



Clermont State School

2020 Annual Implementation Plan

Improvement Priority 1. CURRICULUM

Targets

85% of students attaining a C or better in English.

Improved percentage of students achieving at level Fountas and Pinnell Reading Benchmark assessments by the end of the year.

Improved percentage of students in Yr 3 and 5 achieving NMS and U2B in Reading in NAPLAN testing.

Improved alignment between English achievement data, NAPLAN and diagnostic assessment results.

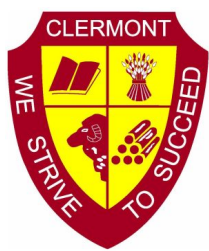
Strategy: Continue to refine the Clermont State School Curriculum, Assessment and Reporting Framework to align with the latest version of the Australian Curriculum.

Actions	Timeline	Responsible Officer(s)
To review and refine the school's Curriculum, Assessment and Reporting Framework (CARF)	Term 1	Principal, HOC, Year Coordinator
To continue to embed the use of Learning Walls in classrooms to support student learning around Australian Curriculum units.	Ongoing	HOC, Year Coordinator
To continue to ensure the use of 3 levels of planning to implement the Australian Curriculum across the school.	Ongoing	HOC, Year Coordinator
To continue to embed the use of the 'Before-After-After-End Model' for Moderation across the school and cluster.	Ongoing	HOC, Year Coordinator

Strategy: To continue to improve student learning outcomes around Reading to support improvement across all curriculum areas.

Actions	Timeline	Responsible Officer(s)
Implement Ready Readers program to Early Yrs classrooms to support students missing home reading opportunities.	Ongoing	Katie Battle, Megan Mellor
Continue to refine the Case Management of Reading processes implemented across the school.	Ongoing	Katie Battle, Megan Mellor
Continue to identify reading demands in curriculum units at planning sessions to look for opportunities across the curriculum to further teach reading.	Ongoing	HOC, Year Coordinator
Refine and add to the reading resources available across the school and continue to level around Fountas and Pinnell levelling and organise in the reading room.	Ongoing	HOC, Year Coordinator
To investigate programs and strategies to assist with teaching reading across the curriculum eg. Reading To Learn.	Ongoing	Principal, HOC





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Improvement Priority 2. DIFFERENTIATION THROUGH DATA DRIVEN DECISION MAKING

Targets

Use of consistent school-wide processes to record differentiation.

Use of Universal Design of Learning (UDL) as a strategy to plan for reducing barriers to support students to access the curriculum.

Strategy: To use data-driven decisions to address the learning needs of all students through differentiated teaching and learning.

Actions	Timeline	Responsible Officer(s)
Staff will be offered professional development and coaching around use of the Universal Design of Learning (UDL).	Term 1	HOD
UDL will be applied to unit plans to support student access to the curriculum and implemented in selected classrooms.	Ongoing	HOD
Staff will adopt consistent approaches to recording for differentiation.	Ongoing	HOC, Year Coordinator
STLaN will coach and support teachers in classrooms with enacting planned differentiation.	Ongoing	Katie Battle





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Improvement Priority 3. TEACHER CAPABILITY AND PEDAGOGY

Targets

Improved consistency of signature pedagogical strategies identified in the school's newly reviewed pedagogical framework across the school.

Improved precision of staff professional learning to align with school priorities.

Strategy: To continue to develop staff capability around highly effective pedagogical practices aligned with the school's Pedagogical Framework.

Actions	Timeline	Responsible Officer(s)
Continue to observe and provide feedback around the school's signature pedagogical strategies identified in the school's pedagogical framework.	Ongoing	Principal, HOC
Provision of professional development around the school's signature pedagogical strategies.	Ongoing	HOC, Year Coordinator
Continue to investigate other pedagogical approaches eg. Deep Learning, Inquiry Based Learning.	Ongoing	Principal, HOC, Year Coordinator

Strategy: Develop a Whole School Professional Learning Plan for staff to ensure alignment of Professional Development with school focuses and the Annual Performance Reviews.

Actions	Timeline	Responsible Officer(s)
Ensure Annual Performance Development Plans (APDP) or Annual Performance Reviews (APR) for all staff are developed in Term 1.	Term 1	Principal, HOC
Develop a Staff Professional Learning Plan based on school priorities and staff Annual Performance Development Plans (APDP).	Term 1	Principal, HOC





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Improvement Priority 4. INCLUSION, WELLBEING AND ENGAGEMENT

Targets

To continue to improve student behaviour and engagement data across the school.

To continue to build an inclusive mindset across the school community.

To continue to improve student and staff wellbeing across the school.

Strategy: To collaboratively develop and implement an Inclusion and Wellbeing Framework for the school.

Actions	Timeline	Responsible Officer(s)
To reflect on the data from the Wellbeing surveys in 2019 and roll out the Wellbeing framework developed in 2019.	Ongoing	Principal, Guidance Officer, Year Coordinator
To review student wellbeing programs on offer as part of the PBL framework.	Ongoing	Principal, Guidance Officer, Year Coordinator
To develop an document the school's Inclusion framework and implement across the school.	Ongoing	Principal, Guidance Officer, HOSES, Year Coordinator
Implement High Performing Teams (HPT) Staff Wellbeing strategies, including monthly staff wellbeing pulse surveys.	Ongoing	Principal, Guidance Officer

Strategy: To continue to refine the school's processes around engagement and attendance.

Actions	Timeline	Responsible Officer(s)
To continue to embed the school's attendance policy across the school.	Ongoing	Principal
To continue to educate the school community about the importance of regular attendance and "Every day Counts".	Ongoing	Principal, Year Coordinator
To continue to provide families with regular feedback about attendance levels at school.	Ongoing	Principal, Guidance Officer, Year Coordinator





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Improvement Priority 4. INCLUSION, WELLBEING AND ENGAGEMENT

Targets

To continue to improve student behaviour and engagement data across the school.

To continue to build an inclusive mindset across the school community.

To continue to improve student and staff wellbeing across the school.

Strategy: Continue to celebrate and build on the high standards of student behaviour across the school to maintain high levels of engagement and academic achievement through embedding and refining PBL (Positive Behaviour For Learning).

Actions	Timeline	Responsible Officer(s)
To continue to roll out and embed the Positive Behaviour For Learning (PBL) framework across the school.	Ongoing	Principal
To continue to build on the work with Essential Skills For Classroom Management (ESCM) with staff and profiling practices across the school.	Ongoing	Principal
Continue to work with Advanced Profilers on staff to analyse the ESCM data and provide coaching to staff to improve behaviour practices.	Ongoing	Principal
To review processes and practices in developing the schools Code of Student Behaviour.	Term 4	Principal

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

