

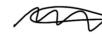
MOGGILL STATE SCHOOL **2025 ANNUAL IMPLEMENTATION PLAN**







fostering quality learning		achievement	en	agement inclusion	
	practices eading the	Monitoring on track, Yellow - underway, commence. Term 2 Term S (Reading the forough the Au stages of mod	hrough ustralian	Long term measurable/desired outcomes: Continual improvement in A-C data in English and Maths Consistent trends in A-C data across cohorts Overall improvement in School Opinion Survey Data	 65% of students achieve B or above in English 80% of students identified in the NCCD achieve C or above in
 Actions: Professional reading – Sharratt's Clarity Teacher release sessions for year level teams where applicable Provide additional NCT to allow PLT Refine PLT practices and agendas Aligning practices in response to Version 9 and Reading through the Australian Curr Participation in regional initiatives (Collaborative Learning Community) 	riculum	Responsible officer(s): Leadership Team and teaching staff	Resources: Additional NCT (overallocated staffing) to enable PLT Budget allocation - Professional Development		
School priority 2: Culture and Inclusion Refine and implement practices that promote and enhance inclusion and a positive learning culture Engage in all stages of moderation with year level teachers, inclusion staff and leadership team especially during year level planning and PLT sessions to ensure all students are known, supported and achieving Strategy/ies: Professional development opportunities increasing understanding of inclusion and of environments Inclusion team involvement in all stages of planning and PLT sessions, focusing on adjustments and supports	Term 1		Magenta – yet to	Long term measurable/desired outcomes: Continual improvement in A-C data in English and Maths Overall improvement in School Opinion Survey Data Overall improvement in teacher understanding of NCCD identification and supporting evidence	 65% of students achieve B or above in English 80% of students identified in the NCCD achieve C or above in English School Opinion Survey data 100% of staff agree that students with disability are well
 Actions: Participation in EFI professional development opportunities (NCCD, inclusion) Engagement in PLT sessions – adjustments, student data Aligning practices in response to Version 9 and Reading through the Australian Curr Alignment and refinement of all Inclusion Team procedures and practices NCCD moderation process – appropriate staffing allocation 	riculum	Responsible officer(s): Leadership Team and teaching staff	Resources: EFI Alexandra Trimboli-Twine 27/2/25 Budget allocation - Professional Development		
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School priority 3: Wellbeing and engagement (ONGOING from 2024)	Monitoring Green – on track, Yellow – underway, Magenta – yet to			nta – yet to	Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Consolidate whole school approaches to behaviour, wellbeing and engagement to ensure consistency of practice and language Strategy/ies:	Term 1	Term 2		Term 4	Continual improvement in A-C data in English and Maths Overall improvement in School	 A-E data Continual improvement in A-C data in English and Maths School Opinion Survey data 100% of staff agree that staff morale is positive
 Positive Behaviour Focus Team continue to refine practices, seek feedback and monitor behaviour data Refinement of staff wellbeing action plan 					Opinion Survey Data Reduction in OneSchool major behaviour incidents	 100% of staff agree student behaviour is well managed 100% of students agree student behaviour is well managed 100% of parents agree student behaviour is well managed
 Actions: Positive Behaviour Team continuing to work on refining school wide expectations Complete wellbeing surveys (Regional Resources and/or researched based) Plan for teacher release session behaviour & wellbeing team Staffroom refurbishment 					Responsible officer(s): All staff	Resources: TRS release days Regional surveys Budget allocation for refurbishments

