



A Chance to Shine – A School with Heart – An Engaging Education – An Innovative Approach – Building Successful Futures



# Marshall Road State School 2024 ANNUAL IMPLEMENTATION PLAN

School Priority 1: Improvement in student A-B English and Reading outcomes <i>A Chance to Shine &amp; Building Successful Futures</i>	Monitoring				Long term measurable/ desired outcomes:	AIP measurable/ desired outcomes:
	Term 1	Term 2	Term 3	Term 4		
<p>• Ensure a whole school, consistent approach to curriculum implementation, data driven decision making and shared accountability.</p> <p>• Align Marshall Road's Early Years Framework and Reading Framework with the Queensland Reading Commitment, with implementation of a whole school reading approach aligned to the Science of Reading and a structured literacy approach.</p> <p>• Leverage on school collaborative curriculum planning processes to support teachers to enhance units by including all elements of the Australian Curriculum and pedagogy as aligned to MRSS Pedagogical Framework.</p> <p>• Provide opportunities for teachers/ leaders to build and embed knowledge and skills in the characteristics and approaches of Age-Appropriate Pedagogies.</p> <p>• Provide opportunities for teachers to develop a balanced approach to teaching and learning through a lens of the Five Learner Assets, with a focus on visible thinking routines and high yield strategies.</p> <p>• Further strengthen internal and external moderation processes including within and across year levels, to consolidate teacher expertise in making consistent judgments about student Level of Achievement (LOA).</p> <p>• Explore pathways and opportunities for members of the teaching and strategic leadership team to further build their capability as curriculum and instructional leaders.</p> <p>• Provide teachers/ leaders opportunities to refine the analysis and discussions of student learning outcomes and data during curriculum planning of as part of the Faces on the Data (FOD) process.</p>					<p><b>English:</b></p> <ul style="list-style-type: none"> <li>Prep Applying/ Making Connections 2023&gt; 79%, 2024&gt; 82%</li> <li>Year 1 AB 2023&gt; 78%, 2024&gt; 80%</li> <li>Year 2 AB 2023&gt; 84.3%, 2024&gt; 86%</li> <li>Years 1-6 A&gt; 29%, 2024&gt; 32%</li> <li>95% students in Year 1 successfully completing Year 1 Phonics Check</li> <li>100% of teachers/ teacher aides engaged in professional development related to the Australian Curriculum and Literacy/Reading aligned to the Queensland Reading Commitment.</li> <li>100% of teachers engaged with the 3 levels of planning and consistent implementation of Australian Curriculum English V9.</li> <li>100% of teachers engaged in 'before-after-end' moderation processes.</li> <li>100% teachers engaged in FOD process each term.</li> </ul>	
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Year level teams/ teachers supported with the full implementation of Version 9 of the Australian Curriculum (English and adherence to all CARF expectations).</li> <li>Head of Department-Curriculum, Deputy Principal, Head of Inclusion and Principal to engage in instructional leadership with a focus on leading teachers in curriculum implementation, differentiation and pedagogy through a culture of self-evaluation and reflection.</li> <li>Collaboratively embed Early Years and Reading Frameworks with quality assurance measures embedded for consistency of implementation (SOR and TDQ).</li> <li>Consistently engaging in regular cycles of data analysis through FOD (Faces on Data) planning and review cycles.</li> <li>Commitment to regular PLTs, including Curriculum Team, AAP Committee and Teacher Around the Child (TAC) Committee to guide consistency of approach to differentiation (for teaching, learning and assessment), targeted support, intervention and enrichment.</li> <li>All teachers planning for 'personalised learning' (PLPs, ICPs, HICs)- intervention and extension through the completion of FOD plans and unit differentiation for teaching and assessment at the commencement of each term.</li> <li>Differentiate curriculum planning and support to assist teachers in the 'before-after-end' moderation processes.</li> <li>Development of a collegial engagement framework to support staff to consistently implement pedagogical practices in line with the ped framework and high yield strategies.</li> <li>Foster assessment-literate learners through consistent approaches to student-led goal setting, student-led reporting (Y3-6) and conferencing cycles with students.</li> <li>Utilising Learning Walls (Including Bump It Up Walls) to enhance student autonomy in learning and assessment.</li> </ul>					<p><b>Responsible Officer(s):</b></p> <ul style="list-style-type: none"> <li>Principal</li> <li>Deputy Principal</li> <li>Head of Department- Curriculum</li> <li>Head of Inclusion</li> <li>Year Level Coordinators</li> <li>Committee Teams- Curriculum, AAP, TAC</li> </ul>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Principal, Deputy Principal and HOD-C to commit to active instructional leadership and engagement in Curriculum Leadership Team, with a focus on English and Literacy/Reading (SOR/ text dependent questioning).</li> <li>Commit to funding a full-time Head of Department-Curriculum to lead curriculum, assessment, reporting and pedagogy.</li> <li>Utilise Speech Language Pathologist hours to support beginning and early career teachers in effective learn to read pedagogy.</li> <li>Commit to funding for resources to deliver the transition to V9-Australian Curriculum and the Science of Reading approach.</li> <li>Engage in a review of Teacher Aide roles, responsibilities and allocations to ensure targeted support for students to improve English outcomes.</li> <li>Implementation of the MRSS Professional Development Plan with a focus on Australian Curriculum (English V9), Literacy/ Reading/ Pedagogy.</li> </ul>					<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>HR funding- HOD-C- 1FTE</li> <li>Resources necessary to deliver V9 English and MRSS Reading Framework</li> <li>Professional Development funding to enhance staff capacity in curriculum implementation, reading framework and pedagogical approaches.</li> </ul>	
<p><b>School Priority 2: Shared understanding and commitment to equity and inclusion through pedagogical practice.</b> <i>An Engaging Education &amp; An Innovative Approach</i></p> <ul style="list-style-type: none"> <li>All students can access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers.</li> <li>A shared belief that all students can achieve academically and socially, with reasonable adjustments and supports tailored to meet their learning needs.</li> <li>All students can learn in a safe and supportive environment, free from bullying, discrimination or harassment.</li> </ul>					<p><b>Long term measurable/ desired outcomes:</b></p> <ul style="list-style-type: none"> <li>100% commitment to a whole-school consistent approach to curriculum implementation, data-driven decision making and shared accountability.</li> <li>100% commitment to whole-school consistent approach to embedding age-appropriate pedagogy, learner assets and high-yield strategies into curriculum planning.</li> <li>100% of P-6 classrooms delivering MRSS Early Years Framework and Reading Framework (SOR and TDQ), aligned to the Department's Reading Position 2023.</li> <li>100% of students from P-6 with collaboratively developed and current reading goals that are communicated with parents/carers.</li> <li>100% staff engagement in full range of moderation processes.</li> <li>100% of students engaged with agreed 'signature pedagogies' as outlined in Marshall Road SS Pedagogical Framework- shared understanding and language reflected in consistent classroom practice.</li> <li>100% classroom teachers completing FOD plan and subsequent differentiation strategies embedded in unit planning.</li> <li>100% staff meeting reflective of collegial engagement framework aligned to school data plan.</li> </ul>	
					<p><b>Long term measurable/ desired outcomes:</b></p> <ul style="list-style-type: none"> <li>100% commitment to a whole-school approach to providing access for all students to an engaging curriculum.</li> <li>100% commitment to provision of reasonable adjustments for all students so</li> </ul>	<p><b>AIP measurable/ desired outcomes:</b></p> <p>School Opinion Survey Student- I feel accepted by other students at my school 2023: 75.3% &gt; 2024: 77% I feel safe at my school 2023: 77.2% &gt; 2024: 82%</p>

<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Review of Teacher-Around-Child (TAC) systems and processes to ensure every student is succeeding through meeting the needs of all learners.</li> <li>Enhanced understanding of the Disability Discrimination Act, Every Student with a Disability Succeeding Plan 2021-2025, inclusive practices and responsibilities throughout the school community.</li> <li>Shared understanding of our school's NCCD data, informing the support model implemented to ensure clarity and consistency in supporting all students.</li> <li>Building capacity of all staff, to deepen knowledge and capability in differentiating curriculum and pedagogy to meet the needs of all learners.</li> <li>Personalised Learning Plans and Highly Individualised Curriculum Plans developed and implemented for all identified students by classroom teachers with Inclusion staff support.</li> <li>Reasonable adjustments provided for students identified on the DDA (or imputed), as well as students identified as highly capable, EAL/D or requiring social/ emotional support.</li> <li>TAC Committee to engage in regular cycles of monitoring and review to ensure appropriate intervention, extension and support for all students.</li> <li>Clear identification, tracking, review and communication processes to support student's academic and social/emotional progress.</li> <li>Principal and school representative to engage in EFI Collaborative Community <i>Supporting students with a disability to realise their potential.</i></li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Investigation of inclusion staffing model to encompass HOSEs and additional GO SWP hours.</li> <li>Marshall Road State School Inclusive Practices Framework to be developed, communicated and implemented.</li> <li>Professional development for all staff in relation to inclusive practices- e.g. reasonable adjustments, differentiation and disability-specific content.</li> <li>Support leaders, teachers, teacher aides and other school staff to access high-quality support through regionally-based Principal Advisors, coaches, Advisory Visiting Teachers, Guidance Officers (and SGO's), therapists and nurses, who can help develop and implement reasonable educational adjustments.</li> <li>TAC referral and follow up process communicated and understood by all staff with TAC team meeting fortnightly to consider, review and monitor student support. All adjustments and support provisions documented in OneSchool. Complete NCCD data collection for students with evidence.</li> <li>Build reflective practice with a focus on inclusive pedagogy into the Collegial Engagement Framework with emphasis on UDL and MRSS universal 'approaches for engagement' as well as through learning walks, WDW opportunities, MBT/early career support programs and APDP alignment.</li> </ul>	<p>that they can achieve academically or socially.</p> <ul style="list-style-type: none"> <li>100% belief that all students can succeed with the right supports.</li> <li>100% staff feel more confident and capable to devise and implement reasonable adjustments in a range of settings.</li> <li>100% of classrooms reflect universal 'approaches for good' pedagogy implemented.</li> <li>100% staff have knowledge of current school NCCD data and the allocation of resources.</li> </ul>	<p><b>Staff:</b> Students with a disability are well supported at this school. 2023: 94.1 &gt; 2024: 96%</p> <p><b>Parents:</b> My child's learning needs are being met at this school. 2023: 90.4% &gt; 2024: 93%</p> <p><b>A-C English Sem 2 2023 &gt; Sem 2 2024</b></p> <table border="1"> <tr> <td>All Students</td> <td>95.3%</td> <td>96.5%</td> </tr> <tr> <td>Students With Disability</td> <td>90.5%</td> <td>92%</td> </tr> </table> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Negotiated Service Support Plan (OT and Physio) Professional Development sessions</li> <li>Disability Discrimination Act, Every Student with a Disability Succeeding Plan 2021-2025</li> <li>Education Futures Institute- CLC</li> <li>Professional Development funding to enhance staff capacity and confidence in inclusive practices.</li> <li>Resources to support reasonable adjustments for students</li> </ul>	All Students	95.3%	96.5%	Students With Disability	90.5%	92%														
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<p><b>School Priority 3: Building a connected community to improve engagement and wellbeing.</b></p> <p><b>A School With Heart</b></p> <ul style="list-style-type: none"> <li>Provide a safe and supportive learning environment as outlined in the School Code of Conduct embedded through a lens of Positive Behaviour for Learning.</li> <li>Develop a whole school Wellbeing and Engagement Framework linking the work of PBL, AAP and RAP committees and aligned to the Australian Student Wellbeing Framework that develops, sustains and promotes student social and emotional health and wellbeing.</li> <li>Advance partnerships with parents and community through the development of a Parent and Community Engagement Framework to maximise learning outcomes for students.</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Continue to build successful student pathways to ensure students are starting strong and building on foundations- e.g. Playgroup (Owlets), EEC network meetings to support Prep transitions, high school transitions, year level transitions.</li> <li>Embed Age-Appropriate pedagogies across the school (P-6), with a focus on providing opportunities for building agency in learning and school governance.</li> <li>Implement the Respectful Relationships curriculum through a specialist teacher for consistency.</li> <li>Provide professional development sessions for staff in relation to supporting students with complex behaviours, mental health or trauma related needs.</li> <li>Work alongside P&amp;C and staff to develop a Parent and Community Engagement Framework to maximise collaboration between stakeholders and demonstrate authentic consultation and collaboration.</li> <li>Building community capacity to strengthen the approach of 'The Power of Yet' growth mindset into school culture.</li> <li>Invest in strategies to support the mental and physical wellbeing of staff to reduce sick leave and stress.</li> </ul>	<p><b>Responsible Officer(s):</b></p> <ul style="list-style-type: none"> <li>Principal</li> <li>Deputy Principal</li> <li>Head of Inclusion</li> <li>Regional Staff</li> <li>Head of Department- Curriculum</li> <li>Year Level Coordinators</li> <li>Committee Teams- TAC, Curriculum</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Negotiated Service Support Plan (OT and Physio) Professional Development sessions</li> <li>Disability Discrimination Act, Every Student with a Disability Succeeding Plan 2021-2025</li> <li>Education Futures Institute- CLC</li> <li>Professional Development funding to enhance staff capacity and confidence in inclusive practices.</li> <li>Resources to support reasonable adjustments for students</li> </ul>																				
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<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Utilise the Wellbeing Workforce- employ GO for an additional 0.1 each fortnight to target social and emotional wellbeing.</li> <li>The PBL Committee, led by DP, to take lead on the implementation of rigorous PB implementation and ensure Student Code of Conduct is updated and all staff and community aware.</li> <li>Undertake the annual QEW survey and engage in a cycle of inquiry focused on health and wellbeing.</li> <li>RAP and Wellbeing Committees to take lead in building a sense of belonging in the community by creating an action plan responsive to feedback from Wellbeing survey and School Review.</li> <li>Embed school systems to connect Marshall Road beyond the gates in global citizenship and sustainability practices (Eco Marines, Containers for Change, etc.)</li> </ul>	<p><b>Responsible Officer(s):</b></p> <ul style="list-style-type: none"> <li>Principal</li> <li>Deputy Principal</li> <li>Head of Department- Curriculum</li> <li>Committee Teams- RAP, Wellbeing</li> <li>Year Level Coordinators</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Wellbeing Workforce- HR funding to allocate additional Fraction to GO</li> <li>Curriculum resources required to deliver Respectful Relationships</li> <li>Professional Development funding to enhance staff capacity in supporting student learning and wellbeing</li> </ul>																				

<p><b>Approvals</b></p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p style="text-align: right;">   <b>Principal</b> </p> <p style="text-align: right;">   <b>P&amp;C/School Council</b> </p> <p style="text-align: right;"><b>School Supervisor</b></p>	<p style="text-align: right;"><b>School Supervisor</b></p>
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