



MOGGILL STATE SCHOOL

2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1: Educational achievement - Strengthen leadership structures and practices that build the instructional capability of the leadership team to strategically lead an improvement agenda. - Consolidate curriculum knowledge of all staff through collaboration, moderation and instructional leadership practices	Monitoring Green –on track, Yellow – underway, Magenta – yet to commence.				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	AIP measurable/desired outcomes: <u>A-E data</u> 95%of students achieve C or above in English 65% of students achieve B or above in English 80% of students identified in the NCCD achieve C or above in English <u>School Opinion Survey data</u> 100% of staff feel that staff morale is positive 100% of staff agree that the school encourages coaching and mentoring activities 100% of staff use the Australian Curriculum (P-10) for planning teaching, learning and assessment.
Strategy/ies: - Strengthen and refine whole school pedagogical approaches (i.e. inclusive literacy practices (Reading through the Australian Curriculum), visible learning) - Professional development opportunities that focus on the Australian Curriculum, Reading through the Australian Curriculum and school wide pedagogical approaches - Professional development opportunities for teaching staff and leaders to engage in all four stages of moderation through PLTs, planning sessions, staff meetings and portfolio moderation - Engagement in Professional Learning Team protocols and practices - Engagement in instructional leadership practices including walk throughs, observation and feedback cycle, watching others work, data conversations						
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 Curriculum - Participation in regional initiatives (Collaborative Learning Community)					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	Monitoring Green –on track, Yellow – underway, Magenta – yet to commence.				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	AIP measurable/desired outcomes: <u>A-E data</u> 95%of students achieve C or above in English 65% of students achieve B or above in English 80% of students identified in the NCCD achieve C or above in English <u>School Opinion Survey data</u> 100% of staff agree that students with disability are well supported at this school 100% of staff agree this school has an inclusive culture where diversity is valued and respected.
Strategy/ies: - Professional development opportunities increasing understanding of inclusion and our roles within inclusive environments - Inclusion team involvement in all stages of planning and PLT sessions, focusing on inclusive practices, adjustments and supports						
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 Curriculum - Alignment and refinement of all Inclusion Team procedures and practices - NCCD moderation process – appropriate staffing allocation					Responsible officer(s): Leadership Team and teaching staff	Resources: EFI Alexandra Trimboli-Twine 27/2/25 Budget allocation - Professional Development

Approvals

Principal: Nicole Trethewey

P&C/School Council: Alexandra Trimboli-Twine 27/2/25

School Supervisor: Evan Willis



Queensland Government

School priority 3: Wellbeing and engagement (ONGOING from 2024) Consolidate whole school approaches to behaviour, wellbeing and engagement to ensure consistency of practice and language	Monitoring Green –on track, Yellow – underway, Magenta – yet to commence.				Long term measurable/desired outcomes: Continual improvement in A-C data in English and Maths Overall improvement in School Opinion Survey Data Reduction in OneSchool major behaviour incidents	AIP measurable/desired outcomes: <u>A-E data</u> - Continual improvement in A-C data in English and Maths <u>School Opinion Survey data</u> 100% of staff agree that staff morale is positive 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
	Term 1	Term 2	Term 3	Term 4		
Strategy/ies: - Positive Behaviour Focus Team continue to refine practices, seek feedback and monitor behaviour data - Refinement of staff wellbeing action plan						Resources: TRS release days Regional surveys Budget allocation for refurbishments
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