



Runcorn State School 2024 Annual Implementation Plan



Educational achievement



Wellbeing and engagement



Culture and inclusion



School priority 1: Curriculum	Monitoring				Long term measurable/desired outcomes:	Responsible officer(s):	AIP measurable/desired outcomes:								
	Term 1	Term 2	Term 3	Term 4											
<p>Optimise the learning growth for every student in literacy.</p> <p>Strategies/ies:</p> <ul style="list-style-type: none"> Further strengthen processes to qualify assure the development of rigorous, engaging and contextualised units of work aligned to the Australian Curriculum V9. Update the school's assessment framework to refine processes for data collection, analysis and actioning aligned to vertical, horizontal and cluster school moderation. Continue ongoing research, refinement and implementation of Inquiry learning. <p>Actions:</p> <ul style="list-style-type: none"> Ensure the writing framework is enacted in each classroom through consistent writing pedagogy across the school. Provide opportunities for teachers to build leadership capacity through sharing their writing pedagogy practice with colleagues. Update and adjust assessment and teaching and learning sequences to align with V9 Australian Curriculum (English & Maths) ready for 2025. Continuous updating and roll out of the Inquiry Plan - building and developing our whole school Inquiry stance. Consultatively develop a student feedback framework to ensure consistency across the school. 					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> 100% of teachers understand their role in providing equitable access to successful learning outcomes for every student. Increase in the proportion of students achieving a C and above in English. Increase in the proportion of students achieving an A or B in English. Improved school opinion survey results. 	<p>HODC HODC ALL LEADERSHIP HODC ALL LEADERSHIP</p>	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Increase in proportion of students achieving a C and above in English. Increase in the proportion of students achieving an A or B in English. Improved school opinion survey results. 90% of parents agree: My child is making good progress at this school. Teachers provide me with useful feedback about my child's progress. 90% of students agree: My teachers challenge me to think. My teachers clearly explain what is required in my school work. 								
<p>School priority 2: Capability</p> <p>Expand professional collaborations evidenced in visible expertise and visible culture.</p> <p>Monitoring</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> <p>Strategies/ies:</p> <ul style="list-style-type: none"> Engage all staff in opportunities to build their classroom capability and capacity through a whole-school process of observation, feedback, coaching and mentoring to improve outcomes for all students. Extend feedback culture to grow professional discussions and moderation and improve outcomes for all students. Embed clear, school-wide expectations regarding the timing, analysis and discussion of student data. <p>Actions:</p> <ul style="list-style-type: none"> Monitor and quality assure the data being collected to ensure it shows student progress and determines the pedagogical implications for continued improvement for students. Build staff data literacy within assessment to enable staff to identify the next steps in learning and the pedagogical implications required to improve learning for all students. 	Term 1	Term 2	Term 3	Term 4									<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> 100% teaching staff and teacher aides to participate in coaching opportunities Increase in the proportion of students achieving a C and above in English. Increase in the proportion of students achieving an A or B in English. Improved school opinion survey results. 	<p>HODC HODC Deputy Principal Principal</p>	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 100% teaching staff and teacher aides to participate in coaching opportunities Improved school opinion survey results. Over 95% of staff, parents and students state that this is a good school Staff, parents and students' perception that behaviour is well managed has improved.
Term 1	Term 2	Term 3	Term 4												
<p>School priority 3: Culture</p> <p>Prioritise staff and student wellbeing to facilitate a culture of shared responsibility and collective improvement.</p> <p>Monitoring</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> <p>Strategies/ies:</p> <ul style="list-style-type: none"> Refine consultative opportunities through the LCC to enable all staff to contribute to decision making. Rebuild a positive culture through collaborative identification and documentation of expected staff behaviours. Engage representatives across the school to develop wellbeing strategies and systems and create a staff and student wellbeing frameworks. <p>Actions:</p> <ul style="list-style-type: none"> Engage support from Union area representatives to ensure processes provide opportunities for all staff to contribute to decision making. Staff as individuals and as teams identify core values using value/strength cards. Celebrate staff successes at staff meetings with whole group sharing of 'moments'. Overhaul the roles and responsibilities document to include all staff accountabilities. Establish collegial Student Wellbeing team with clear goals and action plan. Wellbeing team to meet a minimum of once per term. 	Term 1	Term 2	Term 3	Term 4									<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Student wellbeing measures (attendance, behaviour incidents, academic results) for First Nations students, students in care and SWD students is the same/similar to other students. Roles, responsibilities and accountabilities of staff are well known and consistently applied across the school. Improved school opinion survey results. 	<p>Deputy Principal Principal Deputy Principal Principal HODI</p>	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Student wellbeing measures (attendance, behaviour incidents, academic results) for children in care is the same/similar to other students. Roles, responsibilities and accountabilities of staff are well known and consistently applied across all aspects of the school School opinion survey Staff are treated fairly and consistently at this school >60% I feel that staff morale is positive at this school >60% Over 95% of staff, parents & students state that this is a good school
Term 1	Term 2	Term 3	Term 4												

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

Principal

P&C/School Council

School Supervisor