

MARYBOROUGH CENTRAL STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

Monitoring
Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

School priority 1:
Strengthening Educational Achievement-
Build teacher capability to plan, teach and assess using ACV9 aligned to whole school CARP and K-12 CARF to improve % of students achieving A-C in English (with an initial focus in English)

Link to School Improvement Strategy: Domain 6: Leading systematic curriculum implementation
• Develop 3 levels of planning to ensure the Australian Curriculum (AC) is implemented with integrity.
• Formalise processes for moderating at early junctures with leaders and teachers, to support teachers in planning for, understanding and implementing the AC.

Strategy/ies:

- Collaboratively formalise the process and school way of working for moderating across all junctures
- Create and implement a schedule to collaboratively plan and discuss the curriculum in line with ACV9, the whole school CARP and P-12 CARF
- All students' units are contextualised and aligned to the Australian Curriculum Version 9 – English
- Every teacher is delivering the AC using the MCSS CARP aligned to the 3 levels of planning
- All students that are case managed can articulate their learning goals related to their unit of work (English)
- All teachers can set learning goals aligned to student achievement outcomes driven by LOA data and observation
- All teachers and students will co construct learning wall to support T&L in English
- All teachers and students will access the learning wall to support their K&U of topic specific learning aligned to the marking guide for each unit of work
- Build staff capability and consistency in delivering sounds write (systematic synthetic phonics) across all classes P-6
- All students are engaged in learning built around a strong school culture with strong sense of community

Long term measurable/desired outcomes:

SORD DATA:

- **85%** of all students receiving an A-C in English (Semester)
- **10%** students receiving an A
- **20%** students receiving a B
- **55%** students receiving a C
- **80%** of First Nations students receiving an A-C in English (Semester)
- **10%** students receiving an A
- **20%** students receiving a B
- **50%** students receiving a C

SOS Data:
Teaching Staff -
• **95-98%** Students are interested in their schoolwork

All Staff:
• **95-98%** I receive useful feedback about my work at this school
• **100%** This school encourages coaching and mentoring activities

Students:
• **90%** My teachers provide me with useful feedback about my work
• **85%** I understand how I am assessed at my school
• **95%** I am interested in my schoolwork

Parents:
• 95% this school has a strong sense of community
• 95% my child's learning needs are being met at this school

AIP measurable/desired outcomes:

Ongoing across 2025

P&C are:

- Supporting the engagement of students by building a strong sense of community - offering facilities (washer/dryer), necessities (Mad Meal Mondays – Food, tuckshop), community engagement activities

Students are: (student friendly language- based on student voice)

- Articulating their individual learning goals for English aligned to marking guide
 - Explaining my learning goals for English and how it is connected to the marking guide
- Answering the 5 key questions for students (What are you learning? How are you going? How do you know? How can you improve? Where can you go for help?)
 - Answering the 5 questions to help check we are on track, understand what we are doing, know where to go for help and connect our ideas to assessment.
- Participating in engaging learning experiences aligned to ACV9 for English
 - Taking part in interesting, inspiring learning connected to English through games, outdoor learning, online learning, rotations, interesting topics and working together
- Building knowledge of the purpose of learning walls and how to use them to improve their learning outcomes
 - Creating understanding on why we use learnings and how we use them to achieve better grades

Teachers are:

- Navigating whole school CARP, curriculum gateway and Australian Curriculum websites to build capacity to deliver ACV9
- Developing planning documents (3rd level of planning) aligned to clarity of thinking during collaborative pre moderation discussions with leaders
- Developing individual learning goals are linked directly to the Achievement Standards on the Marking Guide ACV9
- Build capability to develop and produce effective engaging learning walls linked to task, marking guide, student learning goals and ACV9
- Making connections and communicate with families for those students who are identified as needing structured differentiated support to successfully achieve their learning goals in line with SSW processes
- Reflecting on and seeking feedback from their students on local relevance of tasks to determine student interest and engagement.
- Answering the 5 key questions for teachers for English (What am I teaching? Why am I teaching it? How will I teach it? How will I know that my teaching has been effective? What Next?)

All staff are

- Articulating the needs of their students individual learning needs and understand how to support them through setting relevant goals

Leadership team (incl Senior Teachers) are:

- Supporting teacher capability through delivering PD aligned to ACV9
- Moderating with teachers to ensure contextualised alignment of units for ACV9 English
- Leading the case management process to review learning goals through CASW process and data literacy framework
- Utilising the collaborative teaching model to build teacher capability within English LA and CASW
- Answering 5 key questions for middle leaders/leaders (What am I coaching/supporting in our school? What am I doing this work in our school? How will I lead this work in our school? How will I know that my work has been effective? What next?)

End of Term 1

Teachers are:

- Developing Lesson Intent (LI) and Success Criteria (SC) as part of their planning and MCSS way of working in student friendly language.

All staff are

- Collaborating to develop an MCSS way of working for consistent creation and use of learning walls to share with students

Leadership team (incl Senior Teachers) are:

- Supporting teachers throughout the moderation process to collaboratively develop shared understanding of the MCSS way of working across junctures

End of Term 2

Students are:

- Engaging in the curriculum aligned to ACV9
 - Taking part in interesting, inspiring learning connected to all of the curriculum through games, outdoor learning, online learning, rotations, interesting topics and working together
- Accessing the learning wall to support and improve outcomes against the marking guide

Teachers are:

- Articulating how the phases of moderation are a consistent way of working and how they are used to inform next steps in strengthening educational achievement
- Articulating the demands of the AC when engaging in the phases of moderation
- Reviewing student goals across junctures to continue the cycle of growth and development across English – CASW.
- Explicitly teach students how to engage successfully with the learning wall linked to learning goals
- Adding co-constructed learning to the learning walls

Leadership team are:

- Collecting data/evidence through walkthroughs to inform next steps in professional development and feedback to key contributors of teaching and learning
- Delivering collective feedback to staff based on observations from walkthroughs – linked to key questions for students

End of Term 3

Students are:

- Actively using the learning wall to revisit prior learning and support achievement of their learning goals (success criteria)
 - Every lesson revise, refresh and re-read the learning wall to remember learning we have done before to make connections and achieve our learning goals

Teachers are:

- Offering quality feedback to students linked to the learning wall and marking guide against student learning goals

Leadership team are:

- Delivering collective feedback to students based on observations from walkthroughs

End of Term 4

Students are:

- Self-reflecting on their success using the learning walls and marking guides linked to ACV9 English
 - Going back and think about the success we have already had by using the learning wall and marking guide (bump it up wall) to see if we can improve any more
- Communicating to teacher how they can improve based on their learning goals, learning wall and marking guides
 - Talking to the teacher and give them suggestions on how they can help my learning by being clear and sharing my goals

Teachers are:

- Demonstrate their understanding of ACV9

Leadership team can/will:

- Support the review of the MCSS way of working with support from staff feedback

Actions including Responsible officer(s):

- Teachers are teaching and planning for students to learn and achieve using the ACV9 for English
- Staff use knowledge of current moderation processes to collaboratively develop a whole school way of working for moderation at MCSS and CASW
- Leadership Team and Senior Teachers to continue familiarisation of Curriculum, Assessment and Reporting demands of the AC with links to ACV9
- Senior Teachers to continue with familiarisation of ACV9 reading to build staff knowledge around V9AC and reading for P-6 – presenting PD to staff
- Senior Teachers to engage in the collaborative teaching model to support teacher capability in the implementation of the V9AC English and CASW
- Staff collaboratively build shared accountability of the 3 levels of planning to ensure consistency and alignment of the curriculum.
- Teachers and leaders support the development of learning goals that align to the achievement standards for English and are rigorously reviewed at multiple intervals across the unit (within 3rd level of planning).
- Teachers are referring students for additional and complex curriculum support (engagement) thought MCSS SSW
- P&C informing and updating families on additional opportunities to engage with the school to build a sense of community.

Resources:

- Australian Curriculum
- Curriculum Gateway
- HOD Network
- CASW/ Moderation Process
- School Opinion Survey
- SORD Data
- Cluster Moderation
- PD Budget – Aligned to AIP
- QCAA PD
- Strategic Plan
- Role Analysis
- Staff & Curriculum Operational Handbook
- CARP
- K-12 CARF

Approvals

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

Principal

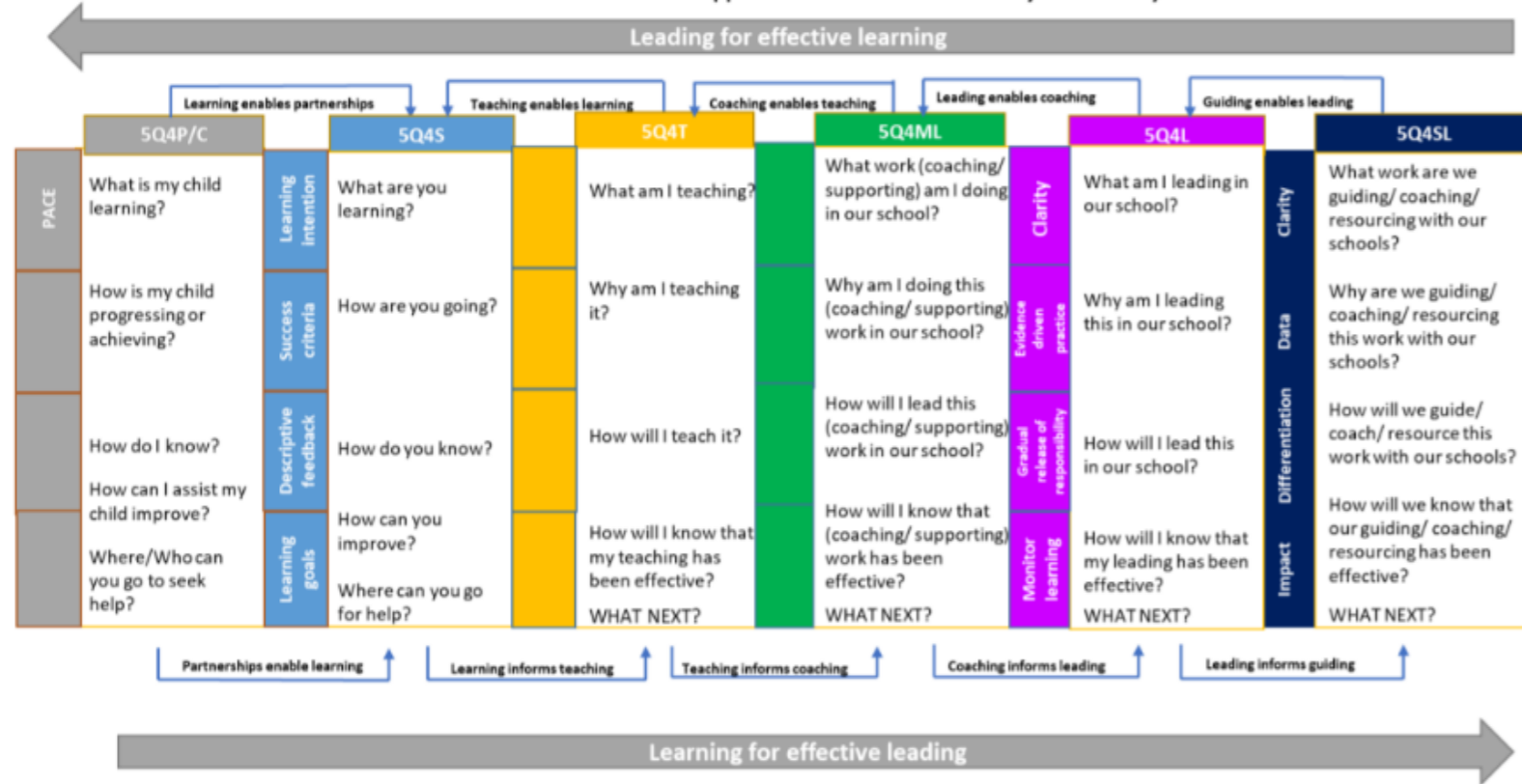
P&C/School Council

presented at P&C meeting 11/2 final copy to be signed at AGM March 2025

School Supervisor

5Q4 Model

How can we enable all leaders to support all teachers to effectively teach every student?



Adapted from Lyn Sharratt, Clarity: What matters most in Learning, Teaching and Leading 2019

