

SPRINGBROOK STATE SCHOOL
2025 ANNUAL IMPLEMENTATION PLAN



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion

School priority 1	<p>To improve educational achievement: Refine teaching practices, enhance a whole-school approach to curriculum planning and delivery, and use data-informed strategies to support clear student learning goals and differentiated instruction.</p> <p><i>Domain 3: Promoting a Culture of Learning</i> <i>Domain 5: Building an expert Teaching Team</i> <i>Domain 6: Leading Systematic Curriculum Delivery</i> <i>Domain 8: Implementing effective pedagogical practices</i></p>	Phase	<i>Developing – D</i> <i>Implementing – I</i> <i>Embedding – E</i> <i>Reviewing – R</i>	School priority 2	<p>To improve inclusion and equity by implementing a comprehensive support framework with data-driven strategies for wellbeing and engagement.</p> <p><i>Domain 2: Analysing and discussing data</i> <i>Domain 3: Promoting a culture of learning</i> <i>Domain 4: Targeting school resources</i> <i>Domain 7: Differentiated teaching and learning</i></p>	Phase	<i>Developing – D</i> <i>Implementing – I</i> <i>Embedding – E</i> <i>Reviewing – R</i>
Link to school review improvement strategy:	Implement the signature practice[s]... that enable teachers to identify the most effective pedagogy to support creative exploration and independent learning. Establish and enact collaborative professional learning, observation and feedback opportunities within cluster and like school networks for all staff members.			Link to school review improvement strategy:	Strengthen data display, interrogation and case management processes to deepen data analysis as a means to support student improvement.		
Strategy/ies	<ol style="list-style-type: none">Curriculum Planning and Delivery Alignment Implement Version 9 of the Australian Curriculum (English & Maths) with structured, school-wide curriculum planning documents. Ensure a consistent teaching and learning cycle that supports effective instruction, assessment, and moderation.Data-Informed Individualised Learning Use student achievement data (LOA, formative assessments, and progress monitoring) to set explicit, personalised learning goals. Embed targeted interventions and differentiated teaching to ensure all students can articulate their progress and next steps.Professional Practice and Instructional Leadership Strengthen teaching quality and curriculum consistency through Learning Walks and Talks, collaborative planning, and professional learning. School leaders will model effective instructional practices, provide targeted feedback, and drive data-informed decision-making to improve student outcomes.			Strategy/ies	<ol style="list-style-type: none">Framework and Systematic Support: Implement the Student Learning and Wellbeing Framework within a Multi-Tiered System of Support (MTSS) to provide tiered, targeted interventions that promote student wellbeing and engagement.Building Staff Capability and Proactive Practices: Strengthen staff expertise in positive engagement strategies through professional development aligned with the PBL Framework, and equip staff with Psychological First Aid training to support student wellbeing.Data-Driven Wellbeing and Engagement Strategies: Leverage attendance data tracking, the Queensland Engagement and Wellbeing Survey, and School Opinion Surveys to identify trends, inform targeted interventions, and refine school-wide strategies for improving student engagement and wellbeing.		

Actions including Responsible officer(s)			Resources	Actions including Responsible officer(s)			Resources
1. Curriculum Planning and Delivery Alignment <ul style="list-style-type: none">Develop and implement consistent curriculum planning documents aligned with ACv9 (English & Maths) across unit, year, and whole-school levels. <i>(All teaching staff)</i>Ensure curriculum planning processes are embedded into teacher practice through structured planning meetings and collaborative moderation. <i>(All teaching staff)</i>Conduct regular reviews of curriculum planning documents to refine and enhance whole-school consistency. <i>(Teaching staff, Principal)</i> 2. Data-Informed Individualised Learning <ul style="list-style-type: none">Use student LOA (Level of Achievement) data and formative assessments to set and review explicit individual learning goals, ensuring students can articulate their progress. <i>(Classroom teachers)</i>Create and maintain Learning Walls in classrooms to track student progress and enhance student agency in learning. <i>(Classroom teachers)</i>Regularly review assessment purposes and use marking guides to support student self-assessment and improvement. <i>(Classroom teachers)</i> 3. Professional Practice and Leadership <ul style="list-style-type: none">Conduct Learning Walks and Talks (twice per term), using the 5 key questions approach to guide reflective discussions with teachers. <i>(Principal, Leadership team)</i>Strengthen instructional leadership by modelling effective teaching practices and facilitating professional learning sessions. <i>(Leadership team)</i>Implement explicit direct instruction techniques to ensure structured, high-impact teaching strategies are used consistently across classrooms. <i>(Teaching staff, Leadership team)</i>			1. Curriculum Planning and Delivery Alignment ACv9 planning documents – Unit, year, and whole-school planning templates. Collaborative planning time – Scheduled meetings for curriculum alignment and moderation. Professional development on curriculum implementation – ACv9 training and support. 2. Data-Informed Individualised Learning Student data tracking tools – LOA data, formative assessment records, goal-setting templates. Time for goal-setting and reflection – Dedicated sessions for teachers and students. Marking guides and assessment rubrics – To support student self-assessment and teacher consistency. Learning Wall resources – Visual aids, student goal-setting materials, and success criteria examples. 3. Professional Practice and Leadership Time for Learning Walks and Talks – Scheduled observations and reflective practice sessions. Professional development on instructional leadership – Training for school leaders to model effective teaching. Explicit instruction resources – Lesson plans, teaching guides, and professional learning materials. Teacher feedback sessions – Reflective discussions to enhance pedagogy.	<ul style="list-style-type: none">• Embed the Student Learning and Wellbeing Framework across all year levels to support a proactive approach to student wellbeing and engagement.• Provide professional development workshops on positive engagement strategies aligned with the Positive Behaviour for Learning (PBL) framework, equipping staff with effective tools to foster student engagement.• Implement the Multi-Tiered System of Support (MTSS) school-wide, ensuring interventions are in place at universal, targeted, and intensive levels to support student wellbeing and engagement.• Deliver Psychological First Aid training to staff, enabling them to respond effectively to emotional and psychological challenges faced by students.• Use colour-coded data tracking to identify at-risk students early and implement timely interventions to support their wellbeing and engagement.• Administer the Queensland Engagement and Wellbeing Survey annually and use the findings to inform and refine school-wide engagement and wellbeing strategies.• Regularly review School Opinion Survey results, ensuring staff collaborate to respond proactively to student, parent, and community feedback.• Facilitate transition programs for students moving into Prep and Year 7, fostering a sense of belonging and easing their transition into new school environments.• Maintain and enhance the Wellbeing Room as a dedicated space for mindfulness, personalised support, and wellbeing interventions, ensuring it remains accessible to all students.			Financial Resources: Allocate funding for professional development in positive engagement strategies , staff release time, and wellbeing initiatives. Human Resources: Maximise the roles of teacher aides and support staff to assist with wellbeing interventions and the Wellbeing Room . Physical Resources: Maintain and enhance the Wellbeing Room as a calming, supportive environment with appropriate resources for student wellbeing. MTSS Framework Materials: Provide resources to support the implementation of tiered wellbeing and engagement interventions . Psychological First Aid Training: Deliver training sessions to equip staff with skills to support students' emotional and psychological wellbeing. Queensland Engagement and Wellbeing Survey: Ensure access to survey materials, data collection tools, and time for staff to analyse findings. Survey Materials: Provide necessary tools for data-driven decision-making on student wellbeing and engagement strategies. Transition Programs: Allocate schedules, activity planning materials, and staff to facilitate Prep and Year 7 transition days, ensuring smooth transitions and community engagement. Wellbeing Room Resources: Maintain appropriate furniture, sensory tools, mindfulness activities, and intervention plans , supported by wellbeing staff such as counsellors or wellbeing officers .
End of Semester 2	Measurable outcomes	1. Curriculum Planning and Delivery Alignment <ul style="list-style-type: none">• 100% implementation of Version 9 of the Australian Curriculum (English & Maths) across all year levels, with clear, structured planning documents used consistently.• 100% of teachers engage in collaborative curriculum planning sessions each term to refine curriculum alignment and instructional approaches. 2. Data-Informed Individualised Learning <ul style="list-style-type: none">• Maths A/B achievement to increase from 73.5% to at least 85% by Semester 2, through targeted differentiation and instructional strategies.• English A/B achievement to increase from 63% to at least 75% by Semester 2, supported by explicit teaching of literacy strategies and assessment-informed adjustments.• 100% of students set and review personalised learning goals at least once per term, using language aligned with achievement standards in English.• Learning Walls visible in 100% of classrooms, showcasing current student progress and curriculum links. 3. Professional Practice and Leadership <ul style="list-style-type: none">• Learning Walks and Talks scheduled and completed twice per term, with actionable feedback recorded for every teacher.• 100% of staff participate in reflective discussions following Learning Walks and Talks, leading to documented instructional improvements.• 100% of leaders facilitate at least one professional learning session per term, modelling best teaching practices.• LOA data meetings held at the end of each juncture, with documented adjustments to teaching strategies based on student progress trends.			End of Semester 2	Measurable outcomes	<ul style="list-style-type: none">• Successful implementation of the Multi-Tiered System of Support (MTSS) with Tier 1, 2, and 3 wellbeing and engagement strategies in place, ensuring targeted support for all students.• Improvement in Queensland Engagement and Wellbeing Survey and School Opinion Survey results, with an increase in positive responses related to student wellbeing and engagement.

		Success criteria	<div>Students can/will:</div> <ul style="list-style-type: none">Articulate their explicit learning goals and describe the steps needed to achieve them.Demonstrate assessment literacy, using marking guides and Learning Walls to track progress.Apply teacher feedback to improve writing, reading, and numeracy skills, showing evidence of growth in their work. <div>Teachers can/will:</div> <ul style="list-style-type: none">Implement a consistent teaching and learning cycle aligned with curriculum planning documents.Use student achievement data to plan targeted interventions and differentiated learning strategies.Integrate explicit direct instruction techniques to improve student engagement and understanding.Maintain Learning Walls to visually support student progress and goal-setting. <div>Leaders can/will:</div> <ul style="list-style-type: none">Model instructional leadership by actively engaging in professional learning and classroom practice.Lead Learning Walks and Talks twice per term, providing targeted feedback to improve teaching quality.Use school-wide data to monitor trends, inform teaching decisions, and drive instructional improvements.					Success criteria	<div>Students can/will:</div> <ul style="list-style-type: none">Access appropriate wellbeing support through the MTSS framework and feel that their wellbeing and engagement are supported by both classroom and targeted interventions.Utilise the Wellbeing Room effectively as a space for support, reflection, and self-regulation.Demonstrate improved engagement, including increased participation in learning and more consistent attendance. <div>Teachers can/will:</div> <ul style="list-style-type: none">Implement MTSS effectively across all tiers, providing differentiated wellbeing and engagement support for students.Use engagement and wellbeing data to refine and improve support strategies.Monitor and adjust student wellbeing interventions based on attendance, engagement trends, and individual student needs. <div>Leaders can/will:</div> <ul style="list-style-type: none">Oversee the successful implementation of MTSS to ensure a consistent and effective approach to student wellbeing and engagement.Ensure the Wellbeing Room remains an integral support space, providing the necessary resources and interventions.Analyse Queensland Engagement and Wellbeing Survey data using the QEW Inquiry Tool, reflecting on trends and driving strategic improvements.		
		Artefacts	<ul style="list-style-type: none">Three levels of planning (unit, year, whole school) documented and used consistently by all teachers.Learning Walls in every classroom, displaying current student learning, goals, and success criteria.Student LOA data tracking improvement and demonstrating alignment with explicit learning goals.Observation logs from Learning Walks and Talks, with recorded feedback and instructional improvements.Professional development plan, outlining staff participation in curriculum planning, data analysis, and instructional strategies.Moderation records, showing collaborative review of student work samples to ensure consistency in assessment and grading.Student goal-setting records, demonstrating student engagement with personalised learning goals.					Artefacts	<ul style="list-style-type: none">Comprehensive documentation of the MTSS implementation and its integration with the Student Learning and Wellbeing Framework.End-of-year attendance and engagement data demonstrating sustained improvement in student participation and consistency.Student engagement and wellbeing reports generated from the Queensland Engagement and Wellbeing Survey, providing insights into trends and areas for improvement.Student Learning and Wellbeing Framework resources, outlining school-wide strategies for supporting student wellbeing and engagement.School Opinion Survey results reflecting an increase in positive responses related to student wellbeing and engagement, particularly regarding teacher support.		
		Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring	
End of Semester 1	First round of 2025 Learning Walks and Talks completed, with feedback documented and shared to guide instructional improvements. Explicit learning goals set and reviewed for all students, with evidence of students articulating their goals. Learning Walls established in 100% of classrooms, displaying student learning progress, success criteria, and curriculum links.	<div>Students can/will:</div> <ul style="list-style-type: none">Articulate their initial learning goals and describe the steps needed to achieve them, using teacher feedback.Engage with Learning Walls as a reference for progress tracking and goal-setting.Begin using marking guides and success criteria to reflect on their learning and next steps. <div>Teachers can/will:</div> <ul style="list-style-type: none">Implement Unit 1 and 2 in English and Maths from ACv9, ensuring alignment with curriculum planning documents.Use student LOA data and formative assessments to set and review explicit learning goals.Actively participate in Learning Walks and Talks, reflecting on feedback and adjusting teaching practices accordingly.Establish Learning Walls in classrooms with clear curriculum links and student goals. <div>Leaders can/will:</div>	<div>Professional development attendance records and session notes, documenting teacher engagement in curriculum planning, data analysis, and instructional strategies.</div> <div>Student learning goals documented and reviewed, with evidence of students articulating their progress.</div> <div>Learning Walks and Talks feedback records, including observation notes and identified areas for instructional improvement.</div> <div>Photographs and samples of Learning Walls, showcasing explicit learning goals, success criteria, and curriculum links.</div> <div>Moderation records for English and Maths, demonstrating</div>	Green –on track Yellow – underway Magenta – yet to commence	End of Semester 1	<div>Teachers receive an introduction to the Multi-Tiered System of Support (MTSS) and the Student Learning and Wellbeing Framework (SLAWF), with a focus on strategies to enhance student wellbeing and engagement.</div> <div>The Wellbeing Room is fully set up and operational, with clear guidelines for student use and targeted wellbeing interventions in place.</div> <div>Initial data collection on student attendance, engagement, and wellbeing has begun, using attendance records, the Queensland Engagement and Wellbeing Survey, and other relevant data sources.</div>	<div>Students can/will:</div> <ul style="list-style-type: none">Engage with the Wellbeing Room as a space for support, self-regulation, and engagement in wellbeing activities.Understand and access the available support systems for their wellbeing and engagement, including classroom and targeted interventions.Participate in student-led wellbeing initiatives, such as Year 6 students delivering weekly engagement and wellbeing messages during parade. <div>Teachers can/will:</div> <ul style="list-style-type: none">Demonstrate initial use of MTSS strategies in their classrooms to support student wellbeing and engagement.Implement engagement-focused classroom strategies learned in professional development, fostering a more supportive and inclusive learning environment. <div>Leaders can/will:</div> <ul style="list-style-type: none">Ensure the Wellbeing Room is fully operational, with clear processes for student access and support.	<div>Professional development attendance records from Student Free Days (SFDs) and ongoing sessions, documenting staff participation in wellbeing and engagement training.</div> <div>Records of student utilisation of the Wellbeing Room, tracking frequency, purpose, and</div>	Green –on track Yellow – underway Magenta – yet to commence Complete end of each term		

	<p>Three levels of planning (unit, year, whole school) fully implemented, with evidence of curriculum alignment in teaching practice. Moderation processes conducted for English and Maths, ensuring consistency in assessment and student achievement data analysis. Student LOA data reviewed, with targeted interventions identified to support student progress in English and Maths.</p>	<ul style="list-style-type: none">Organise and lead professional development sessions focused on curriculum planning, differentiation, and assessment literacy.Facilitate and engage in Learning Walks and Talks, providing actionable feedback to teachers.Review student achievement data and teaching practices, ensuring alignment with school-wide improvement goals.	<p>consistency in assessment and student achievement analysis. Student LOA data reports, tracking progress and informing next steps for targeted intervention</p>			<p>Professional development sessions on proactive engagement strategies (aligned with Positive Behaviour for Learning – PBL) have been attended, equipping staff with tools to support student wellbeing and engagement.</p>	<ul style="list-style-type: none">Lead professional development sessions on wellbeing and engagement strategies, supporting teachers in applying MTSS and proactive engagement approaches.	<p>effectiveness of support provided.</p> <p>Classroom observation reports reflecting the initial application of MTSS strategies and engagement-focused classroom practices.</p>	
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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

