



# MINIMBAH STATE SCHOOL

## 2025 ANNUAL IMPLEMENTATION PLAN

*Minimbah – Place of Learning*



Educational  
achievement



Wellbeing and  
engagement



Culture and  
inclusion

**Our Priority: Implementing precision in the Teaching of Reading and embedding Visible Learning to improve student outcomes and cater for every student's needs**

<b>School priority 1</b>		To implement a whole school approach to Reading, aligning pedagogical practices for the teaching of reading, in order to improve student outcomes in English.	<b>Phase</b>	<i>Implement</i>	<b>School priority 2</b>	To embed Visible Learning in English with differentiated pedagogical practices, a deliberate student feedback process and targeted support to improve student outcomes in English.	<b>Phase</b>	<i>Embed</i>
<b>Link to school review improvement strategy:</b>		<b>School Priority:</b> <ul style="list-style-type: none"><li>Collaboratively establish an agreed set of evidence-based pedagogical approaches to provide clarity of expectations of their use for teachers</li><li>Implementation of Australian Curriculum v9 English</li><li>Develop a Whole School Approach to Reading</li></ul>			<b>Link to school review improvement strategy:</b>		<b>School Priority:</b> <ul style="list-style-type: none"><li>Collaboratively establish an agreed set of evidence-based pedagogical approaches to provide clarity of expectations of their use for teachers</li><li>Implementation of Australian Curriculum v9 English</li><li>Explore Data Conversations – Lyn Sharratt P -6</li><li>Collaborative Assessment of student work</li></ul>	
<b>Strategies</b>		<ul style="list-style-type: none"><li>Develop explicit instructional routines for Reading lessons which are implemented through planning, teaching and assessment</li><li>Straegically plan learning oportunities for staff to engage with the MSS Literacy Scope and Sequence</li><li>Establish systems, porcesses and structues to ensure a line of sight between pedagogy and student outcomes</li><li>Apply to participate in Reading CLC</li></ul>			<b>Strategies</b>		<ul style="list-style-type: none"><li>Engage teachers in ‘before – after – end moderation’ activities to understand curriculum intent, make intentional decisions about content descriptions and elaborations to co- create unit plans that guide the teaching and learning sequence and assessment practices.</li><li>Support teachers in the planning and delivery of differentiated learning experiences for the range of learners, in English.</li><li>Strategically plan professional learning opportunites to build staff capability and develop a shared understanding of evidence based research high impact pedagogical approaches.</li><li>Commence the use of digital learning tools to support differentiation for students with a focus on English.</li></ul>	
<b>Actions including Responsible officer(s):</b> Leadership Team, DP leader of Reading Project, Reading Project Team			<b>Resources</b>		<b>Actions including Responsible officer(s):</b> Leadership Team, DP Leader of Visible Learning, Curriculum Team			<b>Resources</b>
<ul style="list-style-type: none"><li>Co-design instructional routines for Word reading, including Spelling and Phonics.</li><li>Collect authentic data to inform and analyse intervention programs to improve student outcomes in English.</li><li>Use walk-throughs, learning walks and talks and student data to strategically plan next steps for staff learning.</li><li>Prioritise opportunities for staff to observe colleagues teaching best practice.</li></ul>			Employ Learning Engagement Teacher PD – Reading Data Tools Learning Engagement Team Reading Position Statement Effective Teaching of Reading Literature Review		<ul style="list-style-type: none"><li>Embed and monitor the consistent implementation of a school-wide Learning Wall Framework in each classroom through PLTs, ‘Learning Walks &amp; Talks’ across the school and part of CFN.</li><li>Embed Learning Walls Pedagogy in each classroom to support the development of assessment-literate learners through coordinating English lesson support, whole staff PD sessions and PLTs.</li><li>Document the implementation of school-wide Visible Learning in each classroom through the use of ‘Forms’ to collect data from student responses, provide feedback to staff and plan staff professional learning.</li><li>Initiate ‘Watching Others Work’ for staff to observe colleagues’ practice and develop own practices.</li><li>Facilitate collaborative PLT sessions to refine planning, teaching, moderation and assessment practices.</li><li>Provide staff capability development in planning and implementing differentiation and adjustments.</li><li>Develop Differentiation placemats aligned to 3 tiers to support staff in planning and teaching.</li></ul>			Learning Wall Framework School Based and CFN Learning Walks & Talks PD – Visible Learning PLTs Data Monitoring
End Term 4	<b>Measurable outcomes</b>	92 % of Prep – Year 6 students to achieve a ‘C’ or above in English >40% of Prep – Year 2 students to achieve an ‘A’ or ‘B’ in English >30% of Years 3 – 6 students to achieve an ‘A’ or ‘B’ in English 45% of Years 3 and 5 students to achieve in NAPLAN U2B for Reading and Writing Students demonstrate the reading expectations of the AC V9 reading assessment data and moderation.			End Term 4	<b>Measurable outcomes</b>	92 % of Prep – Year 6 students to achieve a ‘C’ or above in English >40% of Prep – Year 2 students to achieve an ‘A’ or ‘B’ in English >30% of Years 3 – 6 students to achieve an ‘A’ or ‘B’ in English 45% of Years 3 and 5 students to achieve in NAPLAN U2B for Reading and Writing <b>Students:</b> Demonstrate the English expectations of the AC V9 assessment data and moderation. Use co-constructed ‘at level’ exemplars of work for English task to support their clarity of learning. (Annotated). Source: Learning Walks and Talks Use the learning wall to develop student autonomy (Be able to answer the Sharratt Questions) Know the success criteria, and can act on feedback to improve their work. They can describe where they are and how they will progress. Source: Learning Walks and Talks	
	<b>Success criteria</b>	<b>Behaviourally:</b> <u>Teachers can/will:</u> <ul style="list-style-type: none"><li>Embed instructional routines aligned to Word reading and Language Comprehension when delivering the MSS Literacy Scope &amp; Sequence.</li><li>Engage in best practice of Word reading and Language Comprehension through ‘Watching Others Work. (WOW)</li></ul> <u>Leadership team can/will:</u> <ul style="list-style-type: none"><li>Foster systems that quality assure the instructional routines for Word Reading and Language Comprehension.</li></ul>				<b>Success criteria</b>	<b>Behaviourally:</b> <u>Teachers can/will:</u> <ul style="list-style-type: none"><li>100% teachers engage in and deliberately target English teaching to ensure there is impact on every learner. Source: LOA data</li><li>Embed consistent school-wide Visible Learning pedagogy, including effective student feedback.</li><li>100% staff engage in professional learning through PLT collaborative practices, coaching, mentoring, feedback and planning.</li><li>100% staff respond authentically to five questions related to student learning as evidence in 1, 2, 3-star student responses.</li><li>Documentation of tailored supports including reasonable adjustments for unit planning delivery and PLPs.</li></ul>	



		<ul style="list-style-type: none"><li>Enact systems and processes to measure the impact of Reading Comprehension to student learning outcomes. Review data-cycles, analyse effectiveness of intervention programs and monitor student engagement.</li></ul>				<b>Leadership team can/will:</b> <ul style="list-style-type: none"><li>Monitor and support student needs through identification, supporting parents and staff, allocating targeted support on a needs basis and providing professional learning opportunities to staff. Source: PLPs. Staff PD, Data.</li><li>Coordinate MSS staff engagement in the CFN collaborative work of Visible Learning. Source: CFN Feedback.</li><li>Lead the unit planning process and demonstrating instructional leadership. Source: PLT feedback.</li><li>Engage in classroom visits to identify progress of marker students and next steps in their learning.</li><li>Provide supportive feedback to teachers on classroom visits and student observations. Source: Learning Walks &amp; Talks.</li></ul>			
	<b>Artefacts</b>	MSS Whole school approach to Reading document including Quality Standards				<b>Artefacts</b>	MSS Whole school approach to Visible Learning document including Quality Standards		
	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>		<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>
End Term 1	<div>90% of students achieving C or above</div> <div>38% of students achieving A or B</div>	<b>Behaviourally:</b> <b>Teachers can/will:</b> <ul style="list-style-type: none"><li>Establish a collective understanding and develop instructional routines aligned to Word Reading, including spelling and phonics.</li><li>Use the MSS Literacy Scope &amp; Sequence to inform a weekly teaching sequence.</li><li>Know ‘The 6 Key Ideas’ of reading and align to current teaching practice</li></ul> <b>Leadership team can/will:</b> <ul style="list-style-type: none"><li>Lead the development of instructional routines for Word Reading, including spelling and phonics.</li><li>Establish systems and processes to support staff development within the Science of Reading.</li><li>Commence targeted intervention groups with Learning Engagement teacher and teacher-aides.</li></ul>	Phonics and morphology plan Reading data	Phonics Progression Test  A – E English Data  NAPLAN	End Term 1	<div>90% of students achieving C or above</div> <div>38% of students achieving A or B</div>	<b>Behaviourally:</b> <b>Teachers can/will:</b> <ul style="list-style-type: none"><li>Collaboratively plan and teach AC English V9</li><li>Develop a Visible Learning Wall and effectively engage with it while teaching English</li><li>Participate in LW&amp;Ts</li></ul> <b>Leadership team can/will:</b> <ul style="list-style-type: none"><li>Promote and provide clarity on the roles of support staff; provide access to professional development around differentiation</li><li>Enact co-teaching in the classrooms</li><li>Lead collaborative PLTs</li><li>LW&amp;Ts and classroom observations; including CFN visit</li></ul>	Visible Learning Walls CFN English cohort planning	A – E English Data  PLTs  School and CFN Learning Walks and Talks  School and Cluster Moderation
	<div>38% of students achieving C or above</div> <div>40% of students achieving A or B</div>	<b>Behaviourally:</b> <b>Teachers can/will:</b> <ul style="list-style-type: none"><li>Use school-based instructional routines aligned to Word reading when delivering the MSS Literacy Scope &amp; Sequence.</li><li>Establish a collective understanding and develop instructional routines aligned to Language Comprehension, including Vocabulary.</li><li>Engage in best practice of Word Reading through ‘Watching Others Work.’ (WOW)</li></ul> <b>Leadership team can/will:</b> <ul style="list-style-type: none"><li>Lead the development of instructional routines for Language Comprehension, including Vocabulary.</li><li>Enact systems and processes to guide staff development within the Science of Reading.</li><li>Establish data-cycles every five weeks aligned to Reading with Learning Engagement teacher and teacher-aides.</li></ul>	Evidence-based teaching of reading routines to inform whole school plan	End Term 2		<div>38% of students achieving C or above</div> <div>40% of students achieving A or B</div>	<b>Behaviourally:</b> <b>Teachers can/will:</b> <ul style="list-style-type: none"><li>Moderate student English at school and within the Cluster</li></ul> <b>Leadership team can/will:</b> <ul style="list-style-type: none"><li>Assist teachers to reflect on CFN feedback</li><li>Lead PLT weekly planning, unpacking the data to enhance lessons</li><li>Conduct LW&amp;Ts; lead moderation of English</li></ul>	Action plan from CFN feedback Moderation processes – Cluster & School	NAPLAN
End Term 3	<div>90% of students achieving C or above</div> <div>43% of students achieving A or B</div>	<b>Behaviourally:</b> <b>Teachers can/will:</b> <ul style="list-style-type: none"><li>Use school-based instructional routines aligned to Word Reading and Language Comprehension when delivering the MSS Literacy Scope &amp; Sequence.</li><li>Engage in best practice of Language Comprehension through ‘Watching Others Work.’ (WOW)</li></ul> <b>Leadership team can/will:</b> <ul style="list-style-type: none"><li>Monitor and build on the effectiveness of instructional routines across the school for Word Reading and Language Comprehension.</li><li>Enact systems and processes to deepen staff development within the Science of Reading.</li><li>Embed data-cycles every five weeks aligned to Reading, with Learning Engagement teacher monitoring effectiveness of intervention programs.</li></ul>	Collated student outcome data		End Term 3	<div>90% of students achieving C or above</div> <div>43% of students achieving A or B</div>	<b>Behaviourally:</b> <b>Teachers can/will:</b> <ul style="list-style-type: none"><li>Continue to make adjustments based on changing learners’ needs</li></ul> <b>Leadership team can/will:</b> <ul style="list-style-type: none"><li>Check-in and provide support as necessary for teachers and support staff classroom observation and feedback data and student outcome data to inform English unit planning</li></ul>		

## Approvals

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

Principal: M. Fraser

P&C: P. Smith

School Supervisor:

