



Mount Mee State School 2025 ANNUAL IMPLEMENTATION PLAN

Wonder Integrity Connection Kindness Excellence | Dedication

A- Achievement, B- Belonging, C- Curriculum

School priority 1	Support student success through building teacher knowledge and understanding of the what and how of Australian Curriculum V 9	Phase	<small>Developing - D Implementing - I Embedding - E Reviewing - R</small>	School priority 2	Support student success through developing their capability to be active assessment literate learners.	Phase	<small>Developing - D Implementing - I Embedding - E Reviewing - R</small>	School priority 3	Support student success by building a whole community approach to inclusion.
Link to school review improvement strategy:	<p>Embed moderation processes within and beyond the school, with a particular focus on pre-moderation, CASW, and student folios.</p> <p>Enhance teacher understanding and conscious enactment of cross-curriculum priorities and general capabilities.</p> <p>Capitalise on the school's professional learning program to further build the expertise and understanding of the teaching team leading to a school-wide, self-reflective culture focused on improving classroom teaching.</p>			Link to school review improvement strategy:	Fully develop and embed current school-wide systems and processes that facilitate the regular and rigorous discussion and analysis of data to monitor progress and inform the next steps for learning.			Link to school review improvement strategy:	<p>Embed differentiation strategies that align with, and are identified in, and are identified in, 'the MMSS way'.</p> <p>Further enhance teacher capability to differentiate for the full range of students.</p>
Strategies	<ol style="list-style-type: none"> Quality assure implementation of V9 English and Mathematics . Provide targeted professional learning for quality teaching. Monitoring impact of quality teaching. 			Strategies	<ul style="list-style-type: none"> Implement data driven protocols for planning Develop learner agency to encourage self- directed learning 			Strategies	<ul style="list-style-type: none"> Strengthen our culture of community Wellbeing and Inclusion.
Actions		Resources		Actions		Resources		Actions	

<p><i>Quality assure implementation of V9 English and Mathematics</i></p> <ul style="list-style-type: none"> - Revisit and make reflective refinements as required so the Mount Mee State School Whole School Curriculum and Reporting Plan reflects the inclusion of V9 Australian Curriculum English and Mathematics. (I) - Refine and implement level three planning document (Anchor Chart) to include and demonstrate consideration of General Capabilities and subject specific pedagogies (PP4Ls) (D) - Review reading resources and organise decodable reading books to align with phonics scope and sequence. Purchase resources to support both home and school-based reading practices. (I) <p><i>Provide targeted professional learning for quality teaching</i></p> <ul style="list-style-type: none"> - Collaboratively define quality teaching using AITSIL Standards as an authoritative guide. (R) - Engage in professional development and coaching to support teacher capability to determine and gradually implement pedagogies most effective in relation to the three principles: curriculum, learning and learner. (D) - Engage in professional development opportunities including CLG for Years 3-6 to deepen teacher professional knowledge of reading research and monitor active implementation of the Science of Reading research base as aligned to the Australian Curriculum. (I) - Engage in professional development opportunities to support teacher professional knowledge of Mathematics. Utilise Back to Front Maths webinars on mathematical thinking and processes presented by Tierney Kennedy. (I) <p><i>Monitoring impact of quality teaching</i></p> <ul style="list-style-type: none"> - Refine and implement school expectations and schedule for Learning Walks and Talks. (R) 	<p>Resources:</p> <p>Financial: <i>Teacher release days for pre-moderation. 15 x 561.85= 8427.75</i></p> <p><i>8 x TRS for reading CLG meetings 8 X 561.85= \$4494.80</i> PRINCIPAL AND EXPERIENCED SENIOR TEACHER</p> <p><i>1X TRS to audit Reading resources: \$562.85</i> DIVERSE LEARNING TEACHER</p> <p><i>LW&T conducted through extra NCT provided through school allocation. PRINCIPAL AND TEACHING STAFF</i></p> <p>Human: PRINCIPAL to lead pre-moderation sessions and professional development.</p> <p><i>Organise Reading room to enable efficient selection of resources. TEACHER AIDES</i></p> <p>Physical: <i>Purchase reading resources to complement current resources: \$500</i> DIVERSE LEARNING TEACHER</p> <p>Virtual: <i>One School SORD</i> <i>Back to Front Maths videos: \$1250</i> <i>Curriculum Gateway Resources</i></p> <p>Time: <i>Staff meetings and extra NCT allocated to</i></p>	<p><i>Implement data driven protocols for planning</i></p> <ul style="list-style-type: none"> - Collaboratively plan in line with CARF requirements- analysing assessment data, tracking student progress, and engaging in collaborative planning (Term 1-4) to improve learning outcomes. (E) - Create and routinely review the MMSS Data Plan Go through once a term in staff meeting. Discuss: <ul style="list-style-type: none"> o What data are we collecting? o How much data are we collecting? o When do we collect data? o What is the data telling us? o How do we use data to inform teaching? o What data is missing? (E) - Create English data spreadsheet each term to support child specific planning during pre-moderation. (I) - Engage in CASW discussions twice a term and action planned responses. (E) <p><i>Develop learner agency to encourage self- directed learning</i></p> <ul style="list-style-type: none"> - Define Assessment literate learners (D) - Opening up A thinking for students by front ending assessment, unpacking the marking guide, exemplar and learning walls as part of pre-moderation and in the teaching learning cycle. (I) - Students supported to be able to clearly articulate answers to Sharrat's 5 questions. (E) - Continue focus on feedback as a critical pedagogy for MMSS. Complete Playbook creation started in 2024. Share feedback techniques, outcomes and successes in staff meetings 3 X a term. (I) - Revise Whole School understanding of the Habits of Mind and how to use them in the teaching and learning cycle in order to support students to have agency of their learning. (R) - Implement Pause Program- deepen student understanding of brain health and learning. (R) 	<p>Resources:</p> <p>Financial: <i>Purchase Habits of Mind Play Book \$25</i> BUSINESS MANAGER</p> <p><i>Feedback stamps purchased 3 x \$35=\$135</i> BUSINESS MANAGER</p> <p>Human: <i>Teacher Aide time allocated to create base data spreadsheet ready to be populated by teachers.</i></p> <p><i>Habits of Mind PD presented by Principal as part of January PFD. Revisited in staff meetings/pre-moderation and September PFD. TEACHERS AND TEACHER AIDES</i></p> <p><i>Pause Program implemented as part of Health Curriculum. TEACHERS</i></p> <p>Time: <i>Staff meetings and pre-moderation utilised for CASW and general data discussions. (Already funded in Priority 1)</i> <i>Collaboratively led by Principal with teaching staff.</i></p> <p><i>Revise and share feedback strategies as implemented in classrooms during staff meetings. TEACHERS</i></p>	<p>Build a culture of community wellbeing and inclusion.</p> <ul style="list-style-type: none"> • Develop and implement a Mount Mee SS Inclusion Play Book. (D) • Monitor implementation of inclusion practices during pre-moderation, learning walks and talks, PLR audits and teaching and learning observations. (E) • Review and enact Community Engagement document. (R) • Re-establish Wellbeing team and plan and enact (I) • Re-ignite Resilience Donut (Reshare with staff and introduce to community). (D) • Engage in professional development opportunities to support teacher knowledge of factors influencing student engagement informed by Doug Fisher presentations in 2024. (D) • Interrogate curriculum for opportunities to increase student engagement through content, context and pedagogy. (I) 	<p>Resources</p> <p>Financial <i>3 X TRS to work with HOSES, Principal and Diverse Learning teacher to develop MMSS Inclusion Playbook. 3 x \$561.75= \$1685.25</i> Principal and Diverse Learning Teacher to review Community Engagement document 1 X TRS \$561.75</p> <p>Human Principal to co-lead professional development sessions on engagement with school-based colleague at January PFD.</p> <p><i>Interrogation of curriculum to increase student engagement conducted through moderation cycle. Collaboratively led by Principal and teachers.</i></p> <p>Time <i>Wellbeing committee members to include Principal and other staff. Meetings held after school in allocated teacher aide time and Experienced Senior Teacher role.</i> Financial cost: NIL</p>
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quality assure and re-visit three levels of planning. TEACHING STAFF



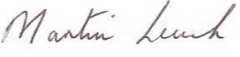
January PFD, Staff meetings and September PFD allocated to professional development of reading and Mathematics. PRINCIPAL, TEACHING STAFF AND TEACHER AIDES

End Term 4	Measurable outcomes	100% of teaching staff can enact the Simple View of reading and the components of effective reading instruction. 100% of teaching staff engaged in complete moderation cycle with a collaborative focus on Pre-moderation and CASW . 100% of teaching staff have a systemic improvement goal in their APDP. 100% of students achieving C or above in English and Mathematics. P-2 60% of students achieving an A or B in English P-2 65% of students achieving an A or B in Mathematics 3-6 50% of students achieving an A or B in English 3-6 % 75 of students achieving an A or B in Mathematics Reading Intervention (Tier 2 and Tier 3 Intervention) Macqlit 80 % of students involved will reach minimum year level score to enable movement out of the bottom quartile. (WARP Assessment) Minilit SAGE 80 % of students involved will reach minimum year level score to enable movement out of the bottom quartile. (WARN and WARL Assessment) Reading Dibels Assessment 100% student showing improvement in Fluency 80% Prep students rated in the yellow or above region for the Dibels Prep suites of assessment. 80% Year 1 Students rated in the yellow or above region for the Dibels Year 1 suites of assessments.

End Term 4	Measurable outcomes	100% of teaching staff engaged in moderation cycle processes each term with a focus on utilising data to make decisions. 100% of teaching staff participate in the creation of the MMSS Data Plan. 100% of teaching staff revisit and reflect on Data Plan once per term to determine its alignment with school needs. 100% of teaching staff complete English data spreadsheet with links between data and planning recorded in the English Anchor chart and on spreadsheet. 100% of classrooms have a learning wall that includes an exemplar and interrogated marking guides. 100% of teachers provide feedback and students apply feedback as evidenced in student work book and student responses to Sharrat's Five Questions. 100% of students participate in the Pause Program as evidenced by classroom and student workbook artefacts and Learning Walks and Talks. 100% of classrooms have Habits of Mind posters displayed. 100% of students eligible for Habits of Mind awards at both parades and annual Awards Night. 100% Students can reflect on their strengths as learners using Habits of Mind language as evidenced in Learning Walks and Talks. <u>School Opinion Survey:</u> Student: My teachers provide me with useful feedback about my schoolwork-100% Student: I understand how I am assessed at my school-100%

End Term 4	Measurable outcomes	100% of teaching staff refer to Inclusion Play Book during pre-moderation 90% of planned activities, events and routines planned by the Wellbeing Committee are implemented. Increase in community involvement in school life evidenced anecdotally and through E-publisher surveys. 100% Staff engage in professional development opportunities to support staff knowledge of student engagement informed by Doug Fisher presentations in 2024 and implement learning in the Level Three planning. 100% of school staff attend the Resilience Donut PD. Resilience Donut accessed as a wellbeing tool in staff meetings and WHPS meetings. Resilience Donut Parent session presented and attended by parents. <u>School Opinion Survey:</u> I feel accepted by other students at my school-100% My teachers are interested in my wellbeing- 100% LOA's 100% C-A Behaviour and Effort. Attendance: 90% SDA's: 0%

	<p>80% of Year 2-6 students rated yellow or above regions for Dibels reading fluency assessment- ORF. 100% of Year 2-6 students demonstrate improvement for Dibels reading comprehension assessment- MAZE.</p>				
<p>Success criteria</p>	<p>Behavioural Actions</p> <p>Students are:</p> <ul style="list-style-type: none"> - Engaged in curriculum aligned to the Australian Curriculum as per the implementation schedule V9 English and Mathematics. <p>Teachers are:</p> <ul style="list-style-type: none"> - Engaged in continuing professional development on the Australian Curriculum V9 English and Mathematics. - Demonstrating their understanding of the Australian Curriculum by planning and implementing aligned curriculum. - Engaging in collaborative planning using Australian Curriculum and Curriculum Gateway resources. - Co-designing routines for Learning Walk and Talks. - Engaging in Learning Walk and Talks - Intentionally considering the curriculum, learning and learners whilst selecting pedagogies and PP4L's to best support student achievement. <p>Teacher aides are:</p> <ul style="list-style-type: none"> - Using teacher planned curriculum as their small group/support/extension enacted curriculum <p>Principal is:</p> <ul style="list-style-type: none"> - Developing a professional development plan for all staff based on enquiry cycle determined needs. - Providing professional development information for staff. - Collaboratively leading the moderation cycle. - Collaboratively leading the three levels of planning process and documents. - Supporting acquisition of knowledge for staff regarding PP4L's and other key pedagogies. - Leading learning walks and quality assuring curriculum teaching and learning via routinely engaging in walk throughs; ensuring line of sight and seeking data regarding the pedagogies used by teachers. - Attend CLG's: curriculum and reading and share new learning with staff: teachers and aides. Support teachers to implement new learning. - Liaise with local schools to arrange interschool moderation meetings. - Recognise, celebrate and share the work that the whole school community is engaged in to support students to improve their achievement across the curriculum. 	<p>Success criteria</p>	<p>Behaviourally:</p> <p>Students are:</p> <ul style="list-style-type: none"> - Identifying strengths and challenges aligned to their learning habits and determine ways to utilise the Habits of Mind to improve their approach to learning. - Accessing learning walls exemplars, interrogated marking guides and resources to support their learning. - Explaining their learning by clearly articulating their answers to the five Sharrat questions during learning walks and talks. - Applying feedback provided by classroom teachers to improve their achievement. - Accessing brain techniques (Pause Program) to increase their ability to be calm, reflective and productive learners. - Providing input regarding what they are learning and how they prefer to learn. <p>Teachers are:</p> <ul style="list-style-type: none"> - Co-developing and regularly interrogating MMSS Data Plan. - Utilising data to inform planning focus with Level Three planning. - Creating, updating and referring to English Data spreadsheet through the complete moderation cycle. Using data to inform planning. - Participating and leading learning walks and talks. - Providing students with feedback for improvement. - Creating learning walls to support student learning. - Leading students to understand the impact that knowledge of brain learning and the Habits of Mind can have on achievement. <p>Teacher aides are:</p> <ul style="list-style-type: none"> - Formatting English data spread sheets - Collecting and sharing anecdotal student achievement data with teachers. - Using habits of mind language when working with children. - Supporting children to access the learning wall and marking guide. <p>Principal is:</p> <ul style="list-style-type: none"> - Leading the creation of MMSS Data Plan - Presenting professional development regarding Habits of Mind. - Supporting teacher to deliver Pause Program by including in Level Two and Three curriculum. - Schedule data discussions as part of the moderation cycle and staff meetings. Collaborative lead data discussions with a curious mind set. - Finalise the development of the Feedback Play Book and share with school community. 	<p>Success criteria</p>	<p>Behavioural Actions:</p> <p>Students are:</p> <ul style="list-style-type: none"> - Curious about the learning they are engaged in. - Actively seeking ways that they can utilise support to improve their achievement. - Supporting other students to achieve to their potential by using school values to guide their behaviour and learning choices. <p>Teachers are:</p> <ul style="list-style-type: none"> - Active participants and leaders of learning walks and talks. - Active members of the Wellbeing Committee - Active participants in professional development opportunities focussed on the Resilience Donut and Student Engagement. - Including new knowledge regarding engagement and resilience in Level Three planning and classroom wellbeing actions. <p>Learning and Inclusion team are:</p> <ul style="list-style-type: none"> - Creating an Inclusion Playbook based on Equity and Excellence and Education Queensland Policies and Procedures. - Using a targeted case- management approach with PLR creation and stakeholder (parent, teacher, student) input- updating progress notes at these meetings and supporting teachers continue with regular progress notes. - Liaising with external providers - Monitoring target groups using data and planning and implementing co-teaching strategies for differentiation. - Attending pre-moderation and data discussions and contributing to plans for differentiation and support within planning document through to curriculum enactment. - Collecting, analysing and sharing Dibells data. - Supporting classroom teacher to utilise Dibells data to inform and enact their reading program. <p>Teacher aides are:</p>

			<ul style="list-style-type: none"> - Schedule feedback as a regular topic of staff meetings. - Collaboratively lead the moderation cycle. - Recognise, celebrate and share the work that the whole school community is engaged in to support students to become assessment literate learners and to build learn agency. 		<ul style="list-style-type: none"> - Engaged in 2 x termly meeting focussing on effective pedagogical practices- led by Principal - Implementing small group reading intervention programs- coordinated by Diverse Learning teacher. <p>Principal is:</p> <ul style="list-style-type: none"> - An active member of the inclusion team. - Leading pedagogy PD for teacher Aides - Collaboratively leading the Wellbeing committee - Leading the inquiry cycle resulting in the revision of the Community Engagement document. - Leading the moderation cycle of planning to ensure that teaching staff are seeking opportunities to engage students with WONDER and considering and implementing differentiation strategies for students. - Leading learning walks and talks. - Recognise, celebrate and share the work that the whole school community is engaged in to support students to feel valued and supported.
Artefacts	Three levels of planning documents Learning Walks and Talks Protocols Reading Playbook	Artefacts	School Data Plan English Anchor charts created per term and uploaded onto Share point. Data Spreadsheets created per term and uploaded onto Share point. Feedback play book	Artefacts	Inclusion Playbook Community Engagement Document
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal </p>			 P&C/School Council	 School Supervisor	