MOORE PARK BEACH STATE SCHOOL
2024 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Wellbeing and engagement   Culture and inclusion

School priority 1	To promote equity and excellence: realising the potential of every student, through improving the proportion of students achieving a C or better in English from 84% to 90%, and students achieving A/B to 50%.	Phase	Implementing
Link to school review improvement strategy	Curriculum and Pedagogy – Collaboratively develop school-wide agreed upon, evidence-based approaches to pedagogy, quality assured and supported through the implementation of a collegial engagement framework. Collaboratively develop and implement quality assurance processes to monitor the enactment of the planned curriculum in all classes and across all learning areas.		
Strategy	Refine a whole-school approach to the co-construction of Learning Walls using agreed school-wide expectations mapped to Sharratt's 5 Questions and explicitly teach them effectively as a third teacher.		

Actions	Resources
• Jointly construct a set of agreed expectations to support learning wall development. • Supporting students to be able to identify and respond the 5 Questions for students. • Engage with Sugar Coast Cluster to maintain Head of Department – Curriculum (HOD-C) support. • Further refine collegial moderation processes and opportunities. • Work with cluster schools to ensure rigorous and robust moderation opportunities for all teachers with a focus on M1 and M3. • Teachers will engage with case management of marker students with teachers across bands in week 5 of each term, followed by loop back in week 7 of each term with the same teachers and M2 with a like school within the cluster in week 8 of each term. • With cluster, develop staff knowledge and understanding of Australian Curriculum V9 implementation (English and Mathematics), including familiarisation with Reading Through the Australian Curriculum, in readiness for 2025.	**Financial** • Commitment to the Sugar Coast Cluster. • Funding human resource requirements to release teachers. • Funding physical requirments for Learning Wall. **Human** • Teacher and teacher aide supports to students with additonal requirements. **Physical** • Jointly constructed agreed expectations for learning walls. • Physical space within classroom for Learning Wall.

Responsible Officers	
• Principal – Liaise with Sugar Coast Cluster, lead Learning Walks and Talks to ensure intended is enacted. • HOD-C (Cluster) – Lead moderation and familiarisation of AC V9, including Reading Through the Curriculum. • Teachers – engage in moderation and creating co-constructed Learning Walls. • BM – monitor finances and human resources to ensure priorities are met.	

End Term 4	**Measurable outcomes**	**Starting Strong** English A-C – 89% English A-B – 50% **Building on Foundations** English A-C – 91% English A-B – 50% Comparable triangulation of NAPLAN and A-E data. Marker students see improvement of one level of achievement banding for English.
	Success criteria	**Behaviourally** **Students can/will:** • Independently and consistently access the Learning Wall to assist in achieving higher result/Level of Achievement (LOA). • Successfully answer all 5 Questions for students. • Successfully describe what they need to achieve success. **Teachers can/will:** • Complete moderation at M1, M2 and M3. • Successfully answer all 5 Questions for teachers. **Leadership team can/will:** • Ensure consistency of agreed expectations. • Facilitate moderation opportunities within school and across cluster. • Successfully answer 5 Questions for leaders. • Regularly review AIP goals and identify next steps.
	Artefacts	• Curriculum into the Classroom (C2C) English Assessments. • LOA English A-C. • NAPLAN data. • Student work samples for M2 and M3. • Feedback on implementation of agreed expectations. • Teacher Annual Performance Development Plan (APDP).

	Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	**Starting Strong** English A-C – 83% English A-B – 42% **Building on Foundations** English A-C – 85% English A-B – 42%	**Behaviourally** **Students can/will:** • Know the 5 Questions for students. **Teachers can/will:** • Ensure that students know the 5 Questions for students. • Effectively engage in moderation opportunities. • Ensure that agreed expectations are met on Learning Walls. • Select and monitor marker students and their progress. **Leadership team can/will:** • Ensure consistency of agreed expectations. • Facilitate moderation opportunities. • Review Term 1 data with staff.	• Agreed Expectations for Learning Walls. • Notes and discussions from classroom walk throughs. • Term 1 A-C English data. • Student work samples.	

End Term 2	**Starting Strong** English A-C – 85% English A-B – 44% **Building on Foundations** English A-C – 87% English A-B – 44%	**Behaviourally** **Students can/will:** • Effectively answer 5 Questions for students. **Teachers can/will:** • Review marker students and their progress. • Effectively engage in moderation opportunities. • Ensure that students can answer 5 Questions for students. **Leadership team can/will:** • Facilitate moderation opportunities. • Review Semester 1 data with staff.	• Agreed Expectations for Learning Walls. • 3rd teacher examples. • Teacher sharing best practices. • APDP. • LOA data A-C English. • Student work samples.	
End Term 3	**Starting Strong** English A-C – 87% English A-B – 46% **Building on Foundations** English A-C – 89% English A-B – 46%	**Behaviourally** **Students can/will:** • Effectively answer 5 Questions for students. **Teachers can/will:** • Review marker students and their progress. • Effectively engage in moderation opportunities. **Leadership team can/will:** • Review Term 3 data with staff. • Triangulate LOA with NAPLAN.	• Agreed Expectations for Learning Walls. • 3rd teacher examples . • Teacher sharing best practices. • APDP. • LOA data A-C English. • Student work samples. • School Opinion Survey.	.

School priority 2	To promote equity and excellence: realising the potential of every student, through consistency of practice through the process of providing and recording adjustments for students.	**Phase**	Implementing
Link to school review improvement strategy	**Differentiated Teaching and Learning** – Implement a whole-school, evidenced-based approach to differentiation that meets the learning needs of all students, by identifying and documenting systems, processes, responsibilities and accountabilities.		
Strategy	Develop teacher understanding and capability of inclusive practices to provide effective differentiatied teaching and learning to meet the diverse learning needs of all students.		

Actions with Responsible officer(s)	Resources
• Develop staff knowledge and understanding of maintaining effective records of the adjustments that are made to support students (Personalised Learning Records (PLR), student notes) to assist in gathering of evidence in readiness for Nationally Consistent Collection of Data (NCCD) and student development. • Develop and implement a consistent approach to conducting Student Support Team meetings (multi-tiered) with key stake holders (Guidance Officer, Support Worker, Chaplain, key teachers, Principal, Speech Language Pathologist, etc). • Review and refine the process to identifying, writing and implementing the use of Individualised Curriculum Plans. • Principal to identify clear roles and responsibilities for key stake holders. • Gradual release of accountability from Inclusion Staff to Classroom Teachers to write PLRs, Individual Curriculum Plans (ICPs) and NCCD.	**Financial** • Use FTE/budget to ensure access to all support staff. • Purchase additional days for Students With Disabilities (SWD) teacher. • Release staff to meet with SWD teacher. **Human** • Effective timetabling of support staff. • Teacher and Teacher aide supports to students with additonal requirements.

End Term 4	**Measurable outcomes**	**Personalised Learning Records – 28%+ by the end of Term 4**. **Evidenced through**: • Moderated student work samples/folios – English. • PLR records. • Student notes. • Marker students.
	Success criteria	**Behaviourally** **Students can/will**: • Access the curriculum at the same level as their similar age peers. **Teachers can/will:** • Have a thorough understanding of the diverse learning needs within their class and identify barriers to students learning. • Teachers will use the knowledge of their learners to co-plan inclusive teaching and learning pedagogies. **Leadership team can/will:** • Review and analyse whole school and cohort Term 4 data for English to reflect on the implementation and inform future steps for 2025 to realise the potential of all students in alignment with Equity and Excellence.
	Artefacts	• C2C English Assessments. • Case Management. • One School documentation including: PLRs, ICPs, Support Provisions. • Student Support Team Meeting minutes. • Suite of Professional Development sessions in regards to inclusive practices. • Roles and Responsibilities. • Teacher APDP. • Student work samples for M2 & M3.

	Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	Personalised Learning Records – 25%+ of student population.	**Behaviourally** **Students can/will:** • Know the 5 Questions for students. **Teachers can/will:** • Develop an understanding of the diverse learning needs within their class and identify barriers to students learning. • Co construct PLRs and student notes with the assistance of SWD teacher, HoSES and Principal. • Teachers will use the knowledge of their learners to co-plan inclusive teaching and learning opportunities with tailored supports and reasonable adjustments. • Teachers will co-create Semester 1 ICPs (if required). **Leadership team can/will:** • Facilitate the implementation of consistent SST meeting. • Identify appropriate role and responsibilities. • Facilitate professional development aligned to teacher PLR and student notes.	• Teachers' planning. • PLRs/student notes. • ICPs. • C2C English student work samples/assessments. • Learning Walls. • Case Management. • Teacher APDP. • SST Meeting Minutes. • NCCD.	
End Term 2	Personalised Learning Records – 25%+ of student population.	**Behaviourally** **Students can/will:** • Effectively answer 5 Questions for students. **Teachers can/will:** • Develop an understanding of the diverse learning needs within their class and identify barriers to students learning. • Update PLRs and student notes with limited SWD Teacher/HoSES/Principal assistance. • Teachers will use the knowledge of their learners to co-plan inclusive teaching and learning opportunities with tailored supports and reasonable adjustments. **Leadership team can/will:** • Maintain consistent SST meetings. • Review SST referral process. • Facilitate professional development aligned to teacher PLR and Student Notes. • Monitor PLR and Student Notes in preparation for NCCD.	• Teachers' planning. • PLRs/student notes. • ICPs. • C2C English student work samples/assessments. • Learning Walls. • Case Management. • Teacher APDP. • SST Meeting Minutes. • NCCD.	

| End Term 3 | Personalised Learning Records – 28%+ of student population. | **Behaviourally:**

Students can/will:
• Effectively answer 5 Questions for students.

Teachers can/will:
• Develop an understanding of the diverse learning needs within their class and identify barriers to students learning.
• Independently update PLRs and student notes with limited SWD Teacher/HoSES/Principal assistance
• Teachers will use the knowledge of their learners to co-plan inclusive teaching and learning opportunities with tailored supports and reasonable adjustments.

Leadership team can/will:
• Maintain consistent SST meetings.
• Review SST referral process.
• Facilitate professional development aligned to teacher PLR and student notes.
• Monitor PLR and student notes in preparation for NCCD. | • Teachers' planning.
• PLRs/student notes.
• ICPs.
• C2C English Student Work samples/assessments.
• Learning Walls.
• Case Management.
• Teacher APDP.
• SST Meeting Minutes.
• NCCD. | |

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

Principal   **P&C President**   **School Supervisor**   *D. J. Wallwok*