



Conondale State School 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

| School priority 1 | Enhance understanding of the Australian Curriculum and strengthen the links between curriculum, teaching, learning, and students with a focus on Mathematics. | Phase Implementing - I | School priority 2 | Integrate pedagogical approaches to enhance teacher monitoring of student learning and strengthen instructional practices. | Phase Developing - D |
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| Link to school review improvement strategy: | Enact a collaborative process to detail and monitor improvement agendas that are supported by targets, accountabilities and success milestones; facilitating all staff understanding their purpose, direction and involvement to support improved student learning. | | Link to school review improvement strategy: | Strengthen staff knowledge, understanding and application of evidence-based pedagogies that best meet the learning of all students aligned to context, curriculum and student needs. | |
| Strategies | <p>1. Professional Development for Staff</p> <ul style="list-style-type: none"> Curriculum Familiarisation masterclasses: Conduct regular sessions to deepen teachers' understanding of the Australian Curriculum's Mathematics strands, content descriptions, and achievement standards. Collaborative Planning Sessions: Create opportunities for teachers to collaboratively plan lessons, ensuring alignment with the curriculum. <p>2. Curriculum Mapping and Integration</p> <ul style="list-style-type: none"> Detailed Curriculum Mapping: Develop a curriculum map that links Australian Curriculum content descriptors with specific year levels and teaching strategies. Cross-Curricular Links: Incorporate mathematics into other learning areas, such as STEM projects, to provide context and relevance. Conceptual Progressions: Focus on conceptual progressions to ensure students build on prior knowledge and understand the connections between topics. <p>3. Data-Driven Instruction</p> <ul style="list-style-type: none"> Diagnostic Assessments: Use assessments to identify students' strengths and gaps in mathematical understanding. Feedback and Adjustment: Use formative assessments to provide ongoing feedback and adjust teaching strategies. <p>4. Enhancing Student Engagement</p> <ul style="list-style-type: none"> Technology Integration: Use apps and software such as Qlearn to enable access to a range of information sources Real-World Applications: Design tasks that link mathematics to real-world problems, fostering relevance and interest. <p>5. Explicit instruction</p> <ul style="list-style-type: none"> Building on 2024 Literacy block model to create Mathematic groups based on level of achievement | | Strategies | <p>1. Mathematics Pedagogy Training: Provide training on effective mathematics teaching strategies, including differentiated instruction, inquiry-based learning, and problem-solving approaches.</p> <p>2. Use Visual and Transparent Monitoring Tools</p> <ul style="list-style-type: none"> Learning Walls: Display learning goals, success criteria, and examples of student work to make progress visible to both teachers and students. Create visual tools that capture key concepts and processes, helping students monitor their own learning. <p>3. Build Teacher Capacity</p> <ul style="list-style-type: none"> Ongoing Professional Development: Offer workshops on formative assessment techniques, data analysis, and differentiation to strengthen teacher expertise. Action Research: Encourage teachers to conduct classroom research on monitoring practices, share findings, and refine strategies. Feedback Frameworks: Train teachers in frameworks like Hattie's Visible Learning to make evidence-based decisions about their instructional practices. <p>4. Establish Reflective Practices</p> <ul style="list-style-type: none"> Post-Lesson Reflection: Incorporate structured reflection time after each lesson for teachers to analyse what worked, what didn't, and why. Student Feedback Loops: Regularly seek student input on instructional practices to identify areas for improvement. Video-Based Reflection: Use recordings of teaching sessions to review and refine monitoring approaches. The use of daily student diaries | |
| Actions | Responsible officer(s) | Resources | Actions | Responsible officer(s) | Resources |
| Provide time for teams of teachers to interrogate school-based achievement data and generate strategies for continuous improvement of student outcomes. | Principal | <p>Planning opportunity for teachers to plan once a term</p> <p>External moderation undertaken once per term to maintain quality assurance with the Australian Curriculum</p> <p>Whole School Literacy Approach</p> | <p>Bring together and align resourcing to deliver a world class educational leadership and teaching institute</p> <p>Work with Hinterland cluster to moderate assessment at different junctures</p> | Teachers and principal | Investing for success funds used to employ relief teacher whilst the principal and teachers engage in planning |
| Consistent whole school approach to delivering literacy | Teachers | <p>Teacher Aide allocation dispersed to meet new</p> | <p>Engage teacher aides in staff meetings</p> <p>Teacher aides observe teachers I do to learn best practise</p> | Teachers and principal | Timetable to allocate Tas to attend curriculum meetings |

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| Develop curriculum units aligned to the AC that suitably respond to the school's multi-age setting and are quality assured for consistency, balance and coverage against content descriptions and achievement standards of the AC. | | Teachers | requirements of targeted literacy blocks V9 of the Australian Curriculum – English Multi-age Units from Australian Curriculum | Work alongside similar contexts schools to develop model responses for curriculum assessment and bump it up walls | Principal | V9 curriculum documents, current unit plans, planning documents | |
| End Term 4 | Measurable outcomes | English Achievement P-2 - 95% A-C; 50% A-B P-6 - 95% A-C; 55% A-B Mathematics Achievement P-2 - 95% A-C; 65% A-B P-6 – 95% A-C; 65% A-B | | Measurable outcomes | ATSI P-2 - 100% A-C; 100% A-B ATSI 3-6 - 91% A-C; 60% A-B SWD P-2 - NA A-C; NA A-B SWD 3-6 - 100% A-C; 66% A-B OOHC P-2 - NA% A-C; NAA-B OOHC 3-6 - 100% A-C; 50%A-B | | |
| | Success criteria | Behaviourally: Students can/will: 1. Fluency and Accuracy: <ul style="list-style-type: none"> Students demonstrate fluency in key mathematical skills, such as computation, estimation, and using formulas. Students apply mathematical knowledge with accuracy in varied contexts, including real-world scenarios. 2. Ownership of Learning: <ul style="list-style-type: none"> Students consistently set and achieve learning goals, reflect on their growth, and adapt strategies as needed. Students seek opportunities to challenge themselves, extending their learning beyond the classroom (e.g., participating in math competitions or projects). 3. Leadership and Mentoring: <ul style="list-style-type: none"> Students assist peers by explaining concepts and strategies, contributing to a collaborative learning environment. Students demonstrate the ability to teach or present a mathematical concept to others. 4. Innovative Thinking: <ul style="list-style-type: none"> Students apply mathematics creatively to solve complex, real-world problems, designing unique solutions and demonstrating confidence in their reasoning. Teachers can/will 1. Mastery in Assessment: <ul style="list-style-type: none"> Proficiency in using diverse assessment methods to evaluate both fluency and critical thinking. Guidance on conducting summative assessments that align with curriculum standards. 2. Leadership Opportunities: <ul style="list-style-type: none"> Encouragement and support to mentor peers or lead professional learning sessions. 3. Celebration of Success: <ul style="list-style-type: none"> Recognition of achievements and sharing of effective practices within and beyond the school. 4. Ongoing Professional Growth: <ul style="list-style-type: none"> Access to advanced workshops or networks to continue improving instructional expertise. Leadership team can/will: 1. Evaluate Progress <ul style="list-style-type: none"> Review what worked well and what needs improvement. 2. Plan Ahead <ul style="list-style-type: none"> Set new goals and refine strategies for the next year. 3. Embed Practices <ul style="list-style-type: none"> Make successful approaches part of regular school routines. 4. Strengthen Partnerships <ul style="list-style-type: none"> Work with parents and the community to maintain momentum. | | Success criteria English Achievement ATSI P-2 - 100% A-C; 100% A-B ATSI 3-6 - 91% A-C; 60% A-B SWD P-2 - NA A-C; NA A-B SWD 3-6 - 100% A-C; 66% A-B OOHC P-2 - NA% A-C; NAA-B OOHC 3-6 - 100% A-C; 50%A-B | Behaviourally: Students Can/Will: <ul style="list-style-type: none"> Independently monitor their learning, reflecting regularly on their progress and strategies. Apply knowledge confidently in both familiar and unfamiliar contexts. Support peers by providing constructive feedback and collaborating effectively. Demonstrate mastery of key skills and concepts, showing readiness for further challenges. Teachers Can/Will: <ul style="list-style-type: none"> Use advanced monitoring strategies to ensure every student progresses (e.g., real-time data analysis). Provide high-quality, personalized feedback that promotes deep learning and critical thinking. Mentor peers or lead professional learning sessions to share successful monitoring techniques. Embed a reflective teaching cycle, continually refining instructional practices. Leaders Can/Will: <ul style="list-style-type: none"> Conduct a comprehensive evaluation of progress toward goals, identifying successes and areas for improvement. Provide opportunities for teachers to lead initiatives and sustain effective practices. Ensure monitoring and instructional strategies are embedded into the school culture. Set new goals for continued growth, maintaining a focus on teacher and student success. | | |
| | Artefacts | Student bookwork, lesson planning, recorded written feedback, students articulating their understanding. | | Artefacts | Whole school approach to feedback, feedback evidenced in student bookwork, feedback linking to the success criteria, an improved case management process | | |
| | Measurable outcomes | Success criteria | Artefacts | Monitoring | Measurable outcomes | Success criteria | Artefacts |
| End Term 1 | English Achievement P-2 - 90% A-C; 35% A-B | Behaviourally: Students can/will 1. Active Participation: | Five Questions for learning | End Term 1 | English Achievement ATSI P-2 - 100% A-C; 0 % A-B | At 3 months. behaviourally | Whole school approach to feedback |

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| | <p>P-6 – 84% A-C; 44% A-B</p> <p>Mathematics Achievement P-2 - 85% A-C; 60% A-B P-6 – 88% A-C; 62% A-B</p> <p>2024 Prep SDAs 0 2024 SDAs 0</p> <p>2024 Attendance P - 6 86%</p> <p>2024 Attendance P-6 >85% 28%</p> | <ul style="list-style-type: none"> ○ Students engage with lessons, answer questions, and participate in hands-on or interactive activities. ○ Students demonstrate curiosity about mathematical concepts through questioning and discussions. <p>2. Routine Utilisation:</p> <ul style="list-style-type: none"> ○ Students use provided resources, such as manipulatives, technology, or visual aids, during lessons. ○ Students begin to develop habits of self-monitoring their learning (e.g., using checklists or reflecting on their understanding). <p>3. Basic Problem-Solving:</p> <ul style="list-style-type: none"> ○ Students attempt problem-solving tasks, even when unsure, and begin to apply basic strategies like drawing diagrams or guessing and checking. <p>Teachers can/will</p> <p>1. Curriculum Familiarisation:</p> <ul style="list-style-type: none"> ○ Access to professional development on the Australian Curriculum for Mathematics. ○ Clear resources and exemplars for planning aligned lessons. <p>2. Monitoring Tools:</p> <ul style="list-style-type: none"> ○ Simple, formative assessment tools (e.g., checklists, rubrics, diagnostic tests) to gauge initial student understanding. <p>3. Collaboration Time:</p> <ul style="list-style-type: none"> ○ Opportunities for collaborative planning with peers to share strategies and develop consistency. <p>4. Student Engagement Techniques:</p> <ul style="list-style-type: none"> ○ Training on strategies to build student interest and participation in Mathematics (e.g., hands-on activities, use of technology). <p>Leaders can/will</p> <p>1. Clear Goals</p> <ul style="list-style-type: none"> ○ Define and communicate Mathematics priorities aligned with the Australian Curriculum. <p>2. Provide Resources</p> <ul style="list-style-type: none"> ○ Allocate time, training, and materials for teachers to plan effectively. ○ Identify key staff to lead Mathematics initiatives and support collaboration. <p>3. Establish Monitoring:</p> <ul style="list-style-type: none"> ○ Create systems for tracking student progress and teacher development. | <p><i>Class walkthroughs</i></p> <p><i>Whole School Approach to Mathematics</i></p> <p><i>Monitor A – E Data for English and Maths</i></p> | | <p>ATSI 3-6 - 91% A-C; 37% A-B SWD P-2 - NA A-C; NA A-B SWD 3-6 - 75% A-C; 60%A-B OOHC P-2 - NA A-C; NA A-B OOHC 3-6 – 50% A-C; 0% A-B</p> | <p>Students Can/Will:</p> <ul style="list-style-type: none"> • Engage actively in lessons by answering questions and participating in discussions. • Complete quick, formative tasks (e.g., quizzes, exit tickets) to demonstrate understanding. • Use classroom resources (e.g., manipulatives, visual aids, or technology) to support their learning. • Begin reflecting on their own progress using simple checklists or teacher feedback. <p>Teachers Can/Will:</p> <ul style="list-style-type: none"> • Use formative assessment tools to gauge student understanding during and after lessons. • Begin embedding clear success criteria into lessons, ensuring students know what is expected. • Collaborate in professional learning groups to share strategies for monitoring learning. • Provide timely feedback to students, focusing on small, actionable steps for improvement. <p>Leaders Can/Will:</p> <ul style="list-style-type: none"> • Set clear goals for improving monitoring practices and instructional strategies. • Provide professional development on formative assessment and effective pedagogy. • Allocate time for teacher collaboration and planning. • Begin tracking baseline student performance data to monitor progress. | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">End Term 2</p> | <p>English Achievement P-2 - 90% A-C; 40% A-B P-6 - 90% A-C; 50% A-B</p> <p>Mathematics Achievement P-2 - 90% A-C; 65% A-B P-6 – 90% A-C; 65% A-B</p> <p>2023 Prep SDAs 0 2023 SDAs 0</p> | <p>Students can/will</p> <p>1. Application of Learning Goals:</p> <ul style="list-style-type: none"> • Students articulate learning goals and success criteria for Mathematics lessons. • Students reflect on their progress and identify areas where they need further support. <p>2. Collaborative Learning:</p> <ul style="list-style-type: none"> • Students actively participate in group discussions or paired tasks to explore mathematical ideas. • Students seek and provide feedback to peers during collaborative activities. <p>3. Strategic Problem-Solving:</p> <ul style="list-style-type: none"> ○ Students demonstrate the ability to select appropriate strategies to solve problems (e.g., breaking tasks into smaller parts, using mental math or algorithms). <p>4. Connection to Real-World Contexts:</p> | <p>Five Questions for learning</p> <p>Five questions for teaching</p> <p>Embedded literacy blocks across the school</p> | | <p>English Achievement ATSI P-2 - 100% A-C; 50% A-B ATSI 3-6 - 91% A-C; 50% A-B SWD P-2 - NA A-C; NA A-B SWD 3-6 - 100% A-C; 66% A-B OOHC P-2 - NA A-C; NA A-B OOHC 3-6 - 100% A-C; 50% A-B</p> | <p>At 6 months. behaviourally</p> <p>Students Can/Will:</p> <ul style="list-style-type: none"> • Set personal learning goals based on teacher feedback and reflect on their progress. • Collaborate with peers in group tasks to share ideas and solve problems. • Use teacher-provided strategies, like rubrics or self-assessment tools, to monitor their own learning. • Begin connecting learning to real-world contexts, showing increased confidence in applying knowledge. <p>Teachers Can/Will:</p> | <p><i>Student work samples with enacted feedback</i></p> <p><i>Students articulating learning</i></p> <p><i>Students presenting enacted feedback on parade</i></p> |

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| | <p>2023 Attendance P - 6 90%</p> <p>2023 Attendance P-6 >85% 14%</p> | <ul style="list-style-type: none"> ○ Students begin to identify and explain the relevance of mathematical concepts to real-world situations (e.g., fractions in cooking, measurement in design). Leaders can/will ○ Teachers can/will <p>1. Data Analysis Skills:</p> <ul style="list-style-type: none"> ○ Training in analysing assessment data to identify trends, strengths, and areas for intervention. ○ Tools for tracking student progress over time (e.g., spreadsheets, software). <p>2. Differentiation Strategies:</p> <ul style="list-style-type: none"> ○ Guidance on tailoring lessons to diverse student needs, including extending high achievers and supporting struggling students. <p>3. Collaborative Structures:</p> <ul style="list-style-type: none"> ○ Regular team meetings or PLCs focused on sharing successful practices and addressing challenges. <p>4. Real-World Applications:</p> <ul style="list-style-type: none"> ○ Access to resources and examples for connecting mathematics concepts to real-life contexts. <p>Leaders can/will</p> <p>1. Use Data:</p> <ul style="list-style-type: none"> ○ Analyse school-wide data to identify strengths and areas for improvement. <p>2. Encourage Collaboration</p> <ul style="list-style-type: none"> ○ Facilitate team meetings to share teaching strategies and solve challenges. <p>3. Give Feedback</p> <ul style="list-style-type: none"> ○ Observe lessons and provide constructive feedback to teachers. <p>4. Engage Families</p> <p>Communicate with parents about supporting Mathematics learning at home</p> | | | | <ul style="list-style-type: none"> ● Consistently use formative assessments (e.g., questioning, check-ins, or online tools) to adapt teaching. ● Provide regular feedback tailored to individual student needs, encouraging reflection and goal setting. ● Use student data to differentiate instruction and support various learning levels. ● Actively share effective monitoring and instructional strategies in team meetings. <p>Leaders Can/Will:</p> <ul style="list-style-type: none"> ● Facilitate structured collaboration time (e.g., PLCs) for teachers to analyse student data and plan interventions. ● Provide coaching or mentoring for teachers to strengthen instructional practices. ● Monitor teaching quality through observations and offer constructive feedback. ● Share data trends with staff to celebrate progress and identify areas for improvement | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">End Term 3</p> | <p>2023 Prep SDAs 0 2023 SDAs 0</p> <p>2023 Attendance P - 6 90%</p> <p>2023 Attendance P-6 >85% 14%</p> | <p>Students can/will</p> <p>1. Independence and Ownership:</p> <ul style="list-style-type: none"> ○ Students work more independently, using success criteria and self-assessment tools to monitor their understanding. ○ Students set personal goals for improvement and work toward achieving them. <p>2. Depth of Understanding:</p> <ul style="list-style-type: none"> ○ Students explain mathematical concepts in their own words, demonstrating deeper understanding. ○ Students make connections between different areas of mathematics (e.g., fractions and decimals, geometry and measurement). <p>3. Critical Thinking:</p> <ul style="list-style-type: none"> ○ Students approach unfamiliar problems with confidence and a clear problem-solving strategy. ○ Students justify their reasoning and solutions using evidence or mathematical language <p>Teachers can/will</p> <p>1. Advanced Pedagogical Techniques:</p> <ul style="list-style-type: none"> ○ Professional learning on fostering deep conceptual understanding and critical thinking in students. ○ Strategies for facilitating student independence and self-reflection in learning. <p>2. Feedback and Adjustment Skills:</p> <ul style="list-style-type: none"> ○ Coaching on providing actionable, student-centered feedback to promote growth. | <p>Consistent language among students, teachers and TAs</p> | | <p>English Achievement</p> <p>ATSI P-2 - 100% A-C; 50% A-B</p> <p>ATSI 3-6 - 91% A-C; 50% A-B</p> <p>SWD P-2 - NA A-C; NA A-B</p> <p>SWD 3-6 - 100% A-C; 66% A-B</p> <p>OOHC P-2 - NA A-C; NA A-B</p> <p>OOHC 3-6 - 100% A-C; 50% A-B</p> | <p>At 9 Months, behaviourally</p> <p>Students can/will</p> <p>Students Can/Will:</p> <ul style="list-style-type: none"> ● Take greater responsibility for their learning by regularly setting and reviewing goals. ● Demonstrate deeper understanding by explaining concepts and making connections between topics. ● Approach unfamiliar tasks with confidence, applying critical thinking and problem-solving skills. ● Seek and act on peer and teacher feedback to refine their work. <p>Teachers Can/Will:</p> <ul style="list-style-type: none"> ● Use a range of monitoring tools, including student self-assessments and peer evaluations. ● Refine feedback to focus on developing student independence and critical thinking. ● Collaborate with colleagues to identify effective practices and share successes. ● Embed consistent instructional routines, emphasizing deeper conceptual understanding. | <p>Feedback evidenced in other areas of the curriculum</p> |

- Support in adapting instructional practices based on formative data and student needs.
 - 3. **Cross-Curricular Connections:**
 - Opportunities to collaborate with other subject areas to integrate mathematics meaningfully.
 - 4. **Reflective Practices:**
 - Structured time and tools for self-reflection and peer observation to refine instructional methods.
- Leaders can/will
1. **Lead by Example:**
 - Model and promote effective teaching and monitoring strategies.
 2. **Target Support**
 - Offer extra help for teachers and students who need it.
 3. **Celebrate Success**
 - Highlight achievements to keep teachers and students motivated.
 4. **Build Leadership**
 - Encourage teachers to take on leadership roles in Mathematics.

Leaders Can/Will:

- Conduct regular reviews of teaching and learning practices, using observation and feedback.
- Target additional support or interventions for teachers and students who need it.
- Celebrate successes through staff recognition or sharing case studies of improvement.
- Adjust school-wide strategies based on mid-year reflections and emerging data.

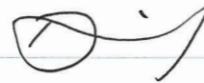
Approvals

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

Principal



P&C/School Council



Martin Lush

School Supervisor

