


# NOOSAVILLE STATE SCHOOL

## 2024 ANNUAL IMPLEMENTATION PLAN



<p><b>School priority 1: Build deep understanding of V9 Australian Curriculum units English &amp; Maths</b> Sustain a deep focus on embedding all aspects of the EIA in the next strategic planning cycle, with aspirational targets for the learning gains of all students.</p> <p><b>Strategy/ies:</b> Enhance teacher knowledge of Australian curriculum V9 through deepening knowledge of Achievement Standards, and curriculum Intent for English</p> <p>Further implement agreed processes to quality assure and support the intended curriculum's enactment in all classrooms</p>	<p><b>Monitoring</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p><b>Long term measurable/desired outcomes:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>English</th> <th>2023 Sem 2 C+%</th> <th>2025 Target C+%</th> <th>2023 Sem 2 AB %</th> <th>2025 Target AB%</th> </tr> </thead> <tbody> <tr> <td><b>Whole School</b></td> <td>92%</td> <td>95+%</td> <td>55%</td> <td>65+%</td> </tr> <tr> <td><b>P-2</b></td> <td>84%</td> <td>95+%</td> <td>58%</td> <td>65+%</td> </tr> <tr> <td><b>3-6</b></td> <td>95%</td> <td>95+%</td> <td>48%</td> <td>65+%</td> </tr> <tr> <td><b>First Nation</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>P-2</b></td> <td>87%</td> <td>95+%</td> <td>62%</td> <td>65+%</td> </tr> <tr> <td><b>3-6</b></td> <td>100%</td> <td>100%</td> <td>30%</td> <td>50+%</td> </tr> <tr> <td><b>SWD</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>P-2</b></td> <td>68%</td> <td>90+%</td> <td>25%</td> <td>40+%</td> </tr> <tr> <td><b>3-6</b></td> <td>83%</td> <td>95+%</td> <td>27%</td> <td>40+%</td> </tr> </tbody> </table>	English	2023 Sem 2 C+%	2025 Target C+%	2023 Sem 2 AB %	2025 Target AB%	<b>Whole School</b>	92%	95+%	55%	65+%	<b>P-2</b>	84%	95+%	58%	65+%	<b>3-6</b>	95%	95+%	48%	65+%	<b>First Nation</b>					<b>P-2</b>	87%	95+%	62%	65+%	<b>3-6</b>	100%	100%	30%	50+%	<b>SWD</b>					<b>P-2</b>	68%	90+%	25%	40+%	<b>3-6</b>	83%	95+%	27%	40+%	<p><b>AIP measurable/desired outcomes:</b> Targets 2024 English P-6 95%+ Achievement C or better for English P-6 65%+ Achievement AB in English P-2 95%+ English C+ 65%+ AB 3-6 95%+ English C+ 65%+ AB</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2023</th> <th>Prep</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>English C+</td> <td>82%</td> <td>83%</td> <td>88%</td> <td>97%</td> <td>94%</td> <td>96%</td> <td>96%</td> <td>95%</td> </tr> <tr> <td>Target</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>97%</td> <td>97%</td> <td>96%</td> <td>98%</td> <td></td> </tr> <tr> <td>English A-B</td> <td>64%</td> <td>56%</td> <td>61%</td> <td>43%</td> <td>57%</td> <td>60%</td> <td>52%</td> <td></td> </tr> <tr> <td>Target</td> <td>70%</td> <td>65%</td> <td>65%</td> <td>65%</td> <td>60%</td> <td>65%</td> <td>65%</td> <td></td> </tr> </tbody> </table>		2023	Prep	1	2	3	4	5	6	English C+	82%	83%	88%	97%	94%	96%	96%	95%	Target	90%	90%	90%	97%	97%	96%	98%		English A-B	64%	56%	61%	43%	57%	60%	52%		Target	70%	65%	65%	65%	60%	65%	65%	
Term 1	Term 2	Term 3	Term 4																																																																																																							
English	2023 Sem 2 C+%	2025 Target C+%	2023 Sem 2 AB %	2025 Target AB%																																																																																																						
<b>Whole School</b>	92%	95+%	55%	65+%																																																																																																						
<b>P-2</b>	84%	95+%	58%	65+%																																																																																																						
<b>3-6</b>	95%	95+%	48%	65+%																																																																																																						
<b>First Nation</b>																																																																																																										
<b>P-2</b>	87%	95+%	62%	65+%																																																																																																						
<b>3-6</b>	100%	100%	30%	50+%																																																																																																						
<b>SWD</b>																																																																																																										
<b>P-2</b>	68%	90+%	25%	40+%																																																																																																						
<b>3-6</b>	83%	95+%	27%	40+%																																																																																																						
	2023	Prep	1	2	3	4	5	6																																																																																																		
English C+	82%	83%	88%	97%	94%	96%	96%	95%																																																																																																		
Target	90%	90%	90%	97%	97%	96%	98%																																																																																																			
English A-B	64%	56%	61%	43%	57%	60%	52%																																																																																																			
Target	70%	65%	65%	65%	60%	65%	65%																																																																																																			
<p><b>Actions Term 1</b></p> <ul style="list-style-type: none"> <li>Leaders guide the familiarisation of the Australian Curriculum V9 units in English and maths for all teaching staff and prioritise in staff meeting agenda</li> <li>Leaders and teachers review GTMJ and teaching to ensure students are provided with an opportunity to demonstrate an 'A' standard</li> <li>Learning, walks and talks occur in every classroom twice per term focusing on the alignment of GTMJ with the enacted curriculum</li> <li>Staff will use Sharratt &amp; Fullan's Five Key questions as an organiser for What, Why, How (GRMA) How (short data cycle) What next (reflect)</li> <li>Leaders coordinate teacher class profile meetings twice per term during staff meeting to check in on student progress (A-E progress data is used)</li> <li>Prep teachers will implement the V9 Australian Curriculum prep English units from term 1 2024 through the guidance of the HOD-C</li> <li>Teaching year level teams agree on the plan BIUW's structure and use for each unit and ensure it is aligned to the Australian Curriculum</li> <li>Class profiles (English GTMJ- A-E profile) monitored/shared twice per term during staff meeting agenda in weeks 2-6</li> <li>APDP aligned to school 3 priorities</li> <li>Teacher APDP Phase 1 week 8 staff meeting – develop based on 2023 review, AIP and PD (Interviews requested) Phase 2 Term 2/3 APDP review -observation/feedback</li> </ul>	<p><b>End of Term Measurable Outcomes</b></p> <p>100% alignment of AC -assessment GTMJ with enacted curriculum. <b>Evidence through:</b> LWT wk. 3 &amp; 6 (Sharratt's 5 questions focus students) Aligned BIUW, student samples of work, cohort moderation 100% teachers provide parent information session expectations/plans by week 3 100% teacher access to AC V9 resources hub 100% Staff APDP completed phase 1</p>	<p><b>Resources:</b> Scheduled staff meeting for planning meetings, APDP, focus child and data meetings (Class profile meetings)</p> <p>Additional teacher release for cohort M1/planning meetings each term</p> <p>Teacher release for NCR Curriculum roadshows</p> <p>Teacher release for Northern cluster moderation with HOD-C</p> <p>Teacher release for APDP in allocated time</p>																																																																																																								
<p><b>Actions Term 2</b></p> <ul style="list-style-type: none"> <li>Leaders and teacher representatives regularly engage in northern cluster curriculum groups and North Coast Regional Curriculum roadshows</li> <li>Review of term 1 data for English for whole school, P-2, 3-6, SWD, First Nations, ICP and class profiles.</li> <li>Maintain moderation M1-M6 during allocated staff meeting times in week 2 and week 6 and at the end of each term as a whole year level cohort</li> <li>Ensure teacher aides are provided with quality professional development around phonological awareness (THRASS)</li> <li>Leaders build a consistent understanding of the curriculum intent/assessment across each year level English through year level teacher meetings</li> <li>Teacher planning cycles are further embedded in staff meeting agenda each term including year level cohort planning in week 9-10 of each term</li> <li>Teachers co-construct with students bump it up walls and learning criteria aligned to the GTMJ for English V9 Australian Curriculum for each English unit</li> <li>Phase 2 APDP teachers and leadership team check in during staff meeting</li> </ul>	<p>Review English data T1 AIP measurable/desired outcomes targets See table above Survey teachers on understanding/development of V9 English units 100% teachers/teacher aides trained in phonological awareness (THRASS)</p> <p>100% staff commenced APDP goals T2</p> <p>100% teaching staff provided with observation/feedback on differentiation pedagogy/phonemic awareness</p>	<p><b>Responsible officer(s):</b></p> <p>HOD-C – Leading familiarisation of V9 Australian Curriculum English (Specialist focuses)</p> <p>Leadership team – support teacher understanding of V9 Australian Curriculum English</p> <p>Teachers – Familiarise themselves with V9 of Australian Curriculum</p>																																																																																																								
<p><b>Actions Term 3/4</b></p> <ul style="list-style-type: none"> <li>Focus student (case management) meetings/process to be embedded in weeks 2 and 6 for each term</li> <li>Teachers analyse English data at an individual, cohort and whole school level to monitor performance and inform practice through teacher planning meetings and staff meetings</li> <li>Build teacher capacity of phonological/phonemic awareness (using THRASS resources) through mentoring, coaching and observation feedback.</li> <li>Teacher survey- voice to determine teacher feedback around understanding of English Australian curriculum V9</li> <li>Build teacher aide knowledge of the Australian curriculum V9 for English</li> <li>Phase 3 APDP for teachers and leadership team</li> </ul>	<p>Review English data T2/T3 AIP measurable/desired outcomes &amp; targets See table above</p> <p>95+% A-C English 65+% AB English</p>																																																																																																									
<p><b>School priority 2: Further develop teacher differentiated planning and pedagogy for English</b> Prioritise all staff developing a deep understanding of the school's agreed pedagogical approaches and practices, providing a range of ongoing professional learning opportunities.</p> <p><b>Strategy/ies:</b> Strengthen teacher capability to differentiate for students, including high achieving students, building a shared understanding of highly effective differentiated practices across the school.</p>	<p><b>Monitoring</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p><b>Long term measurable/desired outcomes:</b> 100% teachers use data effectively to differentiate their teaching to improve learning</p> <p>100% teachers are provided with observation, feedback, mentoring or coaching each semester</p> <p>100% teaching staff use the differentiation planner for their teaching</p> <p>100% of teachers in Prep-4 embed THRASS pedagogy in their spelling</p>	<p><b>AIP measurable/desired outcomes:</b> 100% teachers document their differentiation planning and enact the pedagogy</p> <p>100% teachers receive feedback through the school observation &amp; feedback process about observable differentiation in the classroom</p> <p>100% teachers make precise adjustments in their teaching for all students and specifically for SWD/First Nations students/EALD</p>																																																																																															
Term 1	Term 2	Term 3	Term 4																																																																																																							

<p><b>Actions Term 1</b></p> <ul style="list-style-type: none"> <li>Staff are trained in differentiation strategies in both planning processes and in their teaching by making educational adjustments</li> <li>Teachers and teacher aides provided with professional development in dyslexia through speech pathologist and HOSES</li> <li>Embed agreed processes to quality assure and support the intended curriculum's enactment in all classrooms – Learning walks and talks twice per term Teachers know their students using data and apply inclusive strategies through <b>planned</b> differentiation, adjustments and interventions.</li> <li>Teachers embed a planned targeted approach to catering for the needs of 'A-B and high C' students through explicit unpacking an 'A' standard at the beginning of units</li> <li>Teacher planning includes a detailed differentiated action plan for English – reading, writing and spelling</li> <li>Continue to embed PBL differentiated approach to managing behaviour and student engagement.</li> <li>NSS access external NCR Inclusive support and Behaviour Support to further develop differentiation planning and pedagogy</li> </ul>	<p><b>Measurable Outcomes</b></p> <p>100% teachers developed an accurate differentiation plan for English-differentiation planner week 2</p> <p>100% teachers unpack key elements of 'A' with students for English unit</p> <p>100% teachers use school PBL processes in their classrooms (evidence of differentiated approach to behaviour)</p>	<p><b>Resources:</b></p> <p>Differentiated approach for teacher release for observation, coaching or mentoring</p> <p>HOSES involved in NCR Inclusivity roadshows</p> <p>Nominated teachers involved in the NCR Inclusivity Roadshows</p> <p>Research papers on 'highly effective differentiation'</p>
<p><b>Actions Term 2</b></p> <ul style="list-style-type: none"> <li>Build staff capability to focus on quality inclusivity and differentiated teaching practices through research case studies, high quality inclusivity practice and coaching.</li> <li>Teachers observe peers effective differentiation planning &amp; pedagogy</li> <li>Further refine and embed processes to strengthen a culture of self-reflection that enables staff members to engage in deep discussions regarding student achievement data</li> <li>Leaders and teaching teams research high yield pedagogical practice (readings and research) to implement effective differentiated practices for A-B students</li> <li>Further strengthen teacher understanding and consistent application of the phases of moderation both inside and external to the school</li> <li>Provide formative feedback to students focussed on 'next steps' in relation to success criteria, offering clear examples of how they can improve.</li> </ul>	<p>100% teachers provided with feedback/observation and/or coaching in differentiated teaching</p> <p>Peer observation commenced for teachers/TA's</p> <p>100% teachers enacted phases of moderation</p>	<p><b>Responsible officer(s):</b></p> <p>HOD-C – Leading differentiation planning documentation and modelling pedagogical practices in differentiation GRM</p> <p>HOSES – Leading differentiation pedagogy strategies – dyslexia, ASD, students requiring adjustments</p> <p>Leadership team – support teacher understanding of differentiation documentation and pedagogy for English</p>
<p><b>Actions Term 3/4</b></p> <ul style="list-style-type: none"> <li>Effective differentiation pedagogy is shared through mentoring, observations and coaching processes (aligned with the school collegial agreement)</li> <li>Teachers can provide opportunities for students to articulate What they are learning? How are they going? How do they know how they are going and where to next to improve?</li> <li>Teachers and teacher aides develop strong relationships with all students to provide accurate feedback to students to improve their learning</li> </ul>	<p>100% teachers make precise adjustments in their teaching for all students and specifically for SWD/First Nations students</p>	<p>Teachers – Familiarise themselves with differentiation documentation for English</p>

 <p><b>Wellbeing and engagement</b></p> <p><b>School priority 3: Build a positive Wellbeing and Engagement culture</b></p>	<p><b>Monitoring</b></p> <table border="1"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p><b>AIP measurable/desired outcomes:</b></p> <p>SOS data attached</p> <p>Decrease SDA data</p> <p>100% staff complete APDP</p> <p>Increase student attendance from 91% (2023) to 95%+</p> <p>Staff wellbeing and job satisfaction increasing</p> <p>Increase prep enrolments for 2025-26</p>	<p><b>SOS</b></p> <p><b>Students</b></p> <p>I am interested in my school work. 69.0 (Target 90%)</p> <p>My school treats students equally, regardless of gender. 70.3 (Target 90%)</p> <p>My school takes students' opinions seriously. 72.7 (Target 90%)</p> <p><b>Staff</b></p> <p>I am confident that poor performance will be appropriately addressed in this school. 61.9 (Target 90%)</p> <p>I feel that staff morale is positive at this school. 64.3 (Target 90%)</p> <p>Recruitment and promotion decisions in this school are fair. 70.0 (Target 90%)</p> <p><b>Parents</b></p> <p>This school asks for my input. 86.0 (Target 95%)</p> <p>This school takes parents' opinions seriously. 88.8 (Target 95%)</p> <p>I understand how my child is assessed at this school 89.6 (Target 95%)</p>
Term 1	Term 2	Term 3	Term 4								

<p><b>Strategies/ies:</b></p> <p>Further develop the school wellbeing and engagement framework</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Continue to embed WOW (Wheel of Wellbeing) framework for staff, students and community through termly meetings</li> <li>Whole school training in student health &amp; wellbeing for staff to build understanding P-6 psychology, health and wellbeing for age-appropriate children as well as equity.</li> <li>Staff APDP's to include personal wellbeing goal (optional)</li> <li>Staff, parents and student voice is present in planning and decision-making processes</li> <li>PBL team lead the PBL process through meetings twice per term – analysis of data, implementation of goals and clear development of PBL focus lessons</li> <li>Provide further opportunities for staff, student and family 'voice' to school progress and decisions through surveys, formal meetings, etc.</li> <li>Provide staff voice in decision making around improving staff morale on a regular basis each term</li> <li>Continue staff recognition and social occasions during each term.</li> <li>Further engage and enhance parent community involvement in school culture.</li> <li>Roles and responsibilities of leadership team are shared with staff</li> <li>Review new staff induction process</li> <li>Develop staff understanding and deeper implementation of Respectful Relationships policy</li> <li>Provide further whole school training in psychosocial hazards through WHS EQ policy</li> <li>Provide an aspirant program for potential leadership roles</li> <li>Further develop the staff wellbeing champions</li> <li>Continue to monitor attendance to reduce students with an attendance &lt;85%</li> <li>Further develop staff understanding of bullying and cyberbullying proactive strategies for students and parents</li> <li>Continued early years support for playgroup and prep 2025 transitions</li> </ul>	<p><b>Resources:</b></p> <p>Allocation of staff relief to engage in WOW framework review</p> <p>WOW team leaders provided with further training in wellbeing</p> <p>PBL training days for coaches</p> <p>Allocation for teacher release for staff wellbeing champions</p> <p>professional development</p> <p>Prep transition support</p> <p><b>Responsible officer(s):</b></p> <p>Leadership team</p> <p>WOW team members</p> <p>PBL team – Led by Principal</p> <p>Teachers</p> <p>Prep transition teacher</p> <p>Staff wellbeing champions</p>
--	--

<p><b>Approvals</b></p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>		
<p>Principal: Michael Hobson</p> <p>Signature  05/02/24</p>	<p>P&amp;C: Brodie O'Neill</p> <p>Signature  5/2/24</p>	<p>School Supervisor</p> <p>Signature  16/2/2024</p>