

Mooloolaba State School

2026 ANNUAL IMPLEMENTATION PLAN

School priority 1: Further refine whole school curriculum planning to ensure it aligns with the P-12 curriculum, assessment and reporting framework (P-12 CARF).		Monitoring				Long term measurable/desired outcomes: Summative assessments and marking guides are clearly aligned to V9 AC Achievement Standard All teachers will have access to explicit teaching sequence to match each unit. Whole school Phonics, Spelling and Morphology Scope and Sequence All class teachers are using summative assessments and marking guides in English and maths that are aligned to Version 9 of the Australian Curriculum augmented with some monitoring strategies	AIP measurable/desired outcomes: All teachers follow Year level term and weekly plans Units are improved or developed based on reviews, student interest and integration School Phonics, Spelling and Morphology Scope and Sequence published SOS 80% Students satisfied am interested in my schoolwork LOA Increase percentage of students achieving A & B in English to 60% and Maths to 70% Students in green and blue in Dibels 65%
Strategies: Align Maths and English summative assessments and marking guides to Version 9 Achievement Standard of the Australian Curriculum Implement DIBELS to ascertain students' risk related to the core skills of reading. Further refine whole school curriculum planning to include term and weekly plans that follow the whole school scope and sequence within each learning area. Review unit plans at the end of each term to identify improvements to incorporate in future units. Develop new units that reflect student interests and are integrated and locally contextualised. Develop school Phonics, Spelling and Morphology Scope and Sequence.							
Actions: Utilising Year level planning with a teacher from each Year level working with HODC to develop English and Maths Unit Plans and lesson sequences aligned to V9 Australian Curriculum, Improve Science and HASS planning with HODC, teacher meetings Refine school Phonics, Spelling and Morphology Scope and Sequence						Responsible officer(s): Principal, HODC, Teachers	Resources: Collaborative planning time HODC
School priority 2: Strengthen the instructional leadership of key staff to support teachers in the delivery of curriculum through effective teaching and learning and a positive school environment.		Monitoring				Long term measurable/desired outcomes: Teacher aides included in relevant and regular professional development Teachers will have opportunities to develop and share their teaching and leadership skills. Leadership team will target professional development to individual staff through enhanced support.	AIP measurable/desired outcomes: SOS 90% Staff satisfied receive useful feedback about their work. SOS 95% of non-teaching staff have access to relevant professional development.
Strategies: Identify opportunities to involve teachers in leading innovations in the school. Capitalise on teacher strengths and expertise to lead quality in school professional development. Embed opportunities for peer observations. Facilitate leadership opportunities for teachers.							
Actions: Schedule regular teacher aide professional development. Link professional learning directly to teacher planning time so they can apply new learning to their students.						Responsible officer(s): Principal, Deputy Principals, Business Manager	Resources: HODC
School priority 3: Develop a whole-school approach to pedagogy, to determine the effective pedagogical approaches, practices and teaching strategies most appropriate to support the learning needs of every student in various subjects.		Monitoring				Long term measurable/desired outcomes: Measurable/desired outcomes Evidence of effective pedagogical approaches, practices and strategies as defined in the Whole School Approach to Pedagogy will be seen in Planning, Admin Observations, Learning Walks and classroom environments and practices.	AIP measurable/desired outcomes: Pedagogy is responsive to diverse learning needs of students. Students will be actively engaged in learning. Teachers will employ effective pedagogical approaches, practices and strategies as defined in the Whole School Approach to Pedagogy including Bump it Up walls. Leadership team will identify and encourage effective pedagogical approaches, practices and strategies as defined in the Whole School Approach to Pedagogy.
Strategies: Introduce specific structures for the teaching of Reading, Spelling and Vocabulary. Audit current pedagogical approaches, practices and strategies. Share different pedagogical approaches, practices and strategies with staff. Identify most effective pedagogical approaches and strategies for various learning areas and Year Levels. Explore Mooloolaba SS Whole School Approach to pedagogy through Bump it up walls.							
Actions: Continue professional development on the teaching of Reading, Spelling and Vocabulary. Develop a shared understanding and language about pedagogy. Continue Shared and Dialogic Reading Review intervention programs for reading.						Responsible officer(s): HODC Principal Reading and Learning Support Teachers Class Teachers	Resources: Teacher Meetings
Approvals: This plan was developed in consultation with the school community and meets school needs and systemic requirements							
 Peter Wilson Principal		 Graeme Lisso P&C President		 Sharon McMorrow School Supervisor			