

# NOOSAVILLE STATE SCHOOL

## 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



Educational achievement

**School priority 1: Alignment of teaching and learning evidence with Australian Curriculum V9 'marking guides' for English to improve student achievement in A-B %.**

**Success Criteria:**

- Leaders**
- Leaders provide explicit teacher feedback to teachers through LWT's on the alignment of BIUW/student work samples with the 'Marking Guide' (Including an 'A' standard)
  - Leaders develop their knowledge and understanding of the Australian Curriculum V9 English units through active involvement in LWT's school process
  - Leaders facilitate focus child, class profile (data), Moderation M1-M4 each term according to professional development plan 2025
- Teachers**
- Use the evidence of teaching and learning (LWT's) feedback from leadership/colleagues to align Australian Curriculum V9 marking guide for English
  - Teachers can articulate what is required to achieve an A-B-C in English units
  - Use LWT's feedback, moderation M1-M4 and class profiles (data) to inform the next steps of differentiated teaching and learning.
  - Planning, teaching and learning reflects alignment with the marking guide V9 2025
  - Explicitly teaching students how to use feedback/ BIUW/Learning wall to support their understanding of A-B-C standard in English
- Students**
- describe what they are learning, why they are learning it, how they are progressing with their learning, what they need to do next to improve and where they can get assistance
  - describe key elements of the marking guide through BIUW/Learning walls and from their work samples

**Monitoring**

Term 1	Term 2	Term 3	Term 4
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**Artefacts**

Creation of "A" level, "B" level, "C" level exemplars for each unit of work in English and Maths

School Data Plan / Data Wall

3 Levels of planning (P-12 CARF)

Bump it Up Walls

Learning 'Walks & Talks feedback protocols

Whole School Curriculum, Assessment and Reporting Plan (CARP)

**AIP measurable/desired outcomes:**

English 2024 Sem 2							
English Sem 2 2024	Prep	1	2	3	4	5	6
<b>2024 C+</b>	84%	87%	88%	97%	97%	91%	98%
<b>2025 Target</b>	90+%	90+%	90+%	95+%	95+%	95+%	95+%
<b>2024 A-B</b>	74%	56%	61%	56%	45%	51%	69%
<b>2025 Target</b>	65+%	65+%	65+%	65+%	60+%	65+%	65+%
<b>First Nation C+</b>	P-2 75%			Yr. 3-6 100%			
<b>Targets</b>	90%			95%			
<b>First Nation AB %</b>	75%			50%			
<b>Targets</b>	65%			60%			
<b>SWD C+</b>	P-2 83%			Yr. 3-6 84%			
<b>Targets</b>	90%			90%			
<b>SWD AB %</b>	33%			33%			
<b>Targets</b>	55%			55%			

- Actions**
- Learning, walks and talks occur in every classroom twice per term focusing on the alignment of marking guides with the enacted curriculum (Schedule of LWT's includes leadership team and teachers)
  - Leaders coordinate teacher class profile meetings twice per term during staff meeting to check in on student progress (A-E progress data is used)
  - Teaching year level teams collaborate on the plan BIUW's structure and use for each unit and ensure it is aligned to the Australian Curriculum
  - Class profiles (English Marking Guide, A-E profile) monitored/shared twice per term during staff meeting agenda in weeks 2-6
  - Align the teaching of reading with V9 Australian Curriculum English
  - Leaders and teacher representatives regularly attend North Coast Regional Curriculum roadshows PD
  - Review of term 1 data for English for whole school, P-2, 3-6, SWD, First Nations, ICP and class profiles.
  - 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
  - Leaders build a consistent understanding of the curriculum intent/assessment across each year level English through year level teacher meetings
  - Teacher planning cycles are further embedded in staff meeting agenda each term including year level cohort planning in week 9-10 of each term
  - Teachers co-construct with students bump it up walls and learning criteria aligned to the Marking Guide for English V9 Australian Curriculum for each English unit
  - Use the behaviour change model to improve teachers and leaders' capability to improve A-B% in English

**Resources:**

Scheduled staff meeting for planning meetings, APDP, focus child and data meetings (Class profile meetings)

Additional teacher release for cohort M1/planning meetings each term

Teacher release for NCR Curriculum roadshows & Reading

Teacher release for LWT's English in colleagues classrooms

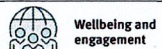
**Responsible officer(s):**

HOD-C – Leading V9 Australian Curriculum English

Leadership team – support teacher implementation of V9 Australian Curriculum English/Mathematics

Teachers – English and mathematics

Year level Coordinators



Wellbeing and engagement

**School priority 2: Build a positive Wellbeing and Engagement culture**

**Success Criteria:**

- Leaders**
- Further develop and refine student wellbeing framework with staff by term1 2025
  - Use PBL coach and Regional Wellbeing officer to support Wellbeing Framework development
- Teachers**
- Engage in Professional development in Positive Behaviour for Learning
  - Analyse behaviour, attendance and A-C data to identify students at risk to case manage students
  - Model and teach RRE, social and emotional skills
- Students**
- Explain and action school PBL focus, RR (Respectful Relationships) skills as a student
  - Use various PBL strategies for wellbeing through engagement with social skills program

**Monitoring**

Term 1	Term 2	Term 3	Term 4
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**Artefacts**

Professional Development Plan

PBL Action Plan

Wellbeing Framework

SOS – Data

Survey Monkey Tool/Reports

Staff Induction Process Policy

Aspirant Opportunities Policy

School PBL Handbook

Inclusion Policy

**AIP measurable/desired outcomes:**

Refined Students Wellbeing Framework

100% staff engaged in PBL

Improvement in student wellbeing and social skills

*Improvement in SOS data*

*Staff: I receive useful feedback about my work at this school. 76%*

*Student: Student behaviour is well managed at my school. 67%*

**Resources:**

Allocation of staff relief to engage in WOW framework review

WOW team leaders provided with further training in wellbeing

PBL training days for coaches

Allocation for teacher release for staff wellbeing champions professional development

**Responsible officer(s):**

Leadership team

WOW team members

PBL team – Led by Principal

Teachers

Prep transition teacher

Staff wellbeing champions

- Actions:**
- Develop staff understanding and deeper implementation of Respectful Relationships and Inclusion Policies
  - Continue to embed WOW (Wheel of Wellbeing) framework for staff, students and community through termly meetings
  - Whole school training in student health & wellbeing for staff to build understanding P-6 psychology, health and wellbeing for age-appropriate children
  - Staff, parents and student voice is present in planning and decision-making processes
  - Roles and responsibilities of leadership team are shared with staff
  - Review Student Code of Conduct for NSS – planning room, buddy class and other key behavioural strategies

**Approvals**

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

**Principal: Michael Hobson**

Signature *M Hobson*

**P&C: Brodie O'Neill**

Signature *B O'Neill*

**School Supervisor: Leasa Smith**

Signature *L Smith*