

THEEBINE STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN

Equity and Excellence

Realising the potential of every student



Starting strong



Educational achievement



Wellbeing and engagement



Culture and inclusion



School priority 1:
Reading through all learning areas of the Australian Curriculum.

Monitoring			
Green – on track			
Yellow – underway			
Magenta – yet to commence			
Term 1	Term 2	Term 3	Term 4

Success Criteria

Teacher/Aides can/will:
 Articulate and deliver 'A' level thinking using the marking guides across all learning areas to strengthen student vocabulary, thinking and achievement to enhance students' depth of knowledge.
 Discuss, share and model effective pedagogical strategies. Use data and evidence of learning to provide targeted feedback using the marking guides to promote student achievement.
 Undertake professional learning to build capability around curriculum delivery practices.
 Promote attendance at school every day.

Students can/will:
 Articulate what they need to do in a task to align with 'A' level achievement using expansive language and understanding.
 Use the learning wall as a tool to determine where they are and what is next.
 Participate in all learning opportunities.
 Provide evidence of learning that reflects elements of 'A' or 'B' elements of the marking guide.
 Attend school every day.

Leader can/will:
 Lead reading change across all areas of the Australian Curriculum
 Drive, promote and communicate our commitment and belief that every student will realise their reading potential. Promote and communicate a clear message that school and parents are partners and need to work together to improve student outcomes.
 Strengthen capability knowledge on explicit delivery of spelling, vocabulary, syntax and text structure through focussed professional development.
 Strategically and transparently manage resources to meet the priority improvement goal and the diverse needs of our students.
 Monitor student engagement and achievement.
 Promote the importance of attending school every day.

AIP desired outcomes by the end of 2025:

English and Mathematics
SEMESTER 1 targets
 P-2 -100% students achieving A-C
 P-2 - 50 % students achieving A-B
 P-6 -100 % students achieving A-C
 P-6 – 50 % students achieving A-B

SEMESTER 2 targets
 P-2 -100% students achieving A-C;
 P-2 – 75 % students achieving A-B
 P-6 –100 % students achieving A-C
 P-6 – 75 % students achieving A-B

AIP supporting outcomes:

- Consistent correlation between A- E student achievement and NAPLAN.
- 50% Year 3 and Year 5 students achieving 'strong' in NAPLAN Reading comprehension, Writing, Grammar and Punctuation and Numeracy
- All students in Year 3 and Year 5 achieve above NMS in Reading Comprehension, Writing, Grammar and Punctuation and Numeracy
- Attendance target 90% or above

AIP monitoring process:

- Evidence of student learning, formative and summative
- Teacher feedback
- CASW and moderation practices within cluster.
- Literacy Hub -Phonics screener
- Literacy and Numeracy Continuum

Strategies:

- Embed reading practices across all learning areas of the Australian Curriculum guided by Equity and Excellence, Implementation Guide and Signposts and the Reading Position statement: *In Queensland state schools, reading is taught across all learning areas of the Australian Curriculum using evidence-informed teaching practices.*
- Implement explicit instruction in the teaching of Spelling, Vocabulary, Syntax and Text features across all learning areas through high impact, fast paced lessons that engage, innovate and improve students' achievement.
- Build fidelity and consistency in pedagogy, routines, expectations, daily reviews and focussed curriculum delivery.
- Implement and record differentiated and targeted strategies to support, lift and extend student achievement.
- Articulate and reflect on our understanding of the teaching expertise model and embed the connections of curriculum, teaching, learning and students into our daily practices.
- Deepen the clarity of assessment literacy with students to build and expand language comprehension through dissection of Marking Guides across all curriculum areas.
- Document 3 levels of planning based on P-12 Curriculum framework that align planning vertically and horizontally and documents differentiation to reflect our context and the needs of every student.

Actions:

- Scan and assess how reading is currently taught at Theebine State School across all curriculum areas to identify problems of practice and determine alignment with Australian V9.
- Leaders and teachers collaborate and discuss the **WHY** explicit instruction model is being embedded and how it supports the cognitive load for students.
- Build shared capability and responsibility and embed understanding of evidence informed practices.
- Monitor students' engagement and achievement.
- Provide consistent lesson delivery of Spelling, Vocabulary, Syntax and Text features across all learning areas of the Australian Curriculum to expand and enhance students' depth of knowledge.
- Provide and obtain feedback
- Staff will participate in collaborative discussions to analyse data, consider teaching and learning practices and monitor the impact of high-impact pedagogical practices.
- Draft a literacy framework across all learning areas in collaboration with other small schools and considerate of our own unique context.
- Use One School to document records of intervention and
- Refine student learning walls to reflect the student voice.

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