

Sunshine Beach State School

ANNUAL IMPLEMENTATION PLAN – REALISING THE POTENTIAL OF EVERY SUNSHINER



Educational achievement



Wellbeing and engagement




Culture and inclusion

School vision: “A good place to be’.

School commitments:

The Sunshine Seven

<p>1. Competent, skilled learner</p> <ul style="list-style-type: none"> Developed essential skills in Literacy, Numeracy and Information Communication Technology. Able to self evaluate personal progress and contribute to the identification of learning needs. Aware of personal learning styles, strengths and abilities. 	<p>2. Life-long learner</p> <ul style="list-style-type: none"> Self-directed as a learner Self evaluates and takes responsibility for own personal improvement Loves learning and wants to achieve Continually seeks opportunities to learn, and sets goals to achieve and improve.
<p>3. Effective communicator</p> <ul style="list-style-type: none"> Developed interpersonal skills Able to comprehend and compose effectively in oral, written and multimedia contexts. Interacts effectively in social situations. 	<p>4. Creative, critical thinker</p> <ul style="list-style-type: none"> Able to think divergently Analytical, discerning, differentiating thinker. Innovative and creative approach to developing solutions.
<p>5. Happy, confident, self-managed individual</p> <ul style="list-style-type: none"> High self esteem and highly developed self –awareness Optimistic, positive attitude to life Chooses effective, appropriate behaviours Self directed 	<p>6. Socially responsible citizen</p> <ul style="list-style-type: none"> Balances rights with responsibilities Caring of others, forms quality relationships Appreciative and tolerant of diversity in society Contributes for the common good Aware of social expectations and responsibilities
<p>7. Environmentally responsible citizen</p> <ul style="list-style-type: none"> Aware of local and global environmental issues Proactive, seeks to maintain, protect and enhance the environment Understands and promotes effective relationships between humans and the environment. 	

Long term measurable/desired targets for 2027:

- 100% of students at NMS.
- 96% of students achieving C or above.
- 100% of staff are confident in implementing V9 Australian Curriculum
- 95% of parents understand how their child is assessed.
- 95% of students say that they are interested in their schoolwork.
- 100% of teachers implementing the evidence-based reading practice
- 60% of students achieving B or A.
- 100% of staff feel that they are confidently catering for all learners.
- 95% of parents say that their children’s learning needs are being met at this school.
- 100% of classes implementing Choice Theory and behaviour lessons.
- 100% of staff demonstrate the connecting habits when interacting with others reflecting Glasser philosophy.
- 95% of students believe that behaviour is well managed at this school.
- 95% of students say they like being at this school.
- 98% of staff feel they are well supported at this school.
- 98% of parents feel that there is strong sense of community.
- 98% of students achieve an A or B for effort.
- 100% of students are attending school 93% of the time.

AIP measurable/target LOA outcomes:

A-C English - 96% A-C Maths – 96%
A-B English - 68% **A-B Maths - 78%**
 A-C English NCCD Students - 82% A-C Maths NCCD Students - 86%

AIP measurable/target Engagement outcomes:

Average attendance rates - 93%
Students with attendance rate above 85% – more than 85% of our students

AIP measurable/target SOS outcomes:

Parents – This school has a strong sense of community - 95%
Parents – I understand how my child is assessed at this school – 89%
Staff – I have access to relevant PD - 88%
Students – My school celebrates student achievements – 94%
 Students – This is a good school – 93%
 Parents – This is a good school – 97%
 Staff – This is a good school – 96%

School priority 1- Lift A-B English and Maths outcomes through use of evidence-based strategies and strong moderation processes to implement the Australian Curriculum (V9) and engage all students.

Key Improvement Strategies 2023 School Review:

- *Consolidate teacher knowledge and understanding of the AC across learning areas to ensure the development and delivery of units of work that challenge and engage learners.
- *Strengthen teachers’ data literacy skills to use data to inform differentiated practice for all students, including students with potential to achieve ‘A’ and ‘B’ LOAs.
- *Broaden staff capability to differentiate for all students including high-achieving learners to ensure all students realise their potential.
- *Implement a range of pedagogies and high-impact strategies focused on engagement and innovation to lift the number of students achieving ‘A’ and ‘B’ LOAs.
- *Consolidate the instructional leadership capability of all leaders to strategically implement and monitor the implementation of strategies that address school priorities.

2025 Strategies:

- *Embed intentional professional collaboration processes which strengthen teacher capability and confidence to implement Australian Curriculum (V9) Mathematics and English with fidelity.
- *Further align Learning, Walks and Talks to support the enactment of whole school agreed curriculum, teaching and learning practices.
- *Strengthen learning wall pedagogy, to provide frequent and timely feedback to students with clarity of next steps in alignment with marking guide criteria.

Responsible Officers: Principal, Deputy Principal, HOD-C

2025 Actions:

- Refine facilitated planning & inquiry sessions for teachers to ensure AC is implemented consistently & with fidelity. Build capability of staff to deepen understanding of V9 changes and implement changes related to content descriptors and elaborations including updates to three levels of planning through termly planning cycle, problem of practice inquiry time, moderation cycle and other external professional learning – regional roadshows.
- Review CARP to ensure alignment with P-12 curriculum, assessment and reporting framework and adjust implementation preparedness roadmap for V9 Australian Curriculum.
- Through marker student processes, strengthen teachers’ data literacy skills to inform differentiated practice for all students, including students with potential to achieve ‘A’ and ‘B’ LOAs.
- Enhance instructional leadership processes and practices to ensure that the intended curriculum is enacted in every classroom and is aligned vertically to the AC
- Further develop the leadership roles, responsibilities & accountabilities to align with position descriptions & to the school EIA.
- Establish a whole-school professional learning plan that aligns with the EIA, focussing on the importance of instructional leadership in driving school improvement (student achievement)
- Develop teacher capability in implementing high yield pedagogical practices.
- Collaboratively review the capability development framework, and implement an agreed systematic process for observation, feedback, coaching and mentoring. Provide ongoing opportunities for teachers and teacher aides to be involved in professional learning, WOW’s, coaching, mentoring & feedback sessions.
- Utilise learning wall pedagogy to provide frequent and timely feedback to students with clarity of next steps in alignment with marking guide criteria.
- Further structure the process for classified officers to monitor curriculum enactment and targeted pedagogical responses. Enact consistent processes for Learning Walks and Talks in line with Collegial Engagement Framework, including school wide feedback and clarity of ‘look fors’ across termly junctures.
- Update of curriculum support resources to respond to demands of V9 English and V9 Mathematics.
- Purchase resources to support pedagogical approach – decodable readers, PLD resources and subscriptions.
- Participate in regional Reading Collaborative Learning Community.
- Enhance teacher capabilities to utilise digital technologies to further support engagement and achievement.

Resources:

HODC position resourced

Termly Curriculum Planning 1 full day per term
Professional collaboration time – Problem of Practice Inquiries, WOWs
\$135,000

V9 English and Maths Resourcing – audit current resources in line with V9. PLD resources

PD Budget – focused on PLD training for all staff

Additional HR support with employment of temp teacher aides to boost educational outcomes.

<p>School Priority 1</p> <p>Educational Achievement Focus:</p> <p>Lift A-B English and Maths outcomes through use of evidence-based pedagogical strategies and strong moderation processed to enact the Australian Curriculum (V9) to engage all students.</p>	<p align="center">School Priority 1: Success criteria for students, teachers and school leaders</p>		
<p>Students can / will:</p> <ul style="list-style-type: none"> *engage in deep learning of Australian Curriculum as per the implementation schedule (V9 – English and Maths). * articulate the purpose of their learning, their next learning steps and accept, articulate and apply feedback provided by teachers and peers. *utilise learning walls and answer the 5 questions with informed responses. *articulate increased clarity in their learning; engage with learning walls and articulate their learning for the unit and lesson. *access and utilise exemplars and learning resources to know how to be successful with learning tasks. *articulate what they need to do in a task that reflects the ‘A level thinking’ aligned to the marking guide. *provide student feedback to increase student engagement and interest in learning activities. 	<p>Teachers can / will:</p> <ul style="list-style-type: none"> *demonstrate their understanding of the AC by implementing an engaging curriculum for students. *navigate the Curriculum Gateway to develop deep understanding of the Australian Curriculum. *actively participate in collaborative planning for AC and M1-M4 processes. *implement explicit and descriptive feedback in alignment to the marking guides as one high yield evidence-based strategy *participate in professional learning of and implement agreed aspects of structured literacy blocks (PLD) and PP4L. *collaboratively develop learning walls with students to build assessment literacy and promote teacher, peer and self-feedback. *describe to students what they are learning (learning intentions) and what (success criteria) they need to demonstrate. Teaching staff can articulate to students why they are learning it, how they are going with their learning and what they need to do next to improve. * actively engage in coaching, observation and feedback with reflective discussions aligned to the ACDP framework. 	<p>Leadership team can / will:</p> <ul style="list-style-type: none"> * work within an instructional leadership model to drive the strategic agenda with line of sight to classrooms. *build capabilities with staff in unpacking Australian Curriculum *build capabilities of staff with providing descriptive feedback to learners in alignment with marking guides *engage with teaching staff to co-construct processes to provide timely and actionable pedagogical practice feedback for professional discussion and reflective practices. *frequently engage in collaborative planning to have effective knowledge and understanding of the intended curriculum and pedagogy. *engage in walkthrough and LWT schedule, capturing data to ensure data informed lines of inquiry and line of sight drive the strategic agenda and quality assure curriculum, teaching and learning. 	

		<p>*utilise a range of data sets to inform teaching and learning cycles, and collaboratively design targeted strategies to address pertinent data sets.</p>	<p>*engage in coaching, observation, feedback, and modelling with reflective discussions aligned to the APR framework. *enhance data literacy of staff through collaboratively analysing data to form lines of inquiry, monitor impact, differentiate support, refine practice and celebrate success.</p>
<p>Monitoring Term 1</p>	<p>Monitoring Term 2</p>	<p>Monitoring Term 3</p>	<p>Monitoring Term 4</p>

School priority 2: Enhance our safe, supportive, need fulfilling and joyful school culture and learning environments to ensure all students are engaged and challenged.

Key Improvement Strategies 2023 School Review:

- *Consolidate teacher knowledge and understanding of the AC across learning areas to ensure the development and delivery of units of work that challenge and engage learners.
- *Strengthen teachers' data literacy skills to use data to inform differentiated practice for all students, including students with potential to achieve 'A' and 'B' LOAs.
- *Broaden staff capability to differentiate for all students including high-achieving learners to ensure all students realise their potential.
- *Implement a range of pedagogies and high-impact strategies focused on engagement and innovation to lift the number of students achieving 'A' and 'B' LOAs.
- *Consolidate the instructional leadership capability of all leaders to strategically implement and monitor the implementation of strategies that address school priorities.

2025 Strategies:

- * Strengthen inclusive teaching practice and learning environments
- * Review school and individual behaviour and attendance data, set targets and collaborate and monitor student plans.
- * Strengthen partnerships with learners, staff, families and the community

Responsible Officers: Principal, Deputy Principal, HOD-C, Learning Engagement Teachers

Actions:

- Redefine data collection processes and data wall redesign / class dashboard use to allow efficient data access to enable data analysis and targeted responses.
- Collaboratively track and monitor student learning to identify differentiated strategies for groups of learners and individual learners.
- Further develop teachers understanding of reasonable adjustments across the year level achievement standards.
- Embed case management processes for learning, attendance and behaviour.
- Support a wide-range of student preferred extracurricular activities.
- Implement Glasser philosophy, choice theory and reality therapy across the school. School wide program with fortnightly focus. Provide ongoing opportunities for all staff to be involved in Glasser & Reality Therapy training.
- Initiate termly co-planning with HODC, Class Teacher and Learning Engagement Teacher for Individual Curriculum Plans.
- Communicate to the wider community through coffee mornings to articulate the school's vision, values, beliefs and school direction.
- Provide opportunities for families to be more involved in showcasing of student learning.
- Formalise initiatives and programs to support student and staff wellbeing (including development a staff wellbeing plan).
- Further strengthen the class representative process to engage our families in the school.
- Maximise and report on the impact of all allocated human resource allocations, funded through discretionary funds, through the implementation of roles, responsibilities and accountabilities and funding used to support our learners.
- Establish partnerships with local community and external organisations to support curriculum implementation and student engagement.

Resources:

Prep Inclusion Teacher 0.4FTE
 Extension Program Teachers 0.4FTE
 GOSEW funded 0.4FTE
 First Nations Teacher 0.2FTE
 Permaculture Garden Teacher 0.4FTE
 International I/EALD Teacher 0.2FTE
 Chaplain 0.4FTE

 Training Glasser - \$16,000

School priority 2:

Wellbeing and Engagement + Culture and Inclusion Focus

Enhance our safe, supportive, need fulfilling and joyful school culture and learning environments to ensure all students are engaged and challenged.

School Priority 2: Success criteria for students, teachers and school leaders

Students can / will:

- *demonstrate school expectations and self-management as a learner.
- *use the Sunny Solutions and follow the Sunshine Rules
- *know and understand the Glasser philosophy
- *know how to access appropriate support
- *confidently self-manage, problem solve & self- regulate in different situations
- *connect and engage appropriately in a range of situations with peers/ friends
- *utilise student agency and have a voice in the school
- *listen to, self-reflect and accept others points of view
- *have a go and access learning appropriately differentiated at their level of proximal development.

Teachers can / will:

- *support and nurture all learners emotionally and academically (inclusive education, reasonable adjustments)
- *co-planning & co-teaching with learning engagement teachers
- *work collaboratively with LET including extension teachers, EALD & IEALD to support identified learners
- *enact agreed differentiation strategies to maximise student learning, attendance and engagement outcomes.
- *know and understand the Glasser philosophy
- *explicitly teach a fortnightly choice theory and behaviour lesson
- *connect and engage with students through circle time meetings & buddy class activities
- *connect and engage with staff, parents, students and wider community for student's wellbeing.
- *self-reflective of personal wellbeing and accessing support networks and resources as appropriate
- *demonstrate high levels of collegial interpersonal skills, follow agreed norms and collaborative professional behaviours
- *listen to and seek to understand, accept and respect others points of view.

Leadership team can / will:

- * lead the review of school and individual behaviour and attendance data, set targets and collaborate and monitor student plans
- * lead case management processes for learning, attendance and behaviour
- *support further development of teachers understanding of reasonable adjustments across the year level achievement standards
- *collaboratively track and monitor student learning to support teachers to identify differentiated strategies for groups of learners and individual learners
- *know and understand the Glasser philosophy
- *seek to know the wants and needs of our students, staff and families
- *lead staff in building capabilities of student wellbeing and data analysis
- *connect and engage with staff, parents, students and wider community for student's wellbeing.
- *model and coach staff by listening to, seeking to understand, accepting and respecting others points of view

			*self-reflective of personal wellbeing and accessing support networks and resources as appropriate *demonstrate high levels of collegial interpersonal skills, follow agreed norms and collaborative professional behaviours
Monitoring Term 1	Monitoring Term 2	Monitoring Term 3	Monitoring Term 4

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

Principal: Lisa Cutter *L. M. Cutter*
 10.02.25 **P&C President:** Steve Hunter *Steve Hunter*
 School Supervisor: David Hillhouse *D Hillhouse*