


## ANNUAL IMPLEMENTATION PLAN

### Explicit Improvement Agenda:

Reading is taught across all learning areas of the Australian Curriculum using evidence informed teaching practices.

<p><b>School priority 1:</b> Our school connects with all community partners to support student engagement, wellbeing and learning.</p> <p><b>Strategy/ies:</b></p> <p><b>1.2</b> – REFINE roles and responsibilities, aligned to the strategic plan, to ensure each staff member has clarity regarding expectations, responsibilities, and accountabilities for implementing strategies that address strategic priorities.</p> <p><b>3.1</b> – BUILD engagement with stakeholders and external support agencies, including for complex case management and early intervention, to strengthen the school’s multi-tiered systems of support to ensure timely, clearly defined Tiers 2 and 3 approaches. [Partnership/community improvement strategy]</p> <p><b>9.1</b> – DEVELOP a formal community reference group to foster and encourage communication between school and families and build the knowledge and capability of stakeholders to support student engagement, wellbeing and learning. [Partnership/community improvement strategy]</p>	<table border="1"> <thead> <tr> <th colspan="5">Monitoring</th> </tr> <tr> <th colspan="2">On track</th> <th>Underway</th> <th colspan="2">Yet to commence</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th colspan="2">Term 4</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffff00;"></td> <td style="background-color: #90ee90;"></td> <td style="background-color: #90ee90;"></td> <td colspan="2"></td> </tr> </tbody> </table>	Monitoring					On track		Underway	Yet to commence		Term 1	Term 2	Term 3	Term 4							<p><b>Long term measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>- SRDs reviewed annually and shared with staff.</li> <li>- Official agreements established with playgroups operating in school</li> <li>- Community reference group established and meeting twice termly.</li> <li>- Community of Practice established with stakeholders meeting termly.</li> <li>- Parent participation on School Opinion Survey from 10.6% 2023 to 50% 2027</li> <li>- Improved transition processes supporting early targeted intervention.</li> <li>- SDA rate maintained in line with regional / state averages.</li> </ul> <p><b>Attendance</b></p> <table border="1"> <thead> <tr> <th>Student Group</th> <th>Measure</th> <th>2023</th> <th>2027 Target</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Attendance rate</td> <td>75%</td> <td>85%</td> </tr> <tr> <td>All</td> <td>&lt;85%</td> <td>59%</td> <td>40%</td> </tr> <tr> <td>First Nations</td> <td>Attendance rate</td> <td>68%</td> <td>78%</td> </tr> <tr> <td>First Nations</td> <td>&lt;85%</td> <td>73%</td> <td>50%</td> </tr> </tbody> </table>	Student Group	Measure	2023	2027 Target	All	Attendance rate	75%	85%	All	<85%	59%	40%	First Nations	Attendance rate	68%	78%	First Nations	<85%	73%	50%	<p><b>AIP measurable/desired outcomes:</b></p> <p><b>1.2:</b> SRDs updated, shared with staff and published on the Ped framework (linked to org chart).</p> <p><b>3.1.</b> Community of practice meeting termly to discuss multi-tiered interventions.</p> <ul style="list-style-type: none"> <li>- Established complex case management system to support Tier 2 &amp; 3 students / families.</li> <li>- Increase in referrals to external support agencies.</li> <li>- Increase in family engagement.</li> </ul> <p><b>9.1:</b> Established community reference group meeting twice termly and have an active voice in the school.</p> <p><b>Attendance</b></p> <table border="1"> <thead> <tr> <th>Student Group</th> <th>Measure</th> <th>2023</th> <th>2024 Target</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Attendance rate</td> <td>75%</td> <td>78%</td> </tr> <tr> <td>All</td> <td>&lt;85%</td> <td>59%</td> <td>54%</td> </tr> <tr> <td>First Nations</td> <td>Attendance rate</td> <td>68%</td> <td>70%</td> </tr> <tr> <td>First Nations</td> <td>&lt;85%</td> <td>73%</td> <td>68%</td> </tr> </tbody> </table>	Student Group	Measure	2023	2024 Target	All	Attendance rate	75%	78%	All	<85%	59%	54%	First Nations	Attendance rate	68%	70%	First Nations	<85%	73%	68%
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<p><b>Actions:</b></p> <p><b>1.2:</b> Review SRDs of leadership positions and support roles and ensure alignment to strategic plan.</p> <p><b>3.1:</b> Establish a Community of Practice with key stakeholders to coordinate multi-tiered support for students and families. (Develop agency referral system, audit community directory, align strategies with neighbouring schools)</p> <p><b>9.1:</b> Create community reference group with parents/carers; Establish student cultural advisory group Yrs 4-6; Design ways to connect and get voice from all families; Create opportunity and build capacity for staff to interact with families.</p>		<p><b>Responsible officer(s):</b></p> <p><b>1.2</b> – Exec Leadership</p> <p><b>3.1</b> – Principal, PI DP, SS Team, SCPF, GO, SW</p> <p><b>9.1</b> – PI DP, CLO, SCPF</p>	<p><b>Resources:</b></p> <p>HR: Partnership DP / CLO / SCPF</p> <p>Student Services budget</p> <p>Community organisations</p> <p>Parent volunteers</p> <p>Teaching staff</p> <p>Student leaders</p>																																																												
<p><b>School priority 2:</b> Our school prioritises consistent effective evidence-based pedagogies, that meet the diverse learning needs of all students.</p> <p><b>Strategy/ies:</b></p> <p><b>1.1</b> – Collaboratively DEVELOP the school’s strategic plan, using disaggregated data sets, to consolidate a small number of clear priorities with actions, outcomes and observable, measurable targets.</p> <p><b>4.1</b> – FINALISE work, in consultation with regional Human Resources (HR), to enable a smooth transition to a sustainable staffing allocation, ensuring the selection of personnel meets the requirements of the school’s strategic priorities.</p>	<table border="1"> <thead> <tr> <th colspan="5">Monitoring</th> </tr> <tr> <th colspan="2">On track</th> <th>Underway</th> <th colspan="2">Yet to commence</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th colspan="2">Term 4</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffff00;"></td> <td style="background-color: #90ee90;"></td> <td style="background-color: #90ee90;"></td> <td colspan="2"></td> </tr> </tbody> </table>	Monitoring					On track		Underway	Yet to commence		Term 1	Term 2	Term 3	Term 4							<p><b>Long term measurable/desired outcomes</b></p> <ul style="list-style-type: none"> <li>- Establish processes that monitors and measure the effectiveness of pedagogies</li> <li>- Classroom Observation and Feedback (CO) embedded. (Collegial Engagement Framework).</li> <li>- Teachers accepting responsibility and catering for diverse needs of learners</li> <li>- Improved reading outcomes. (Comprehension / fluency / phonics)</li> <li>- Increase in C &amp; above in Maths &amp; English to 75% achieving</li> <li>- NAPLAN: First Nations –             <ul style="list-style-type: none"> <li>o <b>Reading: Yr 3</b> - Needs additional support 2023 = 55% / 2027 = 35%</li> <li>o <b>Reading: Yr 5</b> - Needs additional support 2023 = 57% / 2027 = 35%</li> </ul> </li> </ul> <p><b>Academic Data</b></p> <table border="1"> <thead> <tr> <th>Student Group</th> <th>Measure</th> <th>2023</th> <th>2027 Target</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>C+ English</td> <td>60%</td> <td>75%</td> </tr> <tr> <td>All</td> <td>C+ Maths</td> <td>66%</td> <td>80%</td> </tr> <tr> <td>First Nations</td> <td>C+ English</td> <td>48%</td> <td>65%</td> </tr> <tr> <td>First Nations</td> <td>C+ Maths</td> <td>55%</td> <td>75%</td> </tr> </tbody> </table>	Student Group	Measure	2023	2027 Target	All	C+ English	60%	75%	All	C+ Maths	66%	80%	First Nations	C+ English	48%	65%	First Nations	C+ Maths	55%	75%	<p><b>AIP measurable/desired outcomes:</b></p> <p><b>1.1:</b> - Shared development of a clear strategic plan.</p> <ul style="list-style-type: none"> <li>- Clear disaggregated data sets informing practice.</li> </ul> <p>NAPLAN: First Nations –</p> <ul style="list-style-type: none"> <li>o <b>Reading: Yr 3</b> - Needs additional support 2023 = 55% / 2024 = 50%</li> <li>o <b>Reading: Yr 5</b> - Needs additional support 2023 = 57% / 2024 = 50%</li> </ul> <p><b>Academic Data</b></p> <table border="1"> <thead> <tr> <th>Student Group</th> <th>Measure</th> <th>2023</th> <th>2024 Target</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>C+ English</td> <td>60%</td> <td>65%</td> </tr> <tr> <td>All</td> <td>C+ Maths</td> <td>66%</td> <td>71%</td> </tr> <tr> <td>First Nations</td> <td>C+ English</td> <td>48%</td> <td>53%</td> </tr> <tr> <td>First Nations</td> <td>C+ Maths</td> <td>55%</td> <td>60%</td> </tr> </tbody> </table> <p><b>4.1:</b></p> <ul style="list-style-type: none"> <li>- Roles and responsibilities clear to all staff.</li> <li>- Org chart aligned to strategic priorities.</li> <li>- SRDs reflect current priorities.</li> </ul>	Student Group	Measure	2023	2024 Target	All	C+ English	60%	65%	All	C+ Maths	66%	71%	First Nations	C+ English	48%	53%	First Nations	C+ Maths	55%	60%
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<p><b>Actions:</b></p> <p><b>1.1:</b></p> <ul style="list-style-type: none"> <li>- Unpack School Review improvement strategies (IS) during in SFD with staff.</li> <li>- Develop shared understanding of IS.</li> <li>- Staff identify themes of the review recommendations and prioritise IS.</li> <li>- Develop a four-year strategic plan with three clear priorities.</li> </ul> <p><b>4.1:</b></p> <ul style="list-style-type: none"> <li>- Continue to meet regularly with Regional HR.</li> <li>- Align staffing allocation to the strategic plan.</li> <li>- Review SRDs and align accountabilities to school priorities.</li> </ul>		<p><b>Responsible officer(s):</b></p> <p><b>1.1:</b> Exec Leadership</p> <p><b>4.1:</b> Principal, BM, Principal &amp; Snr HR Officers, Exec</p>	<p><b>Resources:</b></p> <p>HR: Regional HR Team, Exec Leadership, Teaching Staff, TAs</p> <p>Community connectors</p> <p>School Budget Solutions</p> <p>Org Chart / SRDs</p> <p>Data Analysis: SORD, NAPLAN, SOS, Data Plan, One School</p> <p>Reading Portal</p> <p>I4S</p>																																																												

<b>School priority 3:</b> Quality Implementation of the Australian Curriculum V9.0	<b>Monitoring</b>				<b>Long term measurable/desired outcomes:</b> <ul style="list-style-type: none"> <li>- Every student provided with curriculum entitlement as per P-12 Framework.</li> <li>- Before moderation juncture will include analysis of student data to inform planning.</li> <li>- APR processes are aligned to AITSL professional standards and career stages of teachers and leaders.</li> <li>- Teachers and leadership demonstrate a shared understanding and deep knowledge of the Australian Curriculum and shared responsibility of curriculum development.</li> <li>- All staff have a current APDP completed with authentic intent.</li> </ul>	<b>AIP measurable/desired outcomes:</b> <p>2.1: Disaggregated data used to measure student improvement</p> <p>6.1: CPRP aligned to P-12 Framework</p>
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<b>Strategy/ies:</b> <p><b>2.1</b> – STRENGTHEN the data literacy skills of leaders to more deeply analyse specific data sets, including disaggregated data for ongoing monitoring, evaluation and school improvement.</p> <p><b>6.1</b> – QUALITY ASSURE the school’s curriculum plan, with regional support, to align with the requirements of the current P-12 CARF to ensure every student from Prep to Year 6 is provided with their curriculum entitlement.</p>						
<b>Actions:</b> <p><b>2.1:</b></p> <ul style="list-style-type: none"> <li>- Develop a partnership with Balaclava SS to explore data analysis practices.</li> <li>- Engage with EFI to build data literacy capability with leadership staff.</li> <li>- Audit data literacy systems (SORD/Power BI/One School)</li> <li>- Build data analysis into leadership meeting processes.</li> <li>- Identify disaggregated data sets: First nations student data, Attendance, A-C, Refugee, OOHC, Disability, Mobility (CWSS kids),</li> </ul> <p><b>6.1:</b> Build awareness &amp; develop an understanding of P-12 Framework requirements. Identify misalignment between P-12 Framework and school’s current curriculum plan. Develop a four-year plan to meet requirements.</p> <ul style="list-style-type: none"> <li>- Build a staffing model aligned to P-12 framework requirements.</li> </ul>					<b>Responsible officer(s):</b> <p><b>2.1:</b> Exec Leadership, Leadership</p> <p><b>6.1:</b> Exec Leadership, School supervisor, Regional HR, T&amp;L Team</p>	
<b>Approvals</b> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>					<b>Resources:</b> <p>SORD/Power BI/One School</p> <p>EFI</p> <p>School supervisor</p> <ul style="list-style-type: none"> <li>o Disaggregated data sets:                             <ul style="list-style-type: none"> <li>▪ Student groups: First nations student, Refugee (EALD), OOHC, NCCD, Mobility (CWSS kids), triple vulnerable</li> <li>▪ Key Data Sets: Attendance &lt;85%, (inc late students,), C+ Eng / Maths, Reading, wellbeing</li> </ul> </li> </ul> <p>P-12 Framework, Regional HR</p>	
Principal 		P&C/School Council			School Supervisor	

**Acronym Key**

Business Manager	BM	Head of Department Curriculum	HODC	School Community Partnership Facilitator	SCPF
Cairns West State School	CWSS	Head of Special Education Services	HOSES	School Online Reporting Dashboard	SORD
Community Liaison Officer	CLO	Human Resources	HR	School Opinion Survey	SOS
Curriculum Provision & Reporting Plan	CPRP	Invest for Success	I4S	Social Worker	SW
Deputy Principal	DP	Improvement Strategy	IS	Specific Role Description	SRD
Education Futures Institute	EFI	Nationally Consistent Collection of Data	NCCD	Student Disciplinary Absence	SDA
English as an Additional Language or Dialect	EALD	Out of Home Care	OOHC	Student Inclusion	SI
Exec Leadership	P, DPs, BM	Partnership Initiative	PI	Student Services	SS
Guidance Officer	GO	Pedagogy Coach	PC	Teacher Aide	TA
Head of Department	HOD	Principal	P	Teaching and Learning	TL