

# Musgrave Hill State School - Annual Implementation Plan 2025



Educational achievement



Wellbeing and engagement



Culture and inclusion

## School Priority 1:- Educational Achievement

*To ensure that every student leaving Musgrave Hill State School in Year 6 is a competent and confident reader.*

Strategies & Actions	Success Criteria	Measurable and Desired Outcomes	Resources	Responsible Officer						
<ul style="list-style-type: none"> <li>Revision of unit Planning documents to reflect the reading demands of the Australian Curriculum</li> <li>Create agreed, evidence informed approaches to the teaching of reading aligned to the Australian Curriculum across P to 6</li> <li>Develop a shared understanding of evidenced based reading instruction by aligning practices with research and data driven insights</li> <li>Build staff capability through targeted professional learning opportunities to consistently implement the agreed, high impact instructional practices from the Whole School Approach to Pedagogy.                             <ul style="list-style-type: none"> <li>Leadership team to conduct regular learning walks to monitor implementation</li> <li>Teachers receive peer feedback through co-teaching cycle</li> </ul> </li> </ul>	<p><b>Students will-:</b></p> <ul style="list-style-type: none"> <li>Access curriculum-aligned texts</li> <li>Develop and apply key reading skills and strategies</li> <li>Reflect on reading progress</li> </ul> <p><b>Teacher will-:</b></p> <ul style="list-style-type: none"> <li>Consistent Application of Evidence-Based Strategies</li> <li>Use assessment data to monitor progress and refine teaching strategies</li> <li>Align Reading Instruction with Curriculum Standards</li> </ul> <p><b>Leaders will-:</b></p> <ul style="list-style-type: none"> <li>Support teachers by providing access to professional development, coaching, and resources related to evidence-based reading instruction.</li> <li>Analyse school-wide reading data to identify trends, set goals, and ensure accountability for implementing evidence-informed practices.</li> </ul>	<ul style="list-style-type: none"> <li>All leaders know the how, what, why and way they are leading</li> <li>25% growth each term for a total of 12 months growth in 12 months of learning</li> <li>100% of teachers explicitly teach reading including LATs</li> <li>Students identified by data as at-risk access appropriate and timely intervention</li> </ul> <table border="1"> <thead> <tr> <th>English</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>P to 2</td> <td>A -C- 92% A-B – 55%</td> </tr> <tr> <td>3 to 6</td> <td>A -C- 90% A-B – 55%</td> </tr> </tbody> </table>	English	2025	P to 2	A -C- 92% A-B – 55%	3 to 6	A -C- 90% A-B – 55%	<ul style="list-style-type: none"> <li>Australian Curriculum v9</li> <li>Curriculum Gateway - Reading Portal</li> <li>PLD Training Materials</li> <li>PLD manuals, screeners and teaching resources</li> <li>PLD Champion</li> <li>HoDs</li> <li>Professional learning meeting schedule</li> <li>Teacher Aides</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>HODc</li> <li>DP</li> <li>PLT</li> <li>PLD Champion</li> <li>HODs</li> <li>CT</li> <li>TA</li> </ul>
English	2025									
P to 2	A -C- 92% A-B – 55%									
3 to 6	A -C- 90% A-B – 55%									

## School Priority 2 :- Well-Being and Engagement

*Create a positive culture of high expectations, sense of belonging and a positive environment for teaching and learning*

Strategies & Actions	Success Criteria	Measurable and Desired Outcomes	Resources	Responsible Officer
<ul style="list-style-type: none"> <li>Review and refine the Musgrave Hill SS approach to behaviour, wellbeing and attendance ensuring agreed systems and processes align with school values and evidence-based approaches.</li> <li>Conduct regular team reviews of current systems and processes using data (e.g., attendance records, behaviour incident reports, and wellbeing surveys) to identify areas for improvement and collaboratively refine practices to ensure consistency and effectiveness.</li> <li>Embed a multitiered system of support to help identify learning and wellbeing needs and access to supports to improve academic, wellbeing and engagement outcomes</li> <li>Develop and implement a mentoring program to provide one-on-one and small-group support, including classroom observations, feedback, and collaborative problem-solving sessions focused on evidence-informed classroom management strategies.</li> </ul>	<p><b>Students will-:</b></p> <ul style="list-style-type: none"> <li>Follow agreed-upon behaviour expectations and actively participate in wellbeing initiatives to create a positive learning environment.</li> <li>Take responsibility for their attendance</li> </ul> <p><b>Teacher will-:</b></p> <ul style="list-style-type: none"> <li>Consistently apply agreed practices in the classroom</li> <li>Engage in team reviews by analysing data, sharing insights, and contributing to the refinement of systems and processes</li> </ul> <p><b>Leaders will-:</b></p> <ul style="list-style-type: none"> <li>Monitor the implementation of agreed systems and processes, providing ongoing support and professional development as needed.</li> <li>Facilitate and guide team reviews by ensuring access to relevant data and promoting a collaborative, solutions-focused approach.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of 2025 all behaviour, wellbeing, and attendance processes will be reviewed and refined</li> <li>School Opinion Data increase in all area relating to school culture and wellbeing</li> <li>Improvement in baseline of attendance by 5%</li> <li>reduction in behaviour incidents and positive feedback from student surveys</li> <li>100% of staff will implement agreed systems and processes focusing on evidence-informed classroom management strategies</li> </ul>	<ul style="list-style-type: none"> <li>HoW</li> <li>GO</li> <li>Psychologist</li> <li>HPT Framework</li> <li>BBL Team</li> <li>PLT Team</li> <li>Complex Case Team</li> <li>Dept Wellbeing Framework</li> </ul>	<ul style="list-style-type: none"> <li>Triple C Team</li> <li>BBL Team</li> <li>Principal</li> <li>HOW</li> <li>DP</li> <li>CT</li> <li>TAs</li> </ul>

### Approvals:-

Principal:-

School Supervisor-