



Annual Implementation Plan 2025

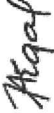
This plan was developed using the Equity and Excellence Education Strategy, School Strategic Plan 2023-2026 and the School Review Report 2022

2025 Explicit Improvement Agenda: To improve English results across Prep to Year 6 through a focus on the teaching of reading, data collection and analysis, pedagogy and rigorous moderation processes.

School Priority 1: Educational Achievement

Strategies: Continue to strengthen staff knowledge, understanding and application of the full breadth of the Australian Curriculum	Long term measurable/desired outcomes: Whole School Curriculum Documents will reflect V9 of the Australian Curriculum in all learning areas	AIP measurable/desired outcomes: All teachers will have been provided with relevant PD to strengthen their knowledge of the AC Science, HPE, and Technologies Teachers will increase their curriculum capability to develop locally relevant units, assessments and marking guides
Actions: 1. Implement the Australian Curriculum (Maths) across Prep to Year 6 2. Commence familiarisation of the Australian Curriculum – Science, HPE, and Technologies <i>School Review Domain 6: Strengthen staff knowledge, understanding and application of the Australian Curriculum</i>	Responsible Officers: Head of Department – Curriculum Curriculum Support teacher Deputy Principals Principal Teachers	Resources: Australian Curriculum documents NSS Whole School Curriculum Plan Senior Education Officer – Capability Professional Development
Strategies: Develop and implement a Whole School Approach to Reading Pedagogy with a focus on Shared and Dialogic Reading Trial implementation of the updated NSS Moderation Process (English) Implement the updated Whole School Data Plan	Long term measurable/desired outcomes: English results in P-6 will meet and/or exceed the relative comparison on the Equity and Excellence Semester Report	AIP measurable/desired outcomes: Complete the Shared and Dialogic Reading section of the Whole School Approach to Reading Pedagogy by end of 2025 Complete cycles of data collection and analysis using updated School Data Plan to increase teacher knowledge of students' reading capabilities and next steps Increase reading data as per table below.
Actions:	Responsible Officers:	Resources:

1. Provide ongoing PD to staff re DoE's Reading Position Statement and how it informs the teaching of reading at NSS 2. Support staff to develop capability in the planning and teaching of Shared and Dialogic reading by providing time for peer observation working alongside the Curriculum Support Teacher 3. Collect, analyse and use data collection tools with particular focus on reading data (Dibels and CUBED) to develop staff capability 4. Create opportunities for robust moderation practices through reinvention of the NCT Timetable <i>School Review Domain 2: Sustain and strengthen the culture of self-reflection through data that enables staff to engage in rigorous discussions to inform differentiated teaching practices</i> <i>School Review Domain 5: Collaboratively develop and deliver opportunities for all staff members to work with, and learn from, each other</i>	Principal Deputy Principal Curriculum Support Teacher Head of Department – Curriculum Teachers	Whole School Data Plan Dibels resources CUBED resources DoE's reading modules School developed resources NSS Moderation Process Reading Signposts Central Collection/Storage of Whole School Data
School Priority 2: Culture and Inclusion		
Strategies: Review and update the Nundah State School Code of Conduct and Wellbeing Framework	Long term measurable/desired outcomes: School Opinion Survey (Student Safety) data will meet and exceed the statewide target in the Equity and Excellence Semester Report	AIP measurable/desired outcomes: Complete update by end of 2025 and share with school community School Opinion Survey data for 'Student behaviour is well managed at this school' increases: <i>Students: 57.1% to 70%</i> <i>Staff: 78.5% to 85%</i> <i>Parents and Caregivers: 82.9% to 95%</i> Resources: Nundah State School Code of Conduct for Students Pedagogies of Belonging Personal and Social Capabilities (AC) Choice Theory Internal Control Psychology
Actions: 1. Share relevant data from the School Opinion Survey (Student Safety) with staff, students and community 2. Provide multiple ways for all parties to provide feedback on previous document and ideas for revised document <i>School Review Domain 3: Refine and communicate student behaviour processes and quality assure their consistent enactment across the school</i>	Responsible Officers: Principal Deputy Principals Head of SWAN	
School Priority 3: Wellbeing and Engagement:		
Strategies: Plan and develop a Staff Wellbeing Plan	Long term measurable/desired Outcomes: Annual Safety Assessment key deliverable will be complete School Opinion Survey data for 'This school appropriately supports staff following an	AIP measurable/desired outcomes: All staff will have input into the development of the Staff Wellbeing Plan Staff Wellbeing Plan to be complete by end of 2025

		occupational violence/Aggression incident' increases from 82% to 90% and 'I feel that staff morale is positive at this school' is maintained at 100%			
Actions: 1. Engage the whole staff in Psychological First Aid 2. Liaise with staff to determine the content of the Staff Wellbeing Plan and who will be responsible for its implementation		Responsible Officers: Business Manager Principal Health, Safety and Wellbeing Committee		Resources: Regional Wellbeing Consultant Annual Safety Assessment	
English Targets for 2025 %					
	Prep	One	Two	Three	Four
2025	Target A-B 70% A-C 93%	Target A-B 70% A-C 93%	Target A-B 78% A-C 98%	Target A-B 69% A-C 98%	Target A-B 69% A-C 98%
School Principal		School Supervisor		P&C President	
Rachel Korst		Tracy Egan		Matthew Sedgman	
Signature: 					
Date: 14/02/2025		14/02/2025		28/02/2025	