



Maleny State School 2025 ANNUAL IMPLEMENTATION PLAN

Educational
achievementWellbeing and
engagementCulture and
inclusion

School priority 1		Teaching Reading Through the Australian Curriculum V9		Phase	School priority 2		Developing Effective Pedagogies When Implementing the Australian Curriculum V9 Mathematics		Phase	
Link to school review improvement strategy:		D6: Systematic Curriculum Delivery D5: An Expert Teaching Team D9: School Community Partnerships				Link to school review improvement strategy:		D8: Developing Effective Pedagogical Practices D6: Systemic Curriculum Delivery		
Strategies		<div><div>❖ All timeframes in brackets signify start times and then they will be ongoing.</div><div><ul style="list-style-type: none">Develop an awareness and understanding of the connections between curriculum V9, teaching, learning and students, aligning with "Teaching Reading Through the Australian Curriculum" modules. (Sem1)Develop an awareness of the implementation signposts in the Queensland Government Implementation Guide and what they involve. (Sem1)Create instructional routines into the focused elements of Vocabulary (Sem1) and Fluency (Sem2).Develop an awareness of the elements of Synthetic Phonics and Language Comprehension (Sem2)Communicate with the school community in relation to the new 'Reading Through the Australian Curriculum' and what they can do to support the development of this. (Sem2)</div></div>				Strategies		<div><ul style="list-style-type: none">Develop an awareness and understanding of the connections between curriculum v9, teaching, learning and students, aligning with the 'Whole School Approach to Pedagogy' method. (Sem1)Explore a range of pedagogies and high impact strategies to deliver the new V9 Mathematics Curriculum. (Term 2)Identify the pedagogy or high impact teaching strategy best matched to students/teaching a particular mathematics unit/assessment task. (Term 2)Develop and implement monitoring strategies to assess the success of the selected pedagogy/strategy. (Term 2)</div>		
Actions					Responsible officer(s)					
<div><div>1. Leaders and Teachers/Aides engage in collaborative practices to strengthen knowledge of the Australian Curriculum and its links to the new reading pedagogies. (PD, Aust Curric V9, Reading Portal, Reading Modules, Cohort Teams)</div><div>2. Teachers deliver engaging lessons in reading with a focus on vocabulary and fluency.</div><div>3. Targeted professional learning in "Teaching Reading Through the Australian Curriculum" modules, Reading Signposts, Synthetic Phonics, Vocabulary and Fluency through coaching, WOWs, staff meetings, collaborative café's, English etchings and reflections.</div><div>4. Enactment of M1 processes in planning days with a lens on Reading (fluency, vocabulary)</div><div>5. Develop documents to support reading delivery.</div><div>6. Monitoring developed to track student progress, review data and aid reflection.</div><div>7. Communicate with the school community on new processes and the support needed.</div><div>8. Leaders monitor alignment of teaching practices through walk throughs, data discussions, case management meetings, moderation, year level cohort meetings and coaching conversations.</div></div>					<div><div>1. Reading Team, Leadership Team</div><div>2. Coach</div><div>3. Coach, Reading Team</div><div>4. Coach, D Principal</div><div>5. Coach, Reading Team</div><div>6. Coach, Reading Team</div><div>7. Leadership Team</div><div>8. Leadership Team</div></div>					
Actions					Responsible officer(s)					
<div><div>1. Engage in professional development in relation to the use of 'Pedagogical Practices of Learning' to highlight the high impact teaching strategies to use when delivering the new V9 math's units.</div><div>2. Engage in M1 processes in planning sessions to identify Effective Pedagogies to complement upcoming mathematical units.</div><div>3. Construct and engage in monitoring processes to evaluate student development and pedagogical effectiveness relating to the mathematical units.</div></div>					<div><div>1. Coach, Deputy Principal</div><div>2. Coach, Deputy Principal</div><div>3. Leadership Team, Maths Committee</div></div>					
End Term 4	Measurable outcomes	<div><ul style="list-style-type: none">100% of all classroom staff are aware of the new 'Reading Through the Australian Curriculum' approach and its links to the Australian Curriculum.100% of classroom staff are enacting the new school approach for Vocabulary and Fluency.100% of classroom staff that are involved in the M1 processes are planning for Vocabulary and Fluency.A-B results in relation to reading assessment tasks is above 70% for 3-6 and 75% for P-2.100% of teachers implement reading monitoring strategies (whole class) and revision strategies for individual students.</div>			End Term 4	Measurable outcomes	<div><ul style="list-style-type: none">A-E student data – Aiming to lift A and B results - 65% for 3-6 and 80% for P-2, 95% C and Above for P- 6.25% of students achieving an A in Years P-6School Opinion Survey – > 90% of students satisfied in relation to "I am interested in my schoolwork"</div>			
	Success criteria	<div><div>Behaviourally:</div><div>Students have:</div><div><ul style="list-style-type: none">Developed knowledge and skills around synthetic phonics and reading/spelling.Developed vocabulary knowledge and skills through the use of 'tier' words and morphology.Developed fluency knowledge and skills through the use of decoding skills and reading expression.</div><div>Teachers have:</div><div><ul style="list-style-type: none">Developed an awareness and understanding of the connections between curriculum v9, teaching, learning and students, aligning with "Teaching Reading Through the Australian Curriculum" modules.Engaged in consistent and efficient instructional routines for explicit vocabulary instruction.Engaged in consistent and efficient instructional routines for explicit fluency instruction.Developed/sourced and used monitoring tools to evaluate fluency and vocabulary.Reviewed data to inform practice.Developed an awareness of synthetic phonics and word study along with language comprehension and how they operate in the new Australian Curriculum v9.</div><div>Leadership team have:</div><div><ul style="list-style-type: none">Developed and led professional development for staff around reading and the Australian Curriculum v9.Engaged in instructional coaching with a focus on vocabulary and fluency.Developed collaboratively a Whole School reading approach along with a plan for vocabulary and fluency.Sourced/Created monitoring tools for vocabulary and fluency.Monitored development and implementation through moderation, walk throughs and reflection.Supported staff to feel confident in teaching Vocabulary and Fluency to their students.</div></div>				Success criteria	<div><div>Behaviourally:</div><div>Students are:</div><div><ul style="list-style-type: none">Motivated and challenged by mathematical processes.Aware of what is needed to achieve an A standard.</div><div>Teachers are:</div><div><ul style="list-style-type: none">Planning by analysing mathematical units and assessment tasks and selecting appropriate pedagogical approaches for teaching and learning.Creating A level thinking by modelling and developing what an A looks like.Monitoring student development and attitude in relation to the unit's criteria and assessment task.Reviewing regularly student data to inform teaching practices.</div><div>Leadership team are:</div><div><ul style="list-style-type: none">Engaging in walkthroughs to monitor pedagogical development and student participation/attitude (Pre/Post Survey).Leading planning in the M1 processes and support teachers in using pedagogical processes that relate to the mathematical unit and assessment task.Review and critically analyze whole school, cohort and class data.Provide and engage in coaching/feedback conversations, WOW sessions, data conversations and collaborative cafes.</div></div>			
	Artefacts/Resources	<div><ul style="list-style-type: none">Whole school reading planWhole school fluency planWhole school vocabulary planMonitoring tools for student development in relation to fluency and vocabularyChecklist for teachers of what is needed to be seen and heard in the classroom in relation to fluency and vocabularyPlanning document for reading</div>				Artefacts	<div><ul style="list-style-type: none">Walk-through dataMath's Planning incorporating effective pedagogiesWhole School document mapping the use of effective pedagogies to the V9 math's units.Survey Results</div>			

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

Principal: John Byrne

P&C President: Merrick Ilett

School Supervisor: Martin Leach