

Maroochydore State School
2025 ANNUAL IMPLEMENTATION PLAN



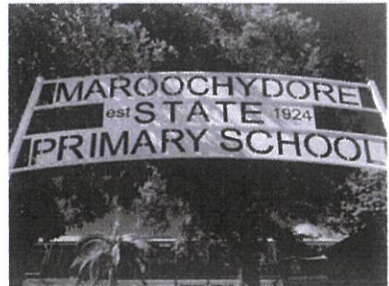
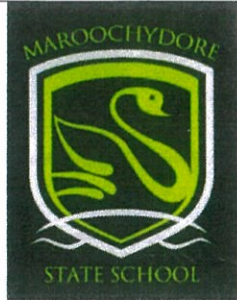
Educational
achievement



Wellbeing and
engagement

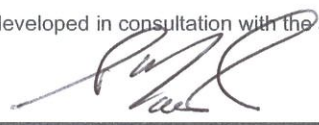
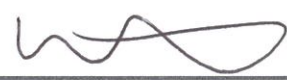
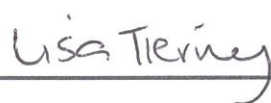


Culture and
inclusion



School priority 1: English & Mathematics v9 curriculum to be enacted with rigour across all P – 6 classrooms Leading systematic curriculum implementation Review planning processes and practices, strengthening the alignment of curriculum, teaching, learning and assessment, to further build teachers’ capability to effectively implement the Australian Curriculum. Strategies: - Intentional teacher collaboration, using data reflective practices, for the enactment of Moderation (M1-M4) in year level teams – 3 teams working with Stuart/Jacqui or Suzy. Admin team to share/discus/promote/reflect on data/reading & writing, planning, moderating and assessing - Implement strategies to enhance collaborative team planning practices across year levels for school wide consistency for improving student achievement - Further exploring the connections and strategies of reading across the curriculum - Leadership Team -> Curriculum Team/HOSE/GO/LS -> Class teachers & teacher aides) - Focus on explicit teaching of reading – (Leadership Team -> Curriculum Team/HOSE/GO/LS -> Class teachers & teacher aides) - Deepening teachers’ understanding of visible learning practices and the impact of feedback for improved student achievement – year level meeting to share/reflect	Monitoring <table><tr><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr><tr><td colspan="4"></td></tr></table>	Term 1	Term 2	Term 3	Term 4					Long term measurable/desired outcomes: Students will: - participate in engaging learning experiences aligned to the AC according to the implementation schedule - use the marking guide as a part of their feedback loop - access the learning wall resources to support their learning Teachers will: (lead by Principal, HODC, Curr Team, HOSE) - Develop planning documents and participate in collaborative professional discussions prior to, and during, the unit being delivered - Engage in moderation practices (M1-M4) using knowledge of curriculum and students to inform teaching and learning, selecting innovative and effective pedagogy that opens ‘A and B level thinking’ - Use data, including evidence of learning, to provide targeted feedback against the marking guide to inform next steps of differentiated teaching and learning - Share effective strategies and impacts of learning walls on student achievement with colleagues – (lead by class teacher/year level teams) - explicitly teaching students how to engage with the learning wall - (lead by class teacher/year level teams) - Engage in learning walks and talks with school leadership team and colleagues Leadership team will: (consult, upskill, share, reflect, engage & celebrate) - Collaboratively plan with teachers - Provide professional development for understanding the curriculum and for A and B level student achievement - Monitor the impact of moderation and pedagogical practices through learning walks and talks - Collaboratively analyse data with staff to form lines of inquiry, monitor impact, differentiate support and celebrate success	AIP measurable/desired outcomes: Student Data Set -> finalise early T1 2025 Student – A->E data set 2024 achievement Semester 2 2025 targets Semester One Teachers: Teachers are: - navigating the Curriculum Gateway to understand the curriculum. - developing planning documents and participating in collaborative moderation practices - Collaboratively reflecting on and implementing strategies for reading across the curriculum - Developing Learning Walls with MG, student samples - Explicitly teaching students how to engage with the learning wall Leadership team are: - Collaboratively planning with teachers - Providing professional development for understanding the curriculum including reading across the curriculum - leading walkthroughs engaging with students																																															
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Actions: - Staff engage in data reflective meetings using student, year level and school wide data to inform teaching and learning practices - Engage all staff in moderation practices that establish curriculum clarity for v9 English & Mathematics and develop differentiated teaching and learning - All staff engage in collaborative opportunities to strengthen professional knowledge and monitor the impact of effective pedagogies to differentiate teaching and learning for all students - Engage all staff in professional learning to explore high impact reading strategies across the curriculum - Staff develop visible learning and feedback strategies	Responsible officer(s): Principal - Stuart HOC-D - Jacqui - Reading P-2 Support - Suzy – Reading capability around reading HOSE - Louise Go - Carolyn Class Teachers and School Support staff	Targets: Focussed year sector level meetings reflection <table><tr><th>English</th><th>A+B</th><th>A-C</th><th></th><th>Maths</th><th>A+B</th><th>AC</th></tr><tr><td>Prep</td><td></td><td></td><td></td><td>Prep</td><td></td><td></td></tr><tr><td>1</td><td>72%</td><td>85%</td><td></td><td>1</td><td>88%</td><td>92%</td></tr><tr><td>2</td><td>56%</td><td>85%</td><td></td><td>2</td><td>60%</td><td>90%</td></tr><tr><td>3</td><td>60%</td><td>90%</td><td></td><td>3</td><td>60%</td><td>85%</td></tr><tr><td>4</td><td>40%</td><td>90%</td><td></td><td>4</td><td>45%</td><td>90%</td></tr><tr><td>5</td><td>40%</td><td>90%</td><td></td><td>5</td><td>65%</td><td>95%</td></tr><tr><td>6</td><td>50%</td><td>90%</td><td></td><td>6</td><td>53%</td><td>85%</td></tr></table>	English	A+B	A-C		Maths	A+B	AC	Prep				Prep			1	72%	85%		1	88%	92%	2	56%	85%		2	60%	90%	3	60%	90%		3	60%	85%	4	40%	90%		4	45%	90%	5	40%	90%		5	65%	95%	6	50%	90%		6	53%	85%
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School priority 2: Enhance an inclusive school culture to support high levels of engagement and well being for students, staff and our school community Implementing effective pedagogical practices Build teachers' capability to identify effective pedagogies and monitor their impact to inform next steps in teaching practices	Monitoring Term 1 Term 2 Term 3 Term 4	Long term measurable/desired outcomes: Students will: maximise learning days with exception of illness describe the three school rules including how to de-escalate and be ready for learning participate in engaging learning experiences for academic and social growth across the school day Teachers will: collaboratively develop planning documents to develop the academic and social achievements of all students Adopt and implement agreed best practice strategies for all students to succeed Leadership team will: Provide professional development for implementing staff agreed pedagogies Collaboratively plan strategies for academic, social and well-being engagement with teachers Engage with the community to support student attendance and wellbeing needs	AIP measurable/desired outcomes: SOS Data Attendance data increased % Year level teams moderation practices and data reflection Teachers are: * Utilising school-wide processes to 'know their learners' using Berry Street and Respectful Relationship strategies *Increased parent communication to support participation, engagement and academic and socail outcomes Year level meetings with focus on data reflection and moderation practices across M1 to M4 Spelling and reading data and reflections
Strategies: Deepen the understanding of the connections between trauma, academic and social achievement, and, well being Build teacher capability through collaborative practices to engage and challenge all learners Enhance and align school wide consistent pedagogical approaches Develop consistent, collaborative actions for year level teams and school wide reporting systems			
Actions: Develop a roles and responsibilities flowchart with key actions and outcomes Review Berry Street strategies and Respectful Relationship programme and implement school wide for consistent practice Update Student Behaviour Code of Conduct and student attendance targets Enhance and align effective feedback for improved school wide student achievement Provide professional development for all staff to support consistency of practice, alignment and for professional collaboration across teaching and learning activities		Responsible officer(s): Principal - Stuart HOSE - Louise Go - Carolyn HOC-D - Jacqui P-2 Support - Suzy Class Teachers and School Support staff	Resources: Respectful Relationships Berry Street Guidance Officer and HOSE

Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements. Principal  P&C/School Council  Lisa Tierney  School Supervisor 			
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