



MORAYFIELD EAST STATE SCHOOL

2025 ANNUAL IMPLEMENTATION PLAN

A school of choice committed to high standards of learning and celebrations of success.

Our Priority: Implementation of PLD from Prep-Year 6; Identify next steps for student improvement in English



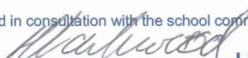


Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1		To implement a systematic and structured approach to the teaching of synthetic phonics from Prep – Year 6 through the instructional lens of PLD (Promoting Literacy Development).	Phase	Implementing	School priority 2		Implement effective descriptive feedback processes in English for students to identify their next steps for improvement aligned to the Marking Guide.	Phase	Implementing		
Link to school review improvement strategy:		School Priority 1: Curriculum Full implementation of the Australian Curriculum with fidelity. School Priority 1: Curriculum Inclusive practices embedded across all teaching and learning.			Link to school review improvement strategy:		School Priority 1: Curriculum Full implementation of the Australian Curriculum with fidelity. School Priority 1: Curriculum Signature pedagogies promote engagement for all learners.				
Strategies		<ul style="list-style-type: none">Develop school-wide expectations for the implementation of PLD that ensures strong alignment to the Australian Curriculum Version 9 (ACV9) and the Department’s <i>Reading through the Australian Curriculum</i>.Develop staff and leadership capability through collegial engagement opportunities for the all staff.Support the planning, teaching and assessing of high-quality differentiated learning experiences for all students.			Strategies		<ul style="list-style-type: none">Continue with collaborative planning and moderation opportunities through school’s PLT systems to develop staff capability and monitor student learning.Continue to embed instructional leadership from P-6 aligned with the Collegial Engagement Framework to promote co-teaching, lesson observations and regular Learning Walks and Talks.				
Actions - including Responsible officer(s)				Resources		Actions - including Responsible officer(s)				Resources	
<ul style="list-style-type: none">All 41 classes across the school to be implementing PLD with fidelity as intended through the scope and sequence PLDTerm 2 class observations in conjunction with the Collegial Engagement Framework as a measure of tracking implementation of PLD.Termly screening to inform progress of student achievement in PLD.PLD Mentor to provide a differentiated approach to support of PLD across the school including observation of lessons, modelling of lessons and support with planning and resources.Use PLTs to track teacher implementation of PLD on a fortnightly basis.Track progress through the DoE Reading Position Statement Implementation Guide and SignpostsCreate quality standards and processes for specific pedagogies aligned to the implementation of PLD.				<ul style="list-style-type: none">Funding PLD Mentor for P-6Employ PLD Support Teacher PrepEmploy PLD Support Teacher Aide Yr 1Continue investment of Decodable Readers across the schoolPD – DoE Reading Masterclasses and PLD PD SupportPLD Kits for Prep and Year 1 to be purchased for each class teacher		<ul style="list-style-type: none">Implementation of CASW process in fortnightly PLTs across Prep – Year 6Learning Walks and Talks conducted 3 times a term with a specific focus question related to feedback and how students receive feedback in the classroom.Development of a school Feedback Committee designed to develop a suite of effective and ‘best-practice’ feedback measures for implementation by the staff.Implementation and design of quality learning goals aligned to v9.0 of the Australian Curriculum.Track progress and measure success of feedback process through Critical Friends Network 2.0 (CFN 2.0)Implementation and physical construction of walls in the classrooms to create Learning Walls for teachers to be able to promote visible learning in the classroom.				<ul style="list-style-type: none">Extra Specialist Teachers to provide 80minute extra NCT for PLT every f/nEmploy Collegial Engagement Teacher for capability developmentPD – Whole School Approach to Pedagogy workshopsLyn Sharratt – Clarity	
End Term 4	Measurable outcomes	45% Year 3 students Strong or Exceeding for Spelling in NAPLAN 60% Year 5 students Strong or Exceeding for Spelling in NAPLAN 80% Prep students working in Stage 1 Target 2 PLD 80% Year 1 students working in Stage 2 PLD 40% Year 2 students working in Stage 3 PLD 50% Year 3 students working in Stage 4 PLD 90% Year 4-6 students move one stage of growth in PLD			End Term 4	Measurable outcomes	85% of Prep – Year 6 students to achieve a ‘C’ or above in English >55% of Prep – Year 2 students to achieve an ‘A’ or ‘B’ in English >50% of Years 3 – 6 students to achieve an ‘A’ or ‘B’ in English 50% Year 3 students for Strong or Exceeding in Reading and Writing for NAPLAN 50% Year 5 students for Strong or Exceeding in Reading and Writing for NAPLAN Students know the success criteria, act on feedback to improve their work. They can describe where they are and how they will progress. Source: Learning Walks and Talks				
	Success criteria	Teachers can/will: Screen and group students; ensure clear instructional routines in place for differentiated groups; review data regularly through PLTs; use available resourcing for quality implementation; track and record student progress. Leadership team can/will: Meet teachers for Termly Data meeting; identify focussed intervention support for specific students and teachers based on data capture; facilitate PLTs to monitor PLD progress; use PLD mentor to target specific areas for support across the school acknowledge and celebrate success; monitor implementation of quality standards.				Success criteria	Teachers can/will: Improved quality feedback measures implemented within the classroom across all 41 classes; variety of different feedback and formative assessment measures applied across the school; develop quality learning goals for students aligned to the Australian Curriculum. Leadership team can/will: Celebrate and acknowledge success of teachers with the implementation of feedback; reflect and refine quality standards for the implementation of feedback in the classroom;				
	Artefacts	DoE Reading Position Statement, Australian Curriculum, PLD Scope and Sequence; MESS Learning Ladder				Artefacts	Lyn Sharratt – Clarity; Australian Curriculum v9.0; MESS Learning Ladders; MESS Col Trackers; DoE Whole School Approach to Pedagogy				
Success criteria and Measurable Outcomes											
End Term 3	Teachers can/will: Screen and group students; ensure clear instructional routines in place for differentiated groups; review data regularly through PLTs; use available resourcing for quality implementation; track and record student progress. Leadership team can/will: Meet teachers for Termly Data meeting; facilitate PLTs to monitor PLD progress; liaise with PLD mentor to ensure fidelity of PLD implementation; acknowledge and celebrate success; monitor implementation of quality standards.			<ul style="list-style-type: none">40% Yr 1 stds working in St 1 T 480% Yr 2 stds working in Stage 2 PLD		End Term 3	Teachers can/will: Engage in CASW through fortnightly PLTs, identify Cycle of Improvement during PLTs, reflect on specific LWT feedback provided; provide quality feedback to student learning and monitor application of feedback. Leadership team can/will: Meet teachers for Termly Data meeting; facilitate PLTs; conduct LWTs three times per term providing immediate feedback to teacher; commence Feedback Committee work to develop suite of resources for teachers; conduct lesson observations specifically looking for feedback processes within the classroom; develop quality standards for feedback.			<ul style="list-style-type: none">80% of students achieving A-C Eng40% of students achieving AB Eng	
End Term 2	Teachers can/will: Screen and group students; ensure clear instructional routines in place for differentiated groups; review data regularly through PLTs; use available resourcing for quality implementation; track and record student progress. Leadership team can/will: Meet teachers for Termly Data meeting; facilitate PLTs to monitor PLD progress; start developing quality standards and process for PLD implementation; acknowledge and celebrate success; conduct lesson observations for PLD.			<ul style="list-style-type: none">50% Prep stds working in St 1 T 140% Yr 1 stds working in St 1 T 340% Yr 2 stds working in Stage 220% Yr 3 stds working in Stage 4		End Term 2	Teachers can/will: Engage in CASW through fortnightly PLTs, identify Cycle of Improvement during PLTs, reflect on specific LWT feedback provided; provide quality feedback to student learning and monitor application of feedback. Leadership team can/will: Meet teachers for Termly Data meeting; facilitate PLTs and CASW; conduct LWTs three times per term providing immediate feedback to teacher; commence Feedback Committee work to develop suite of resources for teachers.			<ul style="list-style-type: none">80% of students achieving A-C Eng45% of students achieving AB Eng50% Yr3&5 at Strm or Excding for R&W in NAPLAN	
End Term 1	Teachers can/will: Screen and group students; ensure clear instructional routines in place for differentiated groups; review data regularly through PLTs; use available resourcing for quality implementation; track and record student progress. Leadership team can/will: Meet teachers for Termly Data meeting; facilitate PLTs to monitor PLD progress; liaise with PLD mentor to ensure fidelity of PLD implementation; acknowledge and celebrate success; differentiate support for teachers.			<ul style="list-style-type: none">40% Yr 1 students working in Stage 1 Target 3 PLD40% Yr 2 students working in Stage 2 PLD.		End Term 1	Teachers can/will: Engage in CASW through fortnightly PLTs, identify Cycle of Improvement during PLTs, reflect on specific LWT feedback provided; provide quality feedback to student learning and monitor application of feedback. Leadership team can/will: Meet teachers for Termly Data meeting; facilitate PLTs and CASW; conduct LWTs three times per term providing immediate feedback to teacher; commence Feedback Committee work to develop suite of resources for teachers.			<ul style="list-style-type: none">85% of students achieving A-C Eng50% of students achieving AB Eng	
Monitoring											
Term 1		Term 2		Term 3		Term 4					
Approvals											
This plan was developed in consultation with the school community and meets school needs and systemic requirements.											
Principal  Liam Hackwood		P&C President  Donna Miller		School Supervisor  Damian Johnson							

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