

Tewantin State School
2025 ANNUAL IMPLEMENTATION PLAN



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion

School Priority 1	Educational Achievement <i>Plan and deliver the ACV9 English and Maths curriculum using evidence-based pedagogical approaches to increase the percentage of students achieving A-B.</i>	Phase	Developing – D Implementing – I Embedding – E Reviewing - R	School Priority 2	Wellbeing and Engagement <i>Foster an inclusive culture, strengthening and embedding quality differentiation practices that are evident in unit planning and authentically delivered to all students.</i>	Phase	Developing – D Implementing – I Embedding – E Reviewing - R											
Link to school review improvement strategy:	Domain 2: Analysis and discussion of data. Domain 6: Systematic curriculum delivery. Domain 8: Effective pedagogical practices.			Link to school review improvement strategy:	Domain 2: Analysis and discussion of data. Domain 7: Differentiated teaching and learning.													
Strategies	1. Plan for and implement the Australian Curriculum V9 Maths and English, aligning with the K-12 Framework, with a strong focus on Reading. 2. Shared understanding of pedagogical practices and agreed approaches. 3. Refine the 4 stages of the moderation process to incorporate English and Mathematics.			Strategies	1. Data informed decision making. 2. Strengthen the use of quality differentiation teaching and learning practices. 3. Effective and productive relationships between all stakeholders.													
Actions (including responsible officers)		Resources		Actions (including responsible officers)		Resources												
1.1 Engage leaders and teaching staff in collaborative practices by providing additional Common Planning Time (CPT) and planning meetings, to strengthen knowledge of the Australian Curriculum. 1.2 Facilitate targeted professional learning in ‘Teaching Reading Through the Australian Curriculum’ modules with priorities identified by staff reflection on ‘Reading Implementation Guide and Signposts’ and prioritisation of next steps identified. 1.3 Plan, teach, assess, and reflect on teaching and learning sequences aligned to the Australian Curriculum, supported by visible learning (learning walls, learning walks) and collaborative practices (i.e. CPT, Watching Others Work). 2.1 Complete a pedagogy stocktake and upskill staff in DoE Pedagogical Practices and ‘Teach like a Champion’ strategies to highlight high-impact teaching strategies to enhance the delivery of V9 English and Maths units. 2.2 Co-design an agreed whole-school approach / lesson structure incorporating a range of pedagogies and high impact strategies to deliver V9 curriculum 2.3 Develop and implement monitoring strategies to assess the success of the selected pedagogies/strategies (i.e. Collaborative Capability Development – setting goals, observations and feedback). 3.1 Introduce moderation for Mathematics by adapting embedded English processes. 3.2 Engage teachers in precise moderation practices at all junctures using knowledge of curriculum and students to inform teaching and learning that opens ‘A level thinking’.		Human Resources <i>Classroom Teachers, Inclusion Teachers, Teacher Aides, HoD-C, DP, P</i> Physical Resources <i>Common Planning Time and Staff Meetings to have SP1 focus (i.e. whole cohort, PLCs)</i> Financial Resources <i>Curriculum - \$10000</i> <i>Planning Days – \$13000</i> <i>Common Planning Time</i> <i>TLaC PD - \$5000</i>		1.1 Build data literacy of teachers using Track Ed, OneSchool, SORD as tools etc., to support a deeper understanding of student needs, gaps in learning, and class, cohort and schoolwide trends, to tailor classroom and individual approaches to teaching and learning. 1.2 Provide dedicated time for collaborative discussions at CPT, year level and SSS meetings to know learners and to address the needs of students (i.e. support differentiation planning, moderation, PLPs and evidence-based targeted tiered intervention). 2.1 Co-construct and embed a shared vision around inclusive education and Multi-Tiered Systems of Support (MTSS) that embeds teaching, assessment and capability building to address needs of all students. 2.2 Build collective capability in staff through professional learning (Staff Meetings, CPT, professional readings, WoW) around using a repertoire of differentiated teaching strategies and assessment of students. 3.1 Review and refine role descriptions of inclusion team to ensure clear and accountable areas of responsibilities and expected classroom practices to improve student learning. 3.2 Collaborate with school-based and regional staff whilst expanding partnerships with external agencies to enhance support for students and their families.		Human Resources <i>Classroom Teachers, Inclusion Teachers, Teacher Aides, HoD-C, DP, P</i> Physical Resources <i>Common Planning Time and Staff Meetings to have SP2 focus (i.e. whole, cohort, PLCs)</i> <i>PLPs</i> <i>Support Provision</i> Financial Resources <i>TrackED - \$2500</i> <i>Common Planning Time</i>												
Measurable outcomes (Both Priorities)	Desired outcomes by the end of 2025:																	
	ENGLISH		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	MATHEMATICS		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2024 C+%		97%	78%	85%	94%	89%	91%	96%	2024 C+%		100%	82%	95%	94%	85%	94%	96%
	2025 Target		95+%*	90+%	90+%	95+%	95+%	95+%	95+%	2025 Target		100%	90+%	95+%	95+%	92+%	95+%	95+%
	2024 A-B %		94%	56%	55%	68%	40%	51%	60%	2024 A-B %		92%	60%	70%	64%	40%	56%	57%
2025 Target		95+%	60+%	60+%	70+%	50+%	60+%	65+%	2025 Target		95+%	65+%	75+%	70+%	50+%	61+%	62+%	
(Priority 1)	• Strong correlation of NAPLAN vs report card data with students achieving ‘strong’ in NAPLAN reading, writing and/or numeracy achieving an ‘A’ or ‘B’ in English and/or Maths. • Strong correlation of NAPLAN vs report card data with students achieving ‘exceeding’ in NAPLAN reading and/or writing and/or numeracy achieving an ‘A’ in English and/or Maths. • SOS: 90+% of students and parents satisfied – a good education/interest in learning.									(Priority 2)		• Students: 100% A-C Behaviour and Effort. • Visible learning evident in every classroom. • Differentiation evident in all year level planning and learning cycles across school. • 95% of First Nations students achieving A-C in English and Maths. • 85% of Students with a Disability achieving A-C in English and Maths.						
Success criteria	Behaviourally: Students can/will: - Articulate what they need to do in a task to achieve an ‘A’, how they are going and next steps using the learning wall. Teachers can/will: - Develop an awareness and understanding of connections between curriculum, teaching, learning and students, aligning with Teaching Reading Through the Australian Curriculum modules. - Employ learning walls each term, aligned to marking guides for English. - Unpack the marking guide with all students by Week 3 of each term. - Provide feedback to students aligned with the marking guide at least twice a term. - Prepare lessons with an agreed lesson structure that demonstrates innovative and effective pedagogies that engages students. - Engage in moderation practices at all junctures to inform teaching and learning that opens ‘A level thinking’. Leadership team can/will: - Collaboratively analyse data with staff to inform lines of inquiry, monitor impact, differentiate support and celebrate success. - Develop and lead professional development opportunities for staff to engage with ACV9 with a strong focus on reading and pedagogies. - Engage in weekly LWATS and use evidence of student learning to confirm alignment of the intended, planned and enacted curriculum. - Engage in instructional coaching to build capability.									Success criteria		Behaviourally: Students can/will: - Access the curriculum at their ability level with appropriate tools and adjustments to reach their full potential. - Engage in Tiers 1-3 MTSS as required to support social, emotional and behavioural needs and allow for success at school. Teachers can/will: Foster inclusive, welcoming and accessible classroom environments that acknowledge and value culture and diversity. - Consistently record and update Personalised Learning Plans for all students receiving differentiated support. - Work alongside the Inclusion Team at planning meetings and CPT to create differentiated planning and experiences for all students. - Collaborate with all stakeholders (parents, inclusion team, regional staff and external agencies etc.) to support an inclusive learning environment for their students. Leadership team can/will: - Provide ongoing support and professional development for all staff to enhance their capabilities and skills in meeting the diverse learning needs of all students (i.e. Autism QLD, Bite sized PD at staff meetings). - Embed a collaborative, data-informed and systematic approach to the allocation of resources to identify and flexibly respond to student needs and provide equitable access of the curriculum. - Lead MTSS support including complex case management process.						
Artefacts	“A level” exemplars for each unit of work in Mathematics and English. Learning Walls Learning Walks and Talks Timetable Common Planning Time / Staff Meeting Schedule Whole School Reading Plan Tewantin SS Moderation Handbook Tewantin SS Pedagogical Plan Tewantin SS Data Plan Tewantin SS Collaborative Capability Development Plan									Artefacts		SORD (A-E, SDA, Attendance) ICP documentation PLPs and Support Provisions Walk-through data Evidence of vision statement around Inclusion / MTSS that clearly articulates roles and responsibilities. Tewantin Way SSS/CPT/Staff Meeting timetable and minutes						

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

Principal

P&C/School Council

School Supervisor