

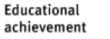
Annual Implementation Plan 2025

Strategy: Developing Whole-School Pedagogical Practices for Learning













Culture and inclusion



	Educational Achievement									Wellbeing and Engagement			Culture and Inclusion					
	EVERY CHILD PROGRESSING									CREATING A POSITIVE LEARNING ENVIRONMENT			KNOWING OUR STUDENTS					
				Read	ling			Deep Learning		Student Engagement and Wellbeing Data		QLD			Д ж		Of School *	
		- PC						Level th	nking	(Yr1-6, 2023)		Engageme	0	English Cplus	Attendance	English Cplus		
		*RComp 'A' LOI		wrd	DIBELS fluenc	comp	E	7	د			nt and	P-2	84.7	85.4	97	92.2	
	<i>P</i> -		, sno	00100	11010710	comp	39	38.6	37			Wellbeing Survey	3-6 P-6	92.2	91.2	97	92.2	
	3-	6 35.3					36.4	40	36			(%High))	P	100	87.8	98	91.0	
TA	P-	• 6 34.6					34.7	39.3	36.5	Personal and Social Ca	pabilities		1	87.5	69.8	98	92.4	
Baseline data	P	47.5					51	22	43	Self-Awareness: Understanding one's own emotion		3/%	2	66.7	97.6	96	93.1	
E I	1	38					46	46 49	50	recognising emotions, and recognising personal qualiti Self-Management: Learning when and how to use			3	81.3	88.2	94	92.6	
N N	2	2 16.6			20			18	regulate and maintain oneself in a range of situations. It involves expressing		15%	4	87.5	93.3	96	91.8		
SEI		3 28				-	28 4.0 38		appropriate emotions, self-discipline, and becoming a confident, resilient and adaptable person.			5	100	92.5	100	92.7		
3A		4 34.5 37 37 25 5 43.5 37 37 37 37							_	Relationships with Peers				ool Opinion Survey 2024 (Staff)				
		NAPLAN – Reading /LOA Inter-Assessment Agreement Reading MSS AuLA Agreement Weight Category Yr 3 L16 L.0 0.39 L5.5 Report Card						34	37	A perception of the quality of a student's friendships and the importance of								
54	NA									spending time with their friends. Academic Self-Con	spending time with their triends. Academic Self-Concept					• this school? pported at this sc	96.6% hool? 96.6%	_
2024								Cateaori		The way a student perceives their own academic a		68%			5	ere diversity is va		_
								Report Ca		Academic self-concept is linked to academic achievement and cognitive engagement.			and respected?					
		Yr 5 521 4.0				Higher LIO 51.0 Agreement				School Climate 73%			NAPLA	AN - Writing /LOA Inter-Assessment Agreement				
	''	Yr 5 521 4.0				1.10 51.0 Agreement				The understanding of clear behavioural expectations of students. The perceived fairness of rules within a school.		73%	Writing	MSS		reement Weight	Category	
										The perceived safety of students in and around the school. 76%			Yr 3	424	5	1.12 51.0	Report Card Hig	gher
													Yr s	481	4	1.20 4.5.5	Report Card Hig	gher
	Ime	lementation	of a who	ole school d	approach	to the exp	plicit tead	hing of		A whole-school Student and Teacher Learning, Wellbeing and Engagement			Teacher	Capability in Inc	usive Practices:	Implement <u>Univ</u>	ersal Design for	
	Reading Through the Australian Curriculum. @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@									Framework. informed by the <u>General Capabilities – PSC</u> aligned to the				g (UDĽ) <mark>fr</mark> an			COLLABORATING	
										explicit teaching of the Social Emotional	l Learning Lessons.						RELEASING RESPONSIBILITY	ru (#})
	Semester One Semester Two											DUESTIONING	11				EXPLICIT INSTRUCTION	<u>!</u>
		hared and Di				elements of		-	e			COLLABORATING		Se <mark>mes</mark> ter O	ne	Semes	ter Two	
	implemented across all classes embedded across all classes													sal Des <mark>ign</mark> For L		Planning process		
S													profess	ional <mark>Dev</mark> elopmen		documentation fo		
ACTION										Semester One Semester Two			statt			by Universal Des	ign For Learning	
Ш										All year levels intentionally planning Wellbeing team led, co-construction			Development of resources for building teacher capacity and capability in					in
	Ing	uiru through	n <u>Deep Learning</u> : To implement a <u>model of inquiry</u> in our						ur	and engaging in 'authentic' of the Shorncliffe State School community partnership incursions and Wellbeing and Engagement				Inclusive Practices and pedagogy				
STRATEGIES/	Deep Learning units of work that incorporate:									excursions excursions and V elibeling and Engagement Framework.			1 3 33					
aie										'Zones'/'SWITCH' daily check-ins			Reducing Barriers to Learning: developing a whole-school approach to					
VTE						RELEASING	NESDONSIBILITO 🛞			supported by weekly explicit			planning for <u>differentiation</u> and reasonable adjustments.					
R										social/emotional skill lessons aligned to			Semester One Semester Two NCCD aligned Tailored Supports PLRs informing teaching and					_
כז		Semester One Semester Two					ennecter 7	- Tum		Personal and Social General				NCCD aligned Tailored Supports PLRs informing teaching and (TS) and Reasonable Adjustments driving differentiation Prep to Six				
	A						uiry evide			Capabilities			(RA) detailed in Personalised					
		wall' and leveraging Inquiry				planning							Learning Records (PLRs) across Universal TS and RA pedagogical all classes practices detailed in PLRs					/
	Q	Questioning			'Spl	'Split Screening' implemented across all												
	S	Six C, General Capabilities aligned,				classes												
		Micro-Skill posters across all learning																
	spaces									ANL								
										Student Engineering 11	Student Engagement and Wellbeing Data QLD				.́Д ж		Of School *	
	Reading Deep Learning "x.A" Level thinking								2	(Yri-6, 2023)				English Cplus	Attendance	English Cplus	Attendance	
		*RComp D			DIBELS		%A	Level th	nking	(174-6, 2023)		and	<i>P</i> -2	90+	95+	98+	95+	
		'A' LO		wrd	fluenc	comp	-					W ellbeing Summer	3-6	95+	95+	98+	95+	
	<i>P</i> -						50+	50+	50+			Survey (%High)	<u>Р-</u> 6	90+	95+	98+	95+	
	3-	6 50					50+	50+	50+	Personal and Social Co	apabilities			95+ 95+	95+ 95+	98+	95+	-
S	P-	• 6 50					50+	50+	50+	Self-Awareness: Understanding one's own emotion	1	60%	2	90+	95+	98+	95+	\dashv
Ē	,	50					50+	50+	50+	perspectives, recognising emotions, and recognising pe achievements			3	70+	95+	97+	95+	\dashv
TARGETS	2		_				50+	50+	50+	Self-Management: Learning when and how to use			4	85+	95+	96+	95+	
1/	3						50+	50+	50+	regulate and maintain oneself in a range of situation appropriate emotions, self-discipline, and becoming a		60%	5	90+	95+	98+	95+	
	4						50+	50+	5+0	adaptable person.			6	95+	95+	98+	95+	
25							50+ 50+	50+ 50+	Relationships with Peers				Opinion Survey 2021. (Staff)					
2025	6 50 50+ 50+ 50+ NAPLAN - Reading / LOA Inter-Assessment Agreement									A perception of the quality of a student's friendships and the importance of 75% spending time with their friends.			Student behaviour is well managed at this school? 100%					
	Reading MSS AvLA Agreement Weight Category								· 1	spending time with their triends. Academic Self-Concept								-
	Yr 3						Agreement			The way a student perceives their own academic ability and achievement.				This school has an inclusive culture where diversity is valued 100% and respected?				
	Yr 5					Agreement				Academic self-concept is linked to academic achieved engagement.	**		1			I	_	
										School Climate	2	80%	Writing	MSS	AvLA Agree	ment Weight	Category]
									The understanding of clear behavioural expectations		80%	Yr 3 V				Agreement		
										The perceived fairness of rules within a school. The perceived safety of students in and around th	e school.	80%	Yr 5 NAPL A	N _ M/		essment Agreeme	Agreement	
													IN/VEL/	<u>vv – vvriting /</u>	LUM INTER-MSS	ESSMENT Agreeme	<u>11</u>	