



BURPENGARY MEADOWS STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN

'One team. Every student. Succeeding.'

Our Priorities: Reading – Feedback.



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1		Reading.		Phase	Implementing	School priority 2		Feedback.		Phase	Implementing
		Implement the Australian Curriculum (Version 9) in English with fidelity, embedding a whole school approach to the teaching of reading .						Teachers utilise constructive, timely, and evidence-based feedback to enhance teaching practices and pedagogy, empowering students to take ownership of their learning, driving continuous improvement and measurable academic success.			
Link to school review improvement strategy:		Key Improvement Strategy 3: Strengthen approaches that further develop teacher knowledge and understanding of the AC within and across year levels, including the general capabilities and cross-curriculum priorities.				Link to school review improvement strategy:		Key Improvement Strategy 1: Strengthen and expand the systematic approaches used across the school that facilitate the rigorous focus of challenging students to reach their full potential.			
Strategies		<ul style="list-style-type: none">Refine BMSS Systematic Curriculum Delivery cycle from Prep – Year 6 adjusting for V9.0 English.Develop a whole school approach to the teaching of reading using evidence-based (SVR) and inclusive pedagogical practices addressing every student’s literacy learning needs.Ensure explicit instructional routines are implemented throughout planning, teaching and assessment.Build staff and leadership capability to implement with precision and rigour.				Strategies		<ul style="list-style-type: none">Establish a culture where feedback is embedded in everyday teaching and learning practices.Equip teachers with strategies to provide timely, specific, and actionable feedback to students.Foster an environment where students and staff actively seek, reflect on, and use feedback to enhance their learning and professional growth.Utilisation of research base – PP4Ls: Measurable impact > whole school approach.			
Actions including Responsible officer(s)				Resources		Actions including Responsible officer(s)				Resources	
<ul style="list-style-type: none">Utilise current planning cycle (M1 – M4) to effectively plan, moderate and quality assure enacted curriculum; V9.0 English – HODC/YLL/YLC.Embed PLD program (SSP) throughout P-6 as a whole school approach to the teaching of phonics and morphology – P-2 DP/Curriculum Committee.Develop whole school approach to Reading (<i>‘How We Do Business – Reading’</i>). Outlining explicit instruction, routines and expectations; word reading and language comprehension – HODC/Curriculum CommitteeUtilise co-teaching model to address the needs of all learners and make data informed adjustments – HOI.Continue Learning Walks/CASW/CFN process to ensure intended/enacted curriculum – Principal/YLL.				<i>Team planning release (TRS) x 0.5 x 4 YLC release (0.2 FTE) 1 x per term.</i> <i>WoS PLD subscription/ resources.</i> <i>Professional development – ‘Reading Routines @ BMSS’</i> <i>Co-teaching 1 x 1.0 FTE per year level. CT - CFN release (as applicable)</i>		<ul style="list-style-type: none">Introduce Feedback as sharp narrow focus throughout WOS PD planning and M1 moderation – Leadership Team.Capitalise on ‘Critical Friends Network’ to assess whole of school implementation – Principal.Collaboratively construct ‘How We Do Business - Feedback’ document with Curriculum Committee – HODC.Develop and embed ‘Learning Goals’ incorporating differentiation, commencing with English – Principal/HOI.Build capability through utilising Collegial Framework/Peer observation release: Watching Others Work (WOW) – 3-6 DP.Incorporate feedback strategies into staff APDP, ensuring alignment with priorities – Principal/Leadership Team.Utilise ‘Learning Walks & Talks’ and CASW to evaluate systematic implementation and effectiveness – YLL.				<i>Staff PD – SFD/PD Planner.</i> <i>CFN school visit – Term 1, Week 7. Curriculum OneNote/Staff release.</i> <i>AITSL – Evidence Base/PD Sessions Fund 0.2 FTE - teacher release.</i> <i>Staff APDP YLL; Data meetings.</i>	
End Term 4	Measurable outcomes	<ul style="list-style-type: none">Whole school approach to Reading (HWDB) implemented with rigour and consistency across P-6. (<i>Data sets</i>)Consistent implementation of PLD across P-6; teaching staff recording and responding to student data and tracking intervention.94% (+2.3%) of Prep – Year 6 students to achieve a ‘C’ or above in English65% (+8.8%) of Years 3 and 5 students achieving ‘Strong’ or ‘Exceeding’ in NAPLAN Reading.Students demonstrate the reading expectations of the AC V9 reading assessment data and moderation. (<i>Data sets</i>)				End Term 4	Measurable outcomes	<ul style="list-style-type: none">93% (+3%) of Year 3 – 6 students to achieve a ‘C’ or above in English51% (+5%) of Year 3 – 6 students to achieve an ‘A’ or ‘B’ in English>70% of P-3 students to achieve an ‘A’ or ‘B’ in EnglishStudents know the task requirements and success criteria. They can identify their Learning Goal and act on feedback in order to improve the quality of their assessment in English. (Learning Walks & CASW)			
	Success criteria	Behaviourally: <u>Teachers can/will:</u> implement with fidelity the Australian Curriculum Version 9.0 English. Teachers will plan, teach, moderate and assess - embedding explicit instruction, routines and expectations for the teaching of reading. <u>Leadership team can/will:</u> support and facilitate year level teams to plan, assess and moderate effectively. Track student achievement and monitor intervention effectiveness. Enable feedback/coaching/mentoring to address instructional needs.					Success criteria	Behaviourally: <u>Teachers can/will:</u> utilise co-constructed school strategies (HWDB) to deliver effective feedback to students. Empower students to take ownership of their learning through acting on feedback, setting and tracking personalised learning goals in English. <u>Leadership team can/will:</u> provide teachers feedback on student understanding through LW&Ts. Develop repository of high-quality exemplars. Allocate targeted support on a needs basis and providing professional learning opportunities for staff.			
	Artefacts	‘How We Do Business – Reading’ document (OneNote) outlining expectations for all staff and students.					Artefacts	‘How We Do Business - Feedback’ document (OneNote) outlining expectations for all staff and students.			
	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring		
End Term 1	91% students achieving C or above. (3-6) 100% implementation PLD screener/ tracker	Behaviourally: <u>Teachers can/will:</u> work collaboratively to plan and deliver the AC English V9.0 curriculum integrating clear and structured instructional routines. Implement PLD program (SSP), following the outlined progression for phonics/morphology instruction P-6. <u>Leadership team can/will:</u> support teachers in implementation by coordinating schedules, resources, and professional development opportunities. Monitor and provide feedback and coaching to teachers to support implementation of reading instruction.	Class data sheets. PLD term planning, screener & tracker. Moderation process - unpacking reading.	Shade cell at the end of each term after reflection based on progress.	End Term 1	47% (3-6) ‘A’ or ‘B’ in English 85% students - Learning Goal in English. (P-6)	Behaviourally: <u>Teachers can/will:</u> clearly articulate their learning intent (English) and develop clarity around Sharratt’s ‘5 Questions for Teachers’. Strategic focus Q4 - ‘How will I know that learning has been successful?’ Teachers will utilise evidence and resources identified through professional development to establish a collaborative approach to Feedback. <u>Leadership team can/will:</u> provide professional development sessions and promote evidence-based practice. Conduct LW&Ts and classroom observations; incl. CFN visit.	CFN feedback and recommendations. ‘Learning Passport’ or ‘Student Feedback’ tracking initiated.	Shade cell at the end of each term after reflection based on progress.		
End Term 2	92% students achieving C or above. (3-6) >+8.8% 3&5 NAPLAN ‘strong’/‘exceeding’	Behaviourally: <u>Teachers can/will:</u> actively participate in moderation (M1–M4) to evaluate and refine understanding of curriculum and assessment standards. Moderate student English with a reading focus and reflect on and adjust teaching practices based on feedback from Learning Walks and CASW strategies. <u>Leadership team can/will:</u> assist teachers to reflect on CFN feedback, analyse data to enhance the reading routines in lessons and conduct LW&Ts; YLL lead moderation of English with focus on Reading. Deliver ‘HWDB – Reading document’.	Action plan from CFN feedback; PLD term planning, screener & tracker. Moderation process - unpacking reading.	Green – on track. Yellow – underway. Magenta – yet to commence.	End Term 2	49% (3-6) ‘A’ or ‘B’ in English 90% students - Learning Goal in English. (P-6)	Behaviourally: <u>Teachers can/will:</u> collaboratively plan (M1) and enact differentiated, dynamic, Learning Goals for students derived from the GTMJ (English). Align feedback to a student’s learning goals. Participate in Collegial Framework – WoW. Analyse and adjust pedagogy based on student data (5 Qs) and CASW feedback. <u>Leadership team can/will:</u> unpack CFN feedback and explore recommendations. Conduct LW&Ts and classroom observations. Facilitate WOW and strengths-based coaching. Present student data for CASW and track marker student progression.	Action plan from CFN feedback. Collegial Framework. WOW – Feedback template.	Green – on track. Yellow – underway. Magenta – yet to commence.		
End Term 3	93% of students achieving C or above. (3-6) 100% implementation ‘HWDB – Reading’	Behaviourally: <u>Teachers can/will:</u> deliver reading instruction using explicit strategies, consistent routines, and clear expectations outlined in the ‘How We Do Business – Reading’ document. Collaboratively (<i>co-teaching</i>) differentiate based on student data and intervention needs. <u>Leadership team can/will:</u> analyse and act on data from moderation, Learning Walks, and classroom observations to inform decision-making and support teacher capability-building. Report on triangulated semester one, NAPLAN and relative gain data with cohorts and across the whole school.	‘HWDB – Reading’ document. Triangulated student data - LOA/ NAPLAN/ relative gain.		End Term 3	50% (3-6) ‘A’ or ‘B’ in English 100% students - Learning Goal in English. (P-6)	Behaviourally: <u>Teachers can/will:</u> implement ‘HWDB – Feedback’ practices and protocols: WoS common language and consistent approach. Learning goals identified for each student and feedback utilised in order to make improvements aligned to the GTMJ. <u>Leadership team can/will:</u> showcase and celebrate improvements in student achievement and teacher confidence; promote school practices to parents (Feedback/Learning Goals). Facilitate WOW and strengths-based coaching. Present student data for CASW and track marker student progression.	‘HWDB – Feedback’ document. Learning Goal template/s. Data sheets.			

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

Principal:

P&C/School Council:

School Supervisor:

Queensland
Government