Maroon State School
2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement ⭐ Wellbeing and engagement 🌐 Culture and inclusion

School priority 1: *To improve the overall literacy capability of students.*

The following key improvement strategies identified in the most recent school review relate to this priority.

-Collaboratively develop and implement a systematic mentoring and coaching model to build staff capability in the embedding key signature pedagogical approaches to improve overall literacy capability across all subjects.

Strategy/ies:
- *Collaboratively establish and embed the Maroon State School Pedagogical Framework and a range of teaching approaches including targeted and structured synthetic phonics.*
- *Support teachers and support staff to build capability though collegial conversations, instructional leadership and opportunities for timely professional development.*
- *Engage in network curriculum development and moderation processes for before, during and after assessment through professional conversations and sharing of expectations.*
- *Parent and Community Engagement: Involve parents and the broader community in supporting early literacy development. Provide resources for parents on ways to support reading at home. Encourage parent volunteers to help with small group work, and participate in information sessions of the teaching of reading.*

Monitoring
Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:
100% of students reaching Structured Synthetic Phonics benchmarks by the end of Year 2.
100% of students achieving a C or above in English, Maths Science and HASS.
80% of students achieving A or B in English and Maths.
100% of students reading at level.

The artefacts used to measure outcomes are:
Phonics Screening Progression
Level of Achievement
Reading assessments
Planning documents

AIP measurable/desired outcomes:
Students can/will: Participate in daily, structured synthetic phonics instruction that includes:
- phonemic and phonological awareness
- Alphabet and phonic sound knowledge
- Orthographic mapping
- Morphology
Teachers can/will: have confidence to implement
- structured synthetic instruction to support student improvement that is aligned with individual learning goals.
- literacy focus across all curriculum learning areas.
Leadership team can/will:
- collaborate with other staff members and schools to ensure that there is a clear understanding Version 9 Australian Curriculum planning, delivery and assessment.
- provide TRS for staff to have time off class to build capability and confidence in the effect use of teaching and learning practice.

Actions:
- Use targeted synthetic phonics and word building resources to support targeted and structured synthetic phonics instruction.
- Engage in PD to build confidence and capability with the implementation of a structured synthetic phonics program.
- Engage in reading PD that is aligned with the current science of reading, such as the Department provided Reading Modules.
- Engage in collegial conversations, within the school and cluster, to refine the delivery of structured synthetic phonics within our context.
- Review data collected through the DRA program, formative and summative assessment tasks in all subjects to adjust instruction as required.
- Engage with Reading through the Australian Curriculum modules
- Scheduled PD for 100% staff in the teaching of reading; running records (teaching staff only); phonemic awareness program; and modelled, shared and guided reading
- Familiarise staff Version 9 Australian Curriculum, including general capabilities and cross curricular capabilities.
- Deliver information sessions for parents and community outlining support literacy improvement at home.

Responsible Officers:
Principal, Teachers and Teacher Aides

Resources:
Use of I4S funding of $5633 to supplement Teacher aide hours to target identifies learning support needs and allow for smaller group instruction. Employment of a second teacher for 0.6 FTE from general allocation to allow for more targeted intervention and instruction to the mulit-age group and specific adjustments for any student on HICP/ICP.

School priority 2:
To effectively implement Version 9 of the Australian Curriculum by creating a collaborative and innovative culture within the school.

The following key improvement strategies identified in the most recent school review relate to this priority.
- Explore further opportunities to enhance processes, embedding the unpacking of assessment tasks to develop and refine practices at the four junctures of moderation.
- Formalise opportunities for teaching staff to work with like school to WOW, and participate in documented observation, feedback and walkthrough experiences.

Strategy/ies:
- *Engage in professional development to familiarise staff members and students with Version 9 Australian Curriculum*
- *Engage in network moderation processes by engaging in professional development, professional conversations and sharing of expectations.*
- *Forefront the curriculum to develop, implement and review the 3 levels of planning as they are embedded.*
- *Refine the P-6 Curriculum Model units to suit the school context to be embedded, in collaboration with school and cluster colleagues.*
- *Establish and develop deeper collegial connections with other schools in our cluster, particularly those local to Maroon State School, through joint activities such as camps, sports, curriculum development and moderation.*

Monitoring
Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:
100% of students participating and engaging in teaching and learning cycles that are aligned to V9 AC.
Quality 3 levels of planning are documented and stored in a common/known place.
Quality 3 levels of planning are reviewed for improvement as units are taught.
Moderation sessions are scheduled at each of the 4 junctures of the moderation cycle in groupings that promote positive collaboration.

Joint events are scheduled between schools in the clusters that involve both students and teachers.
The artefacts used to measure outcomes are:
Quality 3 level of planning, moderation, learning aids on walls that are aligned and supporting the acquisition of V9 AC, levels of achievement.

AIP measurable/desired outcomes:
Students will engage in learning programs that are aligned with Version 9 Australian Curriculum for subjects according to the prescribed implementation schedule.

Teachers will know Version 9 Australian Curriculum and can confidently deliver teaching and learning sequences that are aligned with V9 AC.

Leadership team will understand Version 9 Australian Curriculum to effectively deliver quality teaching and learning cycles to students and support other team members to confidently deliver V9 aligned teaching and learning cycles.

Actions:
- *Continue to engage in moderation within the school and with other schools in the region to ensure alignment of planning, delivery and assessment to V9 of the Australian Curriculum.*
- *Engage in comparative professional development to build confidence in the implementation of Version 9 AC across all year levels.*
- *Collaborate with cluster schools to moderate at three key points: before teaching the unit, during instruction, and after assessment. This process will enhance understanding of Version 9 of the Australian Curriculum and support discussions on teaching successes and areas for improvement.*
- *Establish internal moderation to discuss the teaching and learning cycle of a unit, before the assessment tasks are marked to ensure consistent standards.*
- *Develop, refine and confidently deliver units of work that are aligned to V9 AC.*
- *Coordinate joint activities for both students and teachers between small schools in the area to develop collegial relationships to support, build on and value staff capability and development in the effective implementation of the Version 9 Australian Curriculum.*

Responsible Officers:
Principal, Teachers and Teacher Aides

Resources:
Version 9 AC
C2C resources
TRS to release staff for planning, moderation and professional development.

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

Principal _[signature]_ P&C/School Council _[signature]_ School Supervisor _[signature]_

Queensland Government