabilities framework GO Professional Standards 3.7 & 7.3 in APDP for all staff Systematically enact UDL through MTSS and case management for students identified as requiring additional support Social worker Embed whole school focus on building strong parent/carer relationships by building relational capability: Professional Standards 3.7 & 7.3 in APDP Collegial Engagement Framework endorsed LCC for all staff **Deputies** • Investigate and co -design strategies to strengthen and support the learning outcomes of FN students & SWD School Priority 2: Monitoring 2026 measurable/desired outcomes: AIP measurable/desired outcomes: Enhance consistent and collaborative processes that lead to positive changes to teaching Increase by 20% students P - 2 receiving B+ All junctures of moderation processes are enacted practice and improves LOA English and Maths for all students English with fidality evidenced at CI & CA meetings Term 2 Term 3 Term 4 Increase by 10% students P-2 receiving B+ 10 % Increase in P - 2 students reaching reading **Strategies** benchmark Maths • Further refine consistent and effective whole school approach to moderation to enhance curriculum, pedagogy, assessment and reporting Increase by 15% Eng & Maths LOA B+ 10% increase P -2 students receiving B+ English Sharpen agreed collaborative professional learning to improve teaching practice through the implementation of coaching, mentoring and feedback 5% increase P-2 students receiving B+ Maths Increase student enrolment by 15% of quality assured processes 5% increase 3-6 students receiving B+ English/Maths Actions: Responsible officer(s): Resources: Build and support the 'Change team' in co- designing with 'The Learner First' Contributive Learning Model to improve social and emotional, Principal The Learner First academic and behavioural student outcomes Deputies, middle leaders Spelling in Action-Jocelyn Seamer (14S) Engage middle leaders in training of Quality Teaching Rounds (QTR) in T3, middle leaders' trial QTR with 1 classroom teacher in Term 4 HOD/C Embed a consistent whole school approach to differentiated teaching & learning including target allocation of resources STLaN Collegial Engagement Framework Co- design consistent whole school curriculum plans and programs to facilitate improved student learning outcomes CI, CA & ELI additional 30 min NCT per wk.(14S) Develop consistent whole school approach to reading including the development of instructional spelling routines in year 3-4 based Workplace reform 0.5 HOD SES (14S) Engage & support P/1 student achievement and wellbeing through implementation of research-based program - FMP Monitoring 2026 measurable/desired outcomes: AIP measurable/desired outcomes: School Priority 3: Lift SOS "Recruitment & promotion decisions in 100% of staff engage in an authentic and aligned APDP Build a strong and committed instructional core Term 1 Term 4 Term 2 Term 3 this school are fair" by 20% (2023 - 69%) 100% of Executive leaders have ARP and engaged in Strategies **Precision Coaching** • Strengthen instructional leadership behaviours and practices of executive and middle leaders through an intentional focus on their demonstrated 10% increase SOS "Recruitment & promotion decisions in Mechanisms in place to support internal this school are fair" impact on continuous improvement in quality teaching & learning. leadership development Actions: Responsible officer(s): Resources: Build executive leader capability to analyse and respond to data to inform differentiated teaching & learning Precision Coaching (14S) Privilege time and space for executive leaders to undertake coaching for development of Action Research Plan aligned to AIP supported by Executive Leadership team **Precision Coaching** All Leadership team Ensure all staffing roles are aligned to AIP **Approvals**

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

Principal: Of & Commission

P&C President:



School Supervisor:

Howell