

Biggera Waters State School
2025 ANNUAL IMPLEMENTATION PLAN



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion

SCHOOL PRIORITY 1: PEDAGOGY APPROACHES AND PROCESSES

No regression in Math LOA by deepening teacher understanding of Math curriculum, high quality instruction and collaboratively implementing agreed pedagogical approaches school wide.

Strategies

Sharpen strategic processes, with a focus on collaboratively identifying **strategies**, targets, timelines and success measures, along with agreed **approaches from the explicit teaching model**, that support the achievement of targets in Math through:

- 1. Data informed decision making
- 2. A shared understanding of pedagogical language and agreed approaches
- 3. Collegial approach to planning and moderation
- 4. Deepening knowledge of AC V9 Math
- 5. Developing common and shared language and application of Math instruction

Monitoring

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

Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

Teachers:

- Engaged in a coaching cycle twice a year focused on targeted improvement areas.
- All lessons prepared with an agreed upon structure that demonstrates a deep understanding of the pedagogy required to develop the cognitive demands evident in the AC V9

Students:

- Will be able to select correct graphic organisers to problem solve
- Will be able to effectively apply feedback to lift performance
- Will be able to use classroom learning walls effectively to lift performance
- Will be able to articulate individual goals and strategies to improve learning.

AIP measurable/desired outcomes:

No regression in mathematic LOA

Teachers

- Engaged in a watching others work process, and one coaching session
- All staff using an agreed lesson structure, and utilising cognitive verb development strategies within their pedagogy.

Students

- Will understand the components and expectations of an explicit instruction lesson
- Will develop their own learning goals and strategies to lift performance
Math LOA **Table 1.0 (eg, 2024 year 1 results is when those students were in prep).**

	A-C %		A-B%	
Grade	2024	2025	2024	2025
P	-	93	-	77
1	92	95	76	80
2	95	97	83	83
3	97	97	89	89
4	97	*98	69	75
5	97	98	79	83
6	96	96	68	72

Leadership Actions:

- 1. Refine the implementation of data conversations each term (ongoing)
- 2. Refine CDAP (Capability development alignment planner) to focus on upskilling staff in pedagogical approaches and implement professional development (ongoing)
- 3. Refine CDS (Capability Development Sessions) schedule to focus on collaborative development of shared pedagogical understanding based on curriculum demands. (ongoing)
- 4. Collaboratively review and refine the collegial engagement framework to include watching others work and coaching cycles. (ongoing)
- 5. Engage in understanding of Science of Learning processes

Responsible officer(s):

Principal
DPs
HODc
Ped Mentor.

Resources:

Ped Mentor (I4S)
CDS day planning (I4S)
Pat Hipwell Graphic organiser pack (I4S)
Additional 30 min NCT per teacher to facilitate planning, colelgiagal engagement and data conversations.

School priority 2: Community engagement

Strengthen community and school relationships through increased opportunities for parent and community voice, input and participation to support student learning and social wellbeing.

Strategy/ies:

Collaboratively develop and implement a parent and community engagement framework to include productive relationships with- P&C, local business parents, external support providers, local cluster groups and regional staff. Actively engage parents in student learning, goal setting and review.

Monitoring

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

Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

- Continued organisation of and involvement in local community and regional events
- Working parties establised to give parents voice and input into strategic school descison making
- Increased student outcomes due to proven family and school connections







AIP measurable/desired outcomes:

Teachers

- Inviting families to be involved in the core learning sessions within the classroom.
- Developing opportunities for families to provide feedback on class approaches and events
- Working alongside regional staff to provide best support for students

Students

- Increased attendance due to sense of belonging and interest in activities
- Increased pride in school

			<ul style="list-style-type: none">Increased opportunities to participate in activites not usually available due to staffing restrictions.																
Leadership Actions: <ul style="list-style-type: none">Research best practice for community engagementLiaise with P&C to determine focus and their roleSurvey parents and invite for regular face to face feedback opportunities to build a frameworkIncrease face to face parent interactions in a formal capacity to four times per year (book pack drop off, meet the teacher, and two parent teacher evenings)Review and refine current opportunities and purposeLiaise with teachers to determine volunteer opportunities within their classrooms and eventsDevelop volunteer induction sessions		Responsible officer(s): Principal Leadership team Teachers Marketing and communications officer	Resources: Marketing and communications officer (AO) Volunteer info sessions																
School priority 3: Student social and emotional wellbeing Increase timely, proactive and reactive access to student wellbeing through collaboratively developing and implementing a student wellbeing framework and processes to support student emotional and social wellbeing.	<table><tr><th colspan="4">Monitoring</th></tr><tr><td colspan="4"><small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></td></tr><tr><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Monitoring				<small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				Term 1	Term 2	Term 3	Term 4					Long term measurable/desired outcomes: Teachers- <ul style="list-style-type: none">Seamlessly implement tailored wellbeing approaches within their classroom for every studentApply the agreed approaches to tiered intervention to increase student wellbeing Students- <ul style="list-style-type: none">Increased attendance for those at riskAble to explain and action their own wellbeing strategiesAble to communicate consistent school wide language and processes to increase wellbeingIncreased response to this is a safe school from 80% to 95%	AIP measurable/desired outcomes: Teachers: <ul style="list-style-type: none">Able to understand and communicate the Student Wellbeing Framework document.Review own students and map within tiered supportsApply supports or action referrals to support students to increase wellbeing Students: <ul style="list-style-type: none">Able to articulate zones of regulation levels, and strategies, and apply actions to move zones.Will access supports in a timely mannerIncreased response to this is a safe school from 80% to 85%
Monitoring																			
<small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>																			
Term 1	Term 2	Term 3	Term 4																
Leadership Actions: <ul style="list-style-type: none">Collaboratively review and refine current approaches and understanding to student wellbeingCollaboratively develop a working student wellbeing framework, and upskill staff in the application.Review and align the current tiered supports document with the frameworkUpdate CDAP planner to include professional learning in the wellbeing themesEnsure all staff are aware of the current roles within the school to support them to increase student wellbeing.Evaluate current resource allocation and review and reallocate in a responsive manner		Responsible officer(s): Principal HOSES Engagement Team	Resources: <ul style="list-style-type: none">Hub spacePD for staffEngagement TAEngagement teacherGOSocial worker																
Quality assurance of plan Each term- Leadership team discusses operational aspects of the reviews progress. Staff review progress and next steps. Walk throughs to ensure application in classroom. CDS planning days focussed on the AIP goals.																			
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.																			
<table><tr><td>Principal Kylie Bell</td><td>P&C/ Kim Lochowicz</td><td>School Supervisor Bronwyn Johnstone</td></tr><tr><td></td><td></td><td></td></tr></table>				Principal Kylie Bell	P&C/ Kim Lochowicz	School Supervisor Bronwyn Johnstone													
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