



# MAIDAVALE STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School Commitment – *Everyone matters at Maidavale – activating aspirations, attitude and academic achievement*

<p><b>School priority 1:</b></p> <p><b>Implement sequentially, consistently and with fidelity Structured Synthetics Phonics across the whole school.</b></p> <p>2023 School Review listed key improvement strategies Domains 1,2 6,8,7 and Equity and Excellence first priority pillar of Educational Achievement priority of all students' achievement in English with students achieving A or B.</p> <p><b>Strategies:</b>                  Evidenced-based Teaching of SSP through PLD                  Data Literacy Framework <a href="https://education.qld.gov.au/initiativesstrategies/Documents/data-literacy-framework.pdf">https://education.qld.gov.au/initiativesstrategies/Documents/data-literacy-framework.pdf</a>                  Reading through the Australian Curriculum <a href="https://det-school.eq.edu.au/reading">https://det-school.eq.edu.au/reading</a>                  Supporting the effective teaching of reading in Queensland state schools</p>	<p><b>Monitoring</b></p> <p><small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p><b>Long term measurable/desired outcomes:</b>                  100% of students reaching their reading potential.                  100% students reaching their spelling and writing potential.</p>	<p><b>AIP measurable/desired outcomes:</b>                  Prep student to be completed Foundation level by end of 2024, ready to begin Year 1 level work or better in 2025.                  All students screeners to display 1 year of growth for the 1 year of teaching                  All students caught up to year level stage in spelling.                  All students working at or above reading age.                  Transference of spelling evident in students' writing.                  Transference of reading age evident in comprehension.</p> <p>Students' Screening and tracking scoresheets                  2024 School Data Plan</p>
Term 1	Term 2	Term 3	Term 4								
<p><b>Actions:</b></p> <p>Whole staff professional training.</p> <p>Data collection of student's beginning and end term screeners. Monitor with work sample moderation mid term.</p>		<p><b>Responsible officer(s):</b>                  Erin Alloway                  Sonya Price-Wilson</p>	<p><b>Resources:</b>                  \$2200 – F2F professional development for 4 staff members and TRS costs for teacher and teacher aides.                  Photocopying/Printing costs approx. \$100 -Tracking and Screening manuals, Teaching Sequence Manuals, worksheets                  SWD teacher partial allocation once or twice a term for assisting in screeners, working with students                  Staff meetings 3 times a term – beginning and end to analyse data from screeners, monitoring results and work samples midway.</p>								
<p><b>School priority 2:</b></p> <p><b>Implement nature play pedagogy, loose parts and outdoor learning to focus on student, staff and community mental health and wellbeing.</b></p> <p>Equity and Excellence middle priority pillar of Wellbeing and engagement is the foundation for engaging in learning, by being confident, healthy and resilient. 2023 School Review key improvement strategy Domain 8 Effective Pedagogical Practices engage staff in professional learning to foster a shared understanding of evidence -informed pedagogical decision-making.</p> <p><b>Strategy/ies:</b>                  Assessment and Moderation Hub <a href="https://learningplace.eq.edu.au/cx/resources/file/76fc9c5-4485-4fa1-9981-19073ca3865b/1/index.html">https://learningplace.eq.edu.au/cx/resources/file/76fc9c5-4485-4fa1-9981-19073ca3865b/1/index.html</a>                  Age Appropriate Pedagogies <a href="https://earlychildhood.qld.gov.au/sector-news-and-resources/teaching-and-learning-resources/age-appropriate-pedagogies">https://earlychildhood.qld.gov.au/sector-news-and-resources/teaching-and-learning-resources/age-appropriate-pedagogies</a>                  Student Learning and Wellbeing Framework <a href="https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf">https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf</a></p>	<p><b>Monitoring</b></p> <p><small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p><b>Long term measurable/desired outcomes:</b>                  Increased student enrolments to maximum capacity - Maidavale State School being a school of choice due to the holistic approach to learning with the focus being on the mental health and wellbeing of staff, students and community.                  Resilient, confident, healthy students, staff, and community members working and learning in a positive environment.</p>	<p><b>AIP measurable/desired outcomes:</b>                  All staff understanding of nature play, loose parts and outdoor learning pedagogical approaches, practices and teaching strategies to increase.                  Staff survey                  Observations of common language and utilisation of approach.                  All staff engaging in the nature-play pedagogy to build and enhance mental health and wellbeing.                  Staff observations.                  70% of students and families engaging in community garden, nature-play, loose parts play and outdoor learning.                  Character strengths development, relationships building and positive environments.                  Student, staff and parent surveys satisfaction and daily interactions, attendance rates, observations and feedback.</p>
Term 1	Term 2	Term 3	Term 4								
<p><b>Actions:</b></p> <p>Whole staff professional training.                  Installation of bike shed                  Loose parts equipment sourced                  Stony creek bed created                  Playgroup activities nature play based                  Awareness raising of benefits from nature play on mental health and wellbeing to community with Facebook Posts, school newsletters</p>		<p><b>Responsible officer(s):</b>                  Erin Alloway                  Sonya Price-Wilson</p>	<p><b>Resources:</b>                  \$9000 – F2F professional development for 4 staff members and TRS costs for teacher and teacher aides.                  \$500 Outdoor learning Lessons resource tubs created and compiled for staff use.                  Facilities maintenance and upgrades - cement slab for bike shed, stones, gravel for creek bed, fence panels removed, Boat for nature play space, Wooden logs, stepping stones</p>								

<p><b>School priority 3:</b>  <b>Implement planned formal professional learnings and data discussions to develop and build staff capabilities in inclusive and cultural understandings in ASD and First Nations, to plan, monitor and review impact of teaching on student outcomes.</b></p> <p>Equity and Excellence final priority pillar of Culture and Inclusion embraces and values culture and inclusive teaching and learning environments where all staff, students and community members feel welcomed, valued and have a voice in realising the potential of every student. 2023 School review key improvement strategies Domains 2 and 7.</p>	<p style="text-align: center;"><b>Monitoring</b></p> <p style="text-align: center;"><small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p><b>Long term measurable/desired outcomes:</b>                  A teaching and learning environment that is inclusive , culturally capable and values diversity.</p>	<p>Nature play - <a href="https://natureplayqld.org.au/outdoor-learning">https://natureplayqld.org.au/outdoor-learning</a>                  The Outsiders Play Advocates</p> <p><b>AIP measurable/desired outcomes:</b>                  Staff engaging in cultural capability training.                  Staff survey                  Staff engaging in Autistic Spectrum Disorder professional training.                  Staff survey                  Staff training in data literacy components                  Staff engaging in data analysis                  Staff survey</p>
Term 1	Term 2	Term 3	Term 4								
<p><b>Strategy/ies:</b>                  Data Literacy Framework <a href="https://education.qld.gov.au/initiativesstrategies/Documents/data-literacy-framework.pdf">https://education.qld.gov.au/initiativesstrategies/Documents/data-literacy-framework.pdf</a>                  Every student with disabilities succeeding plan <a href="https://education.qld.gov.au/initiatives-and-strategies/strategies-and-programs/every-student-with-disability-succeeding-plan">https://education.qld.gov.au/initiatives-and-strategies/strategies-and-programs/every-student-with-disability-succeeding-plan</a>                  We All Belong framework <a href="https://qed.qld.gov.au/workingwithus/induction/workingforthedepartment/humanresources/Documents/we-all-belong-framework.pdf">https://qed.qld.gov.au/workingwithus/induction/workingforthedepartment/humanresources/Documents/we-all-belong-framework.pdf</a>                  The Many Cultures strategy <a href="https://qed.qld.gov.au/workingwithus/induction/workingforthedepartment/humanresources/Documents/many-cultures-workforce-strategy.pdf">https://qed.qld.gov.au/workingwithus/induction/workingforthedepartment/humanresources/Documents/many-cultures-workforce-strategy.pdf</a>                  The Aboriginal and Torres Strait Islander Cultural Capability Framework <a href="https://education.qld.gov.au/initiatives-and-strategies/strategies-and-programs/every-aboriginal-and-torres-strait-islander-student-succeeding">https://education.qld.gov.au/initiatives-and-strategies/strategies-and-programs/every-aboriginal-and-torres-strait-islander-student-succeeding</a>                  Personal and Social Capabilities Continuum <a href="https://www.australiancurriculum.edu.au/media/1078/general-capabilities-personal-and-social-capability-learning-continuum.pdf">https://www.australiancurriculum.edu.au/media/1078/general-capabilities-personal-and-social-capability-learning-continuum.pdf</a>                  Supporting Students' mental health and wellbeing procedure – Student Learning and Wellbeing Framework                  Autism Hub <a href="https://autismhub.education.qld.gov.au/">https://autismhub.education.qld.gov.au/</a>                  Assessment and Moderation Hub <a href="https://learningplace.eq.edu.au/cx/resources/file/76fc9c5-4485-4fa1-9981-19073ca3865b/1/index.html">https://learningplace.eq.edu.au/cx/resources/file/76fc9c5-4485-4fa1-9981-19073ca3865b/1/index.html</a>                  Respectful Relationships Education Hub <a href="https://learningplace.eq.edu.au/cx/resources/file/a0ba1327-a69e-474d-a220-acff7542960/1/index.html">https://learningplace.eq.edu.au/cx/resources/file/a0ba1327-a69e-474d-a220-acff7542960/1/index.html</a></p>		<p><b>Responsible officer(s):</b>                  Erin Alloway</p>	<p><b>Resources:</b>                  EWOCs -Collaborative Learning Effective Case Management. Supporting Students With Autism                  Autism Qld                  First Nations Team – NQRO</p>								
<p><b>Actions:</b>                  Whole staff professional trainings.                  Effective Case Management</p>											
<p><b>Approvals</b>                  This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>											
<p>Principal</p>	<p>Parents</p>	<p>School Supervisor</p>	<p><i>Handwritten signature</i></p>								
<p><i>Erin Alloway</i></p>	<p><i>Handwritten signature</i></p>	<p><i>Handwritten signature</i></p>									