**Baringa State Primary School**

**2025 ANNUAL IMPLEMENTATION PLAN**



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| **School Profile**  *Baringa State Primary School opened in 2018, catering for students from Prep to Year 6. Our school is located at the southern end of the Sunshine Coast, Aura – City of Colour, Australia’s largest master planned community. Our school is well placed to deliver as a learning hub, as we develop and support a community of learners. Aura is a city that will be a centre for innovative educational excellence for all. Baringa State Primary School will deliver a world class education, offering extensive opportunities in developing students’ understanding in Science, Technology, Engineering and Mathematics (STEM) as our point of difference. We are committed to the delivery of the Australian Curriculum through personalised learning for all students within an eLearning context.*  **Vision and Values:** *We are a caring, inclusive & innovative learning community, which empowers students to reach their full potential as global learners*. | | | | | | |
| **School priority 1: English**  **To maintain the number of students achieving an A or B in English in Prep – 2 above 60% and to improve the number of students in years 3 to 6 achieving an A or B in English from 49% to 55% by the end of 2025.** | **Monitoring** | | | | **Long term measurable/desired outcomes:**  **Priority 1** – Curriculum - Review the alignment of new and existing units with the Australian Curriculum to support the effective implementation of V9 of the AC. Strengthen moderation practices beyond the school (Baringa SHS, Nirimba SS and the Caloundra Coalition) to deepen teacher knowledge of the AC and ensure alignment of assessment tasks prior to teaching and consistency of judgement for reporting. Collaboratively review the literacy and numeracy programs in use to ensure they enhance student achievement and that the AC is the learning priority.  **Priority 2** – Teaching and Learning - Develop a shared understanding of agreed pedagogical approaches and build capability of staff to implement these to support consistency of delivery across the curriculum. Collaboratively develop and action a Whole School Approach to Pedagogy model in conjunction with the schools Collegial Observation framework to build staff confidence and teaching capability. | **AIP measurable/desired outcomes:**  55% of students in year 3-6 will achieve an A or B for English  100% of teachers wil have a goal in their Collaborative Capability Development Plan aligned to English (reading) and collegial visits.  100% of teachers will participate in a peer observation visit per semester and will provide and receive feedback.  100% of teachers will engage in new ‘Whole School Approach to Pedagogy’ process. |
| **Term 1**  **Developing** | **Term 2**  **Developing** | **Term 3**  **Implementing** | **Term 4**  **Reviewing** |
| **Strategy/ies:**  This will be achieved by:   1. Deepening the understanding of the Australian Curriculum V9 and sharpening the alignment between ‘curriculum, teaching and learning and assessment’ driven by data in English. 2. Through the development of a shared understanding of agreed pedagogical approaches in English (PP4L) and Inquiry Learning supported by a Whole of School Approach to Pedagogy model and Collegial Observation framework that develops and builds staff capabilties – focus on reading and extension 3. Identifying research based contemporary approaches to digital pedagogies and English extension approaches to explore possible implementation / embedding into Teaching and Learning practices across the school. | | | | |
| **Actions:**  By the end of Semester 1:  **English Units of Work**   * Develop Semester 1 English Units of work (Narrative and Informative) including Year Level Plans, Assessment, Unit Plans, Marking Guides, Success Criteria, Vocabulary and aligned Teaching Sequences * Develop and distribute leadership within the English Dream Team to plan for and implement V9 English Units * Map success criteria for Term 1 Units of Work and Term 2 Units of Work to develop consistent approaches across the school * Establish Learner Assets within English Units of Work to encourage student positive dispositions towards learning and to develop metacognition (PP4L) * Develop a consistent approach to differentiation within English Units including extending to and beyond the A within the classroom * Provide professional development and coaching support (STEM coordinator) in Digital Pedagogies aligned to units and in using Teams to provide feedback and track student learning * Explore current approaches to Spelling aligned to V9 * Embed CASW for Term 1 English Units of Work * Moderate Term 2 English Units of Work   **Reading**   * All teaching staff and teacher aides to engage in professional development in the changes to reading from V8 to V9 * Develop capacity of staff to implement our shared pedagogical approaches to reading, aligned to V9 AC, including implementing shared/ dialogic reading, Choral Reading, Echo Reading, Cloze and Fluency Pairs. * Establishing fluency pairs to differentiate reading in the classroom (below, at, above and beyond the A) * Introduce Microsoft Teams Reading AI as a tool to track and monitor reading in the classroom * Explore current online reading programs used within the school to determine programs to be used in 2026 (including SORA, Epic, Literary Planet)   By the end of Semester 2:  **English Units of Work**   * Develop Semester 2 English Units of work including Year Level Plans, Assessment, Unit Plans, Marking Guides, Success Criteria, Vocabulary and aligned Teaching Sequences * Map success criteria for Term 3 Units of Work and Term 4 Units of Work (Imaginative and Persuasive) to develop consistent approaches across the school * Continue to develop and implement Learner Assets within English Units of Work to encourage student positive dispositions towards learning and to develop metacognition (PP4L) * Establish daily reviews within English Units (reading, spelling, handwriting, phonics, vocabulary) * Implement and consolidate a consistent approach to differentiation within Term 3 and 4 English Units including extending to and beyond the A within the classroom * Develop a school wide approach to Spelling from 2026 * Embed CASW in Term 3 Units of Work * Moderate Term 4 English Units of Work * Develop assessment literary in year 6 in preparation for transition to the high school   **Reading**   * Continue to develop capacity of staff to implement our shared pedagogical approaches to reading, aligned to V9 AC, including implementing shared/ dialogic reading, Choral Reading, Echo Reading, Cloze and Fluency Pairs and reading across the curriculum through professional development and collegial engagement * Embedding fluency pairs in the classroom to differentiate reading (below, at, above and beyond the A) * Embed the use of Microsoft Teams Reading AI to track and monitor reading in the classroom | | | | | **Responsible officer(s):**  Principal / Deputy Principal’s  Head of Department – Curriculum  Curriculum Engagement Teachers  Supported by English Dream Team – Year Level Representatives   |  | | --- | | **Behaviours:**  **Leaders will:**  • Engage and monitor all staff in the teaching and learning cycles with a focus on V9 Maths and English. Develop instructional leadership knowledge and skills in the area of reading through participation in class reading co-teaching lessons  • Monitor impact of moderation and TOPS sessions through learning walks and talks  • Analyse data evidence to inform data lines of inquiry  • Analyse whole school and individual data in English and Maths to inform ongoing PD needs  **Staff will:**  • Engage in the ‘Simple View of Reading’ developing knowledge and skills to plan and deliver high quality reading lessons. Be able to articulate predicted English and Mathematics achievements for each student and outline key steps to ensuring a C or better  • Update student data to link to student learning goals  **Students will:**  • engage in V9 Australian Curriculum (Maths & English)  • be able to articulate learning goals and next steps to achieve a C or better | | **Required Meetings:**   * Professional sharing – reading – terms 1-3 * Teacher planning sessions – TOPS to include PP4L discussions – reading focus   **Resources:**   * TA to participate in TOPS planning sessions * Purchase reading resources * Budget for release for Collegial Observation sessions * Funding for CET Intervention *– focus on extension*   **Professional development:**   * English Dream Team * Teaching and Learning Hub- Reading modules * PP4L – focus on collaboration, metacognition and feedback |
| **School priority 2: Student Engagement and Whole of School Wellbeing**  **Support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes. By the end of 2025 we will improve elements of student and staff wellbeing in the SOS from:**  ***Staff Morale – 82% - 90% agreement Reduced Workload Pressure – 90% - 95% agreement***  ***Student Behaviour – 77% - 85% well managed*** | **Monitoring** | | | | **Long term measurable/desired outcomes:**  Continued improvements in staff morale data.  Continued improvements in student behaviour data and wellbeing survey data.  Whole School Wellbeing Plan embedded and reflected in teachers’ daily actions towards students.  Staff skilled in identifying wellbeing strategies using the framework for themselves and others | **AIP measurable/desired outcomes:**  2025 we will improve elements of student and staff wellbeing in the SOS from:  Staff Morale – 82% to 90% agreement  Reduced Workload Pressure – 90% to 95% agreement  Student Behaviour – 77% to 85% well managed  Wellbeing of Staff – 92% to 95%  Wellbeing Framework published and endorsed. |
| **Term 1**  **Developing** | **Term 2**  **Implementing** | **Term 3**  **Embedding** | **Term 4**  **Reviewing** |
| **Strategy/ies:**  This will be achieved by staff, students and parents forming a shared understanding of the Baringa Wellbeing Framework and integrate this knowledge across all school aspects to positively impact whole of school wellbeing**.** 100% of staff engage and implement in Respectful Relationships PD. | | | | |
| **Actions:** By the end of Semester 1:  **Student Engagement**   * Explore evidence based pedagogies that link to PP4L to enhance classroom engagement and support differentiation. Focused on high-impact strategies like metacognition, feedback and collaboration. Build teachers capacity in pedagogical practices and strategies. Begin with the initial focus on collaboration. * Develop schoolwide extension program for high achieving students (based on a criteria focused on achieving the A), starting with Year 3-6, in partnerships with the Aura Alliance of State Schools. * Review the school’s current level system and student management processes for consistency across the school. Strengthen staff skills in managing minor and major behaviours. Develop capacity of staff to differentiate between minor and major behaviour incidents and develop proactive strategies. Support teacher aides in the development and understanding of IBSPs. * Introduce new engagement initiative. Pilot programs such as Jitzu and explore additional initatives to enhance student engagement such as Games refurb, encouraging student voice initatives.   **Staff Wellbeing**   * Unpack and promote the Baringa Wellbeing Framework within the school community - cconsultation and collaboration with the school community through P&C. * Conduct Baringa Staff Wellbeing Survey term 2 (Teaching and non-Teaching Surveys) * RRE Training and implementation * Promote health and wellbeing by enabling staff and student access to the Wellbeing Hub and Wellbeing professional development   **Student Wellbeing**   * Refine Student Wellbeing survey to drill down deeper on identified domains that are highlighted in the 2023 and 2024 data * Conduct Student wellbeing survey Term 1 * Collate data for interrogation at TOPS day by staff to inform planning and refine wellbeing strategies based upon student voice wellbeing survey * Implement RRE lessons within Care Class lessons having a three prong approach to the RRE curriculum across the school (classroom delivery, Care Class and Health lessons).   **Community Wellbeing**   * Unpack and promote the Baringa Wellbeing Framework within the school community through P&C. * Communicate information and advice on the benefits of supporting young people to be healthy, confident and resilient through the newsletter, Wellbeing Wednesday and on assemblies.   By the end of Semester 2:  **Student Engagement**   * Develop a whole school approach to student engagement in the classroom linked to PP4L’s for engagement including intervention and extension at classroom level, cohort level and schoolwide level, addressing both intervention and extension, including the extension Excellence Program. * Continue building teachers capacity to further develop teachers understanding and skills in effective pedagogical practices directly linked to PP4L’s and current research-based strategies. * Expand the school-wide extension Excellence Program to include Year 1-2. * Refine school wide processes and Level One rewards system to improve consistency in student management across the school. * Provide trauma-informed professional development to equip staff with strategies for trauma-sensitive approaches to better support students.   **Staff Wellbeing**   * RRE implementation across all classrooms * Review School opinion survey results * Embed the school's Wellbeing Framework to support staff and students.   **Student Wellbeing**   * Conduct Student wellbeing survey Term 3. * Collate student data for interrogation at TOPS Day by staff to inform planning and refine wellbeing strategies based upon students feedback and needs.   **Community Wellbeing**   * Conduct parent workshops, information sessions or webinars on commonly asked queries, for example, how to help children read, coding and robotics, transitioning to Prep/high school. * increasing visibility of local support services to families whose children have higher levels of need | | | | | **Responsible officer(s):**  Deputy Principals  Head of Department – Student Engagement  Health Specialist  **Behaviours:**   |  | | --- | | **Leaders will:**  • Review and refine student wellbeing framework with staff  • Engage with PBL coach/School GO and SWB officer  • Lead the development of school wellbeing action plan  **Staff wil**l:  • Participate in Professional development in Positive Behaviour for learning and use strategies in the school community  • Analyse data to identify students at risk to case manage students  • Promote health and wellbeing  • Model and teach RRE, social and emotional skills  • Develop a staff wellbeing action plan  **Students will:**  • Be able to articulate school rules  • Use strategies for wellbeing through engagement with social skills program | | **Required meetings:**   * *SFD for ‘Wellbeing Framework’ PD (1 hour)* * Term 1 Dream Team formation * Term 1 Staff Meeting: Focus on Wellbeing and RRE. * Term 2: Wellbeing Professional Development session possible twilight session (include open invitation to all staff).   **Resources:**   * Purchase of RRE and wellbeing resources classroom as determined by data collected and collaborative conversations. * Resources for engagement initiatives   **Professional development:**   * Whole Staff and Wellbeing committee * Wellbeing professional for consultation |
| **Approvals**  This plan was developed in consultation with the school community and meets school needs and systemic requirements.  Kyanne Hooper  **Principal P&C/School Council School Supervisor** | | | | | | |
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