


MARSHALL ROAD STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Our School Priority		Embedding a positive culture for learning through purposeful and inclusive pedagogy to maximise engagement and belonging for all.					
Strategy One		<i>Maximise engagement through a positive culture for learning focused on purposeful, inclusive pedagogy.</i>			Phase <i>Imp</i>	Link to school review improvement strategy:	
Actions 	<p>Curriculum Principle</p> <ul style="list-style-type: none"> Introduce 'Strong Start' in Prep to ensure seamless transition from kindy with focus on age-appropriate pedagogy. Map Respectful Relationships curriculum to PBL lessons to ensure holistic approach. Extend opportunities for co-planning and co-teaching so as to maximise targeted and focused supports for student success. <p>Learner Principle</p> <ul style="list-style-type: none"> Implement and communicate the MRSS Whole School Support Framework and Team Action Plan for clarity, consistency and cohesion. Introduce the UDL (Universal Design for Learning) Practices for engagement (why), representation (what), action and expression (how)- link in planning processes. <p>Learning Principle</p> <ul style="list-style-type: none"> Create a clear action plan (annual) for introducing TLAC school-wide, in collaboration with working party. Build teacher capability with a comprehensive, precise and practical set of (TLAC) techniques to drive student engagement, rigour and improve learning outcomes. Build teacher capability in identifying and implementing evidence informed pedagogical practices, teaching strategies and tailored supports to meet needs of all diverse learners Embed data conversations as the guide to determine which pedagogical practice for learning will support students (know your learners) and to refine practice for student success (know your impact). 				Responsible Officers:	Key improvement strategy/ies from School Review (July 2022):	
	<p>Resources</p> <ul style="list-style-type: none"> Signposts for Inclusive Education TLAC MRSS Placemat, Text (v3.0) TLAC Teacher Resource Pack with summary sheets for techniques, vignette bank with exemplars in action P-12 CARF UDL Resources and access to schools already practising UDL Data sets- know your learners 				Artefacts		<ul style="list-style-type: none"> MRSS WSS Framework and Action Plan MRSS TLAC Action Plan
	Measurable Outcomes		Success Criteria- Students	Success Criteria- Teachers	Success Criteria- Leadership Team		Monitoring
Curriculum Principle	<ul style="list-style-type: none"> PBL Minor/ Major comparison T1 24/25: Prep (Strong Start) 100% of staff using selected co-teaching strategies (variety) 	<ul style="list-style-type: none"> Engaged and settled students enjoying 'Strong Start to Prep'. Students actively engaged in learning across all transition points. Students demonstrate a greater awareness of respectful interactions and positive relationships. 	<ul style="list-style-type: none"> 'Strong Start' planned and implemented, with reviews of success and future improvements. Planning for 'Strong Start' 2026- taking on review feedback and making changes where necessary. Explicitly timetable PBL lessons and implement lessons related to Respect program ensuring active student engagement and collaboration. Consistently implementing a variety (up to 2) identified co-teaching strategies in classroom for targeted support. 	<ul style="list-style-type: none"> Supporting 'Strong Start' to Prep through resourcing and community promotion for understanding of school transition. Supporting 'Strong Start' to Prep through resourcing and community promotion for understanding of school transition. PBL action plan reflects support for Respectful Relationships and professional development opportunities related to Respect program provided to build capability in staff. 	<p>Green –on track Yellow – underway Magenta – yet to commence Complete end of each term</p>		
Learner Principle	<ul style="list-style-type: none"> Data sets- triangulation data Attendance Data comparison 100% of PLP's reflect evidence informed pedagogies and high impact strategies 100% of staff using flexible grouping 	<ul style="list-style-type: none"> Students expressing knowledge and understanding of learning in multiple formats and modalities. Improved student school attendance, especially in vulnerable groups. 	<ul style="list-style-type: none"> Engage with professional conversations around know your student data sets. Use data to adjust pedagogical strategies for target student support. Know their learners through data sets, student interests, PLPs, support provisions and family connections. Have evidence of UDL practices and language in their planning for units of work. Implementation of universal approaches of flexible grouping, i.e., whole class, small groups; providing opportunities for assessment in multiple modes and formats, reflecting needs of students. Teachers employing tailored supports through focused and or intensive teaching in response to assessment and reporting data that identifies barriers to learning. 	<ul style="list-style-type: none"> Facilitate data conversations around marker student check in's and strategies that are in place to show improvements. Provide student data sets for staff to 'know their students'. Review case management process for complex cases, share with staff for clarity. Commit to continuing work from CLC into Community of Practice (Inclusive Practices), collaborating with other schools (HOSES and Principal). Build capability and understanding of whole school approach to supporting student learning through pedagogy, differentiated teaching and learning, cycle of support and action plan. 			
Learning Principle	<ul style="list-style-type: none"> DIBELS assessment QEW survey OS behaviour data SOS> engagement items 100% Staff enacting Threshold, Strong Start and Do Now 	<ul style="list-style-type: none"> Students actively engaging in positive relationships with class teachers through TLAC threshold: entering classrooms positively, calmly, ready to learn. Students accessing and engaged in learning that is responsive to diverse needs. 	<ul style="list-style-type: none"> Adjust instructional practices based on formative and summative assessments. Implement identified TLAC techniques with rigour, school-wide. Consistent and shared language school wide TLAC techniques. 	<ul style="list-style-type: none"> Establish TLAC working party: interested staff and build action plan. Support teachers with resources and coaching to implement TLAC techniques. Evaluate the impact and effectiveness of the data conversations on student outcomes. Evaluate impact and effectiveness of the focused and intensive teaching support. Commit to working in CLC into Community of Practice (Belonging and Engagement), collaborating with other schools (DP and Principal). 			
Strategy Two		<i>Develop teacher capability in effective pedagogical practices for positive cognitive engagement.</i>			Phase <i>Imp</i>	Link to school review improvement strategy:	
Actions 	<p>Curriculum Principle</p> <ul style="list-style-type: none"> Develop a whole school approach to Mathematics 'Blocks'. Develop a shared understanding of Learner Assets and embed in learning intentions in all classrooms. Update MRSS Reading Framework to reflect pedagogy related to teaching the Science of Reading and to extend into Teaching of Spelling as an interrelated aspect (including scope and sequence for phonics and morphology). <p>Learner Principle</p> <ul style="list-style-type: none"> Embed age-appropriate characteristics to engage learners across P-6. <p>Learning Principle</p> <ul style="list-style-type: none"> Develop consistent practices with learning walls in classrooms and application to formative assessment for student progress. Build teacher capability through the development of a 'Pedagogical Toolkit' for teachers to select and employ effective pedagogical practices. Embed daily review retrieval practices for transfer learning (surface to deep), with documentation evidence in planning. 				Responsible Officers:	Key improvement strategy/ies from School Review (July 2022):	
	<p>Resources</p> <ul style="list-style-type: none"> Learning Intention, Success Criteria Learning goals Learner Assets 				Artefacts		<ul style="list-style-type: none"> Learning Walls with Bump it Up Walls embedded Pedagogical Toolkit Mathematics Block- school expectations

Measurable Outcomes		Success Criteria- Students	Success Criteria- Teachers	Success Criteria- Leadership Team	Monitoring	
Curriculum Principle	<ul style="list-style-type: none"> • Early Years morphology assessment • 100% of staff implementing daily review • Improvement in A&B maths data based on implemented maths block • Sem 2 English A-E 	<ul style="list-style-type: none"> • Engage in initial diagnostic assessments to determine phonics and morphology understanding. • Students participating in explicit phonics and morphology instruction (emerging) and use phonics-based strategies in reading and writing tasks consistently. • Students understand maths expectations in the classroom and are actively participating and applying their skills in fluency, problem solving, reasoning and understanding. • Purposeful engagement in daily review activities. • Complete a follow up diagnostic assessment to determine improvements in spelling. • Students will show improved results in A&B data in maths. 	<ul style="list-style-type: none"> • Develop and begin to implement a shared understanding of a MRSS maths block. Reflect on improvements in maths application across learning areas. • Establish a clear set of maths block routines. • 100% commitment to whole-school consistent approach to embedding learner assets, formative assessment and authentic learning walls in classrooms. • Participate in professional learning sessions on the Science of Reading and Teaching of Spelling. • Begin integrating phonics and morphology into lesson plans. • Evidence of daily review lessons in planning documentation and implementation in practise. 	<ul style="list-style-type: none"> • Build a team who will assist in developing and lead professional development for staff (mathematics). • Review existing reading and spelling scope and sequence for alignment. • Support teachers with resources and coaching to implement new practices- SOR, spelling. • Monitor classroom implementation and provide feedback of morphology lessons • Build staff capability through purposeful, sequenced professional learning and coaching opportunities. Evaluate and plan next steps for ongoing professional development and curriculum refinement. • Provide opportunities through the collegial engagement framework including coaching for teachers to expand their pedagogical repertoire. • Discuss teacher feedback and refine whole school approaches for maths block for 2026. 	<p>Green –on track Yellow – underway Magenta – yet to commence Complete end of each term</p>	
Learner Principle	<ul style="list-style-type: none"> • 100% of teachers demonstrating an increase in confidence and use of AAP 	<ul style="list-style-type: none"> • Students are clear on the learning intention and success criteria for the lessons. • Students engaged and accessing learning that is age-appropriate at all levels. 	<ul style="list-style-type: none"> • Teachers using the school wide learning intentions proforma in classrooms. • Deliberate, planned opportunities to embed AAP evident in planning documentation. • Actively seek/ provide support and professional learning opportunities to implement and embed AAP. 	<ul style="list-style-type: none"> • Facilitate capability building to utilise AAP to engage learners. • Review embeddedness of AAP at a whole school level to identify next steps or focus areas for review. 		
Learning Principle	<ul style="list-style-type: none"> • SOS- student / staff: engagement 	<ul style="list-style-type: none"> • Students actively engaged in daily reviews- Maths, English. • Students create individual learning goals based on formative assessment and learning wall 'next steps': (i) Engage with learning walls to understand learning goals and success criteria clearly; (ii) actively participate in formative assessments, using feedback to improve understanding and skills. 	<ul style="list-style-type: none"> • Collect student data to monitor progress and adjust teaching strategies. 	<ul style="list-style-type: none"> • Pedagogy toolkit documented and framework collated and shared to staff for feedback. • Review Daily review practices to ensure there is a variety of approaches to build transfer learning. • Identify quality pedagogical practices for instructional leadership walkthroughs to develop consistent practices. • Facilitate capability building through a clear shared vision for learning walls, learning intentions and formative assessment cycles. 		
Strategy Three		<i>Building positive community connections to ensure a sense of belonging for all.</i>			<p>Phase <i>Imp</i></p> <p>Link to school review improvement strategy:</p>	
Actions		<ul style="list-style-type: none"> • Undertake a consultative revitalisation process with school community stakeholders to update our school vision, values and beliefs to strengthen and align our ethos and next steps. • Advance partnerships with parents and community through the development of a Parent and Community Engagement Framework to maximise learning outcomes for students. • Develop a whole school Wellbeing and Engagement Framework linking Staff and Student Wellbeing to promote and sustain all dimensions of health and wellbeing. • Engage in regional Collaborative Learning Community around engagement, guided by the research of Doug Fisher. 			<p>Responsible Officers:</p> <ul style="list-style-type: none"> •Principal •DP •HOSES •HOD-C •Lit Coach 	<p>Key improvement strategy/ies from School Review (July 2022):</p> <ul style="list-style-type: none"> • Review and refine processes for authentic consultation and communication with staff and parents.
Resources		<ul style="list-style-type: none"> • Parent and Community Engagement Framework • Student Learning and Wellbeing Framework • Qld Engagement and Wellbeing Survey 			<p>Artefacts</p> <ul style="list-style-type: none"> •PACE Framework •Wellbeing and Engagement Framework •Collegial Engagement Plan 	
Measurable Outcomes		Success Criteria- Students	Success Criteria- Teachers	Success Criteria- Leadership Team	Monitoring	
Annual	<ul style="list-style-type: none"> • Informal feedback- parent rep meeting • QEW • School Opinion Survey- Staff, Students, Parents 	<ul style="list-style-type: none"> • Student Leaders participate in 'Leaders Making a Difference Program' with Chappy and Principal • Take part in QEW- Weeks 1-4 Term 2 (Years 4-6) 	<ul style="list-style-type: none"> • Creation of online Parent Information Sessions • Engage in Phase 1 of CPG process to identify annual goals. • Utilise data from QEW to feed into creation of Student Learning and Wellbeing Framework. • Active participation in disaggregation of data from SOS data to plan next steps for school. 	<ul style="list-style-type: none"> • Attend Doug Fisher masterclasses in the Thought Series from EFI- Belonging and Engagement • Revisit and update Belonging and Engagement action plan to acknowledge progress and identify next steps. • Initiate Parent Rep Meetings as an additional layer of communication. • Work in conjunction with P&C to establish annual plan for parent engagement opportunities. • Principal and Deputy Principal ongoing participation in Engagement CLC. • Host Special Guest- Karen Young- for parent/ community event on understanding Anxiety in children. • Collaboration- Establish Community 'Think Tank' regarding uniform review (with P&C). • Utilise data from QEW to feed into creation of Student Learning and Wellbeing Framework. Dovetail with staff information to create school wellbeing framework. • Implement SOS and then lead data conversations from subsequent data with teachers to formulate future actions. 	<p>Green –on track Yellow – underway Magenta – yet to commence Complete end of each term</p>	
Approvals						
This plan was developed in consultation with the school community and meets school needs and systemic requirements.						
 Leigh Thomson Principal		Vanessa Ientile P&C Representative		Rob Van den Heuvel School Supervisor		