



Mayfield State School

2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



School priority 1		PRIORITY 1 – Implement Version 9 Australian Curriculum: English: aligning planning documentation with our updated approach to the teaching of reading	Phase	Developing – D Implementing – I Embedding – E Reviewing – R	School priority 2	PRIORITY 2 – Strengthen practices to support student and staff wellbeing implementing whole school processes using resources to support self regulation and wellbeing		Phase	Developing – D Implementing – I Embedding – E Reviewing – R		
Link to school review improvement strategy:		D6 - Collaboratively review the 3 levels of planning for all 8 learning areas in alignment with the P–12 curriculum, assessment and reporting framework (P-12 Framework), to provide all students their full curriculum entitlement and ensure alignment between curriculum, assessment and reporting. D6 - Systematically enact collaborative planning processes to strengthen leaders' and teachers' knowledge, and capability to plan and implement the Australian Curriculum (AC).			Link to school review improvement strategy:		D3 - Collaboratively review agreed Positive Behaviour for Learning (PBL) processes to ensure consistent and clear expectations for staff in creating and maintaining an orderly and engaging school environment.				
Strategy/ies		<ul style="list-style-type: none">Enact planning sessions including alignment with 3 levels of planning, assessments and clear conditions for assessmentExternal moderation with cluster schoolsImplementation plan for all staff including rollout of learning areas, deadlines, accountabilities and completed units of workWeekly team meetings to enable collaborative discussions about focus curriculum areas and key Learning Intent/Success Criteria			Strategy/ies		<ul style="list-style-type: none">Professional development supporting wellbeing for staff and students – Reboot, Michelle Loch, Bridge Builders and Doug FisherTeacher leaders identified for wellbeing and behaviourEstablish coaching cycle with teaching teamsCommunity communication plan with key wellbeing messages and initiatives in the schoolSystematic Watching Others Work highlighting classroom management skills and wellbeingCommunity workshops with external partners (Reboot)				
Actions including Responsible officer(s)				Resources		Actions including Responsible officer(s)				Resources	
<ul style="list-style-type: none">Termly dedicated planning days focused on English facilitated by HOD/C. Attended by leadership line manager, PRIDE teacher and teaching team – one per termDevelop clarity of English tasks, marking guides and conditions for assessment through planning days and CCIP discussions (Teaching team)Clear visible learning expectations in classrooms for English – Bump it Up walls with Learning Intent/Success Criteria annotated and the 5 learner questions (Teaching team)Weekly CCIP meetings to review marker student progress and collaboratively review, moderate and plan for student learning (Teaching Team)Modelling structured synthetic phonics program and instructional routines implemented in literacy block (Curriculum team)External end moderation of English units (HOD/C)Development of updated Quality Standard documentation outlining instructional routines embedded in a literacy block (Curriculum team)Development of updated recorded examples of practice for literacy blocks and English pedagogyDevelop a clear implementation plan for staff with timelines, goals, accountabilities for staff for units of English and rollout of instructional routines for the teaching of reading (curriculum team)Professional Development opportunities for the teaching of reading and English subject (Dept Master Classes, DRA PD, HOD/C and SLP facilitated)Coaching opportunities to opt into supporting English units and literacy block instructional routinesWatching Others Work opportunity dedicated to literacy block instructional routines for the teaching of reading – feedback form colleagues and self reflection opportunitiesCommunity information sessions multiple times through the year about supporting reading at home				Increased HOD/C allocation Professional development – Teachers and Teacher Aides Resources for updated English units Structured Synthetic Phonics Scope and Sequence Reading/Writing folder – implementation resources		<ul style="list-style-type: none">Identify teacher leader positions – Sector Leader, Behaviour Champion, PBL coach to support initiatives implemented by wider staff (Principal)Key professional development – Engagement Scale and Belonging (Fisher), Reboot Mindset (Sarah Ralston) & ESCMAll classrooms displaying engagement scale behaviours listed (class teachers)Review and update Wellbeing Framework and share with staff (Wellbeing Team)Align existing school wide PBL practices with updated Reboot information for whole school support (PBL team)Systematic Watching Others Work – focussing on classroom management, building engagement and incorporating Reboot resourcesStaff professional development to know themselves and their team with Michelle Loch (Andrew)Create an implementation/PD plan for staff identifying how Reboot will be incorporated and aligned with existing practices (PBL Team)Visit other schools implementing Reboot resources (Andrew and identified teachers)Implement community workshops – engagement scale, Reboot mindset and neuroscience, whole school management processes (DP)Implement regular examples of best practice for engagement and classroom management in staff meetings (Principal)Whole school class signage of Engagement scale for reference in teaching and learning				Reboot Resources and Professional development Student Code of Conduct ESCM resources Wellbeing Framework	
End Term 4	Measurable outcomes	<ul style="list-style-type: none">Cohort A-E data for English (Semester) Whole school A-C increase to 94% Whole school A increase to 27%DRA Sparkle Screener end of year goal - Prep - level 3 , Year 1 - Level 6 , Year 2 - Level 8DIBELS age-appropriate results Years 3-6 - 90% of students at blue or green in DIEBLS (negligible risk) (Termly)Marker Student recording and tracking for English skills (Weekly) All selected students increase in LOA for Sem 2 English				End Term 4	Measurable outcomes	<ul style="list-style-type: none">One School Behaviour records decrease (reviewed every 5 weeks with PBL team)SOS – Student and staff wellbeing indicators and behaviour questions (annually) Maintain staff morale at 94%SDA's reduced (termly)Engagement Scale tracking of marker students (Semester 2)			
	Success criteria	Behaviourally: Students can/will: Participate in feedback conversations on their knowledge and application of SSP and LI/SC of the English unit Engaging in a well structured literacy block Articulate next steps and own learning from English unit of work (referring to the bump it up wall) Teachers can/will: Conference with all students referring to LI/SC from the English unit Using resources from the reading writing folder (SSP and reading instructional routines) Have engaged in observations to support practice and have observed colleagues (SSP and literacy blocks) Leadership team can/will: Film elements of the literacy block for shared viewing from teaching staff Create a model bump it up wall in staffroom for teachers to refer to. Support reflection of implementation of pedagogy and units of work during planning sessions					Success criteria	Behaviourally: Students can/will: Articulate their emotions and state of brain and identify strategies they use to support regulation Discuss elements which can affect their wellbeing at school Identify where they are working on the engagement scale and create goals to become a more active learner Teachers can/will: Use the Engagement scale language to support learning behaviours Have the knowledge and skills to manage their own wellbeing Have built a deep understanding of the links between emotions (type of brain) and behaviour responses Have built knowledge to explicitly teach lessons using Reboot resources to support self regulation and wellbeing of students Leadership team can/will: Have presented workshops to parents promoting wellbeing strategies and behaviour processes at the school Update Wellbeing Framework to include Reboot concepts supporting self regulation and wellbeing Facilitated displays of key concepts about wellbeing and behaviour around school for parent community			
	Artefacts	Completed updated Reading/Writing folder (reading elements of the literacy block) Consistent timetables for literacy blocks throughout the week Whole school PD and implementation plan					Artefacts	Updated Wellbeing Framework Resources for consistent approach for restorative conversations Resources to support staff wellbeing and management of a clam classroom			

	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	<p>Sparkle Screener phonics (P-2)</p> <p>Words Their Way (3-6)</p> <p>Teacher reflection checklist on teaching SSP and reading</p>	<p>Behaviourally: Students can/will: Refer to Bump It Up wall to self reflect on learning intent, success criteria and next steps in English Articulate knowledge of morphology and synthetic phonics through their writing</p> <p>Teachers can/will: Explicitly teach phonics and spelling using SSP scope and sequence Track and monitor progress in phonics and spelling knowledge (SSP) Create Bump It Up wall aligned to English units of work Implement instructional routines for paired fluency and SSP Engage in WOW for paired fluency (observe a colleague and be observed)</p> <p>Leadership team can/will: Facilitate PD for SSP and literacy blocks and WOW opportunities Parent information sessions for literacy blocks and SSP Develop year schedule plan for timelines of units due, curriculum development sessions, reviewing units, reporting and WOWs</p>	<p>Beginning of updated digital Reading/Writing folder</p> <p>Progression checklist on teaching elements of the literacy block</p>	<p><i>Green – on track</i> <i>Yellow – underway</i> <i>Magenta – yet to commence</i></p>	End Term 1	<p>Teacher reflection checklist on essential skills</p> <p>Behaviour referrals on OneSchool</p> <p>Engagement scale reflections</p>	<p>Behaviourally: Students can/will: Participate in whole school positive behaviour for learning lessons explicitly teaching school expectations</p> <p>Teachers can/will: Participate in Reboot initial training – Strengthening our own wellbeing and mindset Engage with Doug Fisher 'Belonging in Schools' to support engaging learning environments Explicitly teach whole school positive behaviour lessons Identify classroom management skills that are areas of strength and areas of new learning Use the Reboot '5 faces' as a process to check in with students</p> <p>Leadership team can/will: Clarify to develop a shared understanding of whole school expectations and processes with all staff Communicate expectations and processes to the school and wider community Introduce wellbeing dog to school community via parent workshops and other communication</p>	<p>Reboot '5 faces' How do you feel?</p> <p>ESCM practices reflection page</p> <p>Whole brain audit (classroom environment and culture checklist)</p>	<p><i>Green – on track</i> <i>Yellow – underway</i> <i>Magenta – yet to commence</i> <i>Complete end of each term</i></p>
End Term 2	<p>Sparkle Screener Reading (P-2)</p> <p>Dibels Reading (3-6)</p> <p>A-E English</p> <p>Teacher reflection checklist on teaching SSP and reading</p>	<p>Behaviourally: Students can/will: Refer to reading skill checklist while participating in paired fluency to provide feedback to each other</p> <p>Teachers can/will: Engage in daily shared reading and modelling reading skill checklist to use in paired fluency Track and monitor reading progression using agreed standardised testing and through the Australian Curriculum Create Bump It Up wall aligned to English units of work and model identifying a personal goal as a next step</p> <p>Leadership team can/will: Facilitate PD for the tracking and monitoring of reading Co-teach an instructional routine for reading/SSP</p>			End Term 2	<p>Behaviour referrals on OneSchool</p> <p>Engagement scale reflections</p>	<p>Behaviourally: Students can/will: Participate in whole school positive behaviour for learning lessons explicitly teaching school expectations Deepen knowledge and understanding of their whole brain</p> <p>Teachers can/will: Implement ESCM and Reboot strategies to support a calm classroom and co-regulate Explicitly teach whole school positive behaviour lessons – incorporating key language being introduced from Reboot concepts Choose a marker student to purposefully implement check in strategies with to make observations on how it is affecting their learning day</p> <p>Leadership team can/will: Facilitate reflection on effectiveness of behaviour lesson through OneSchool data Develop learning wall about Reboot concepts as they are introduced for all staff Staff notices to include key concepts about wellbeing and behaviour as they are introduced</p>	<p>Reboot '5 faces' How do you feel? What do you need to be ready to learn? Who or what could help me?</p>	
End Term 3	<p>Observation notes for features of literacy block</p> <p>Teacher reflection checklist on teaching SSP and reading</p>	<p>Behaviourally: Students can/will: Articulate and apply knowledge of morphology and synthetic phonics (SSP) through their writing Participating in daily review instructional routines Articulate instructional routines of the literacy block</p> <p>Teachers can/will: Use all reading data to plan for differentiated instruction through SSP and reading instructional routines Implement daily reviews as part of the literacy block</p> <p>Leadership team can/will: Develop daily review resources for digital Reading/Writing folder Observation and feedback opportunity of Literacy block – paired fluency/SSP or daily review (including talking with students with Sharrett questions)</p>	<p>Added resources for daily review in Reading/Writing folder</p>	.	End Term 3	<p>Behaviour referrals on OneSchool</p> <p>Engagement scale Marker students</p>	<p>Behaviourally: Students can/will: Participate in whole school positive behaviour for learning lessons explicitly teaching school expectations Articulate using Reboot language to describe their whole brain</p> <p>Teachers can/will: Explicitly teach whole school positive behaviour lessons – incorporating key language being introduced from Reboot concepts Participate in collaborative learning community to share practice and success with implementing whole classroom strategies and strategies with marker students</p> <p>Leadership team can/will: Develop learning wall about Reboot concepts as they are introduced for all staff</p>	<p>Whole brain audit (classroom environment and culture checklist)</p> <p>Draft classroom engagement plan and behaviour resource suite connected to Reboot mindset</p>	

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**