



Bald Hills State School

2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion



2025 BALD HILLS STATE SCHOOL - EXPLICIT IMPROVEMENT AGENDA

TEACHING - Reviewing the Australian Curriculum

Continue to unpack the Australian Curriculum with a focus on English and Maths – implementing v9

LEARNING - Embedding Learning Walls

Continue to embed a consistent whole school philosophy as to the implementation of Learning walls to support student learning

CAPABILITY - Upskilling staff in the Science of Reading

Focus development of staff capability in teaching to emphasise the necessity of word reading and language comprehension in all learning areas

School priority 1: Pedagogy – Learning Walls

The effective use of Learning Walls are embedded into practice as a “signature” Pedagogical Approach across the whole school.

Monitoring

Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

- Term 1 – ‘Bald Hills Learning Walls Givens’ artefact reviewed and articulated in weekly planning sessions
- Term 2 – Student feedback & Learning Walks provide feedback from Leadership team
- Term 4 – 80% teachers actively engaged in developing student centred Learning Walls with their class

AIP measurable/desired outcomes:

- All classroom teachers utilise Learning Walls as an effective teaching strategy engaging students
- Teachers receive at least one item of written feedback per term
- Leadership Team engages in Moderation of Learning Journey walks to develop consistent practices
- Teachers identify and reflect on their progress over development using Learning Walls over the year.

Strategy/ies:

- Revisit and provide clarification to staff on the essential elements of Learning Walls at BHSS – Term 1
- Discuss and maximise collaborative planning sessions to moderate constructed Learning Walls to ensure consistency and alignment to the school’s ‘non-negotiables’ – Term 1 & 2
- Develop and formalise the “BHSS Ways of Working – Learning Walks/ Feedback” through consultation and alignment to the QTU/DoE joint statement

Actions:

- Leadership Team conduct Learning Walks through classrooms a least twice a term
- Provide staff with opportunities to enhance their understanding and application of Sharratt’s 5 Questions to strengthen the use of Learning Walls
- Leadership Team members are active participants in cluster school CSI process (including BHSS, Aspley SS, Aspley East SS and Norris Road SS) sharing new learnings and observations with other members.
- Provide staff with concise and targeted feedback after Learning Walks using an established protocol

Responsible officer(s):

- Matt Taylor and Melinda Lindley – review and Artefacts
- Leadership Team (Principal, Deputy Principals, HoD – C and Coach) – Learning Walks

Resources:

- Purchase additional FTE of 0.5 Deputy Principal
- Professional development through collaborative planning time targeted to enhancing teacher knowledge and understanding of Learning Walla and Sharatt 5 Questions
- Tasks adjusted for students through effective adjustments (e.g access to Class iPads) so students have varied opportunities to demonstrate knowledge & understanding

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Monitoring

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Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

- S1/ S2 English reporting data
- Improvement evident in Semester 1/Semester 2 NCCD data (comparison)
- English & Mathematics artefacts unpacked and utilised throughout the 2025 curriculum planning process
 - Level 2 Curriculum plans align to v9

AIP measurable/desired outcomes:

- Increase the percentage of children in P-2 achieving an A or B in English and Mathematics :

P-2	S1 – 24	S1 – 25	S2 – 24	S2 – 25
English	61.5%	64.0%	64.0%	67.0%
Maths	80.0%	80.0%	79.0%	82.0%

- Increase the percentage of children in 3-6 achieving an A or B in English and Mathematics :

3-6	S1 – 24	S1 – 25	S2 – 24	S2 – 25
English	63.0%	63.0%	61.0%	65.0%
Maths	71.5%	72.0%	69.0%	74.0%

• Incorporate in teaching timetables, an additional 40 minutes of NCT to provide teachers with regular additional time to focus on planning and unpacking the curriculum. • Formulate through collaborative discussions the common elements of year level learning walls to support consistent teaching, learning and assessment of student work. • Revisit accessibility and staff capability in using school data to inform teaching and planning for targeted students identified through the NCCD process e.g. adjustment to learning, personalised learning records, achievement data etc.					○ Learning Wall unpacked and evolving through meeting to support the learning needs of students ○ Moderation tool (Alignment Planner) ○ Marking Guide ○ Assessment Task					○ Increase the number of children identified through the NCCD data achieving an A/B in English (semester one and two, to more than 45%) and Mathematics (semester one and two to more than 55%) ○ 80% of teachers agree/acknowledge they have access to relevant professional support and development to support their teaching and curriculum understanding																	
Actions: • Adopt the AC Marking Guides as the point of truth and consistency to determine student achievement • Provide professional development through additional weekly NCT to facilitate collegial planning and reduce teacher workload • Utilise year level planning to target agreed High Impact Teaching Strategies that will be consistently implemented across year levels during the teaching and learning cycle – particularly Learning Walls • Weekly collaborative planning meetings (teacher directed) of year level to reflect and discuss progress of the teaching and learning of units • Introduce process and procedures to facilitate semester 2 collegial data discussions on identifying supports and strategies to raise the achievement level of students identified through the NCCD process (disaggregated group)					Responsible officer(s): • HOD-Cs (Matt Taylor & Mel Lindley) – Curriculum & Pedagogical leaders in collaboration with Leadership Team) • Principal, DPs and Head of Inclusion to collaborate					Resources: ○ Teacher Release time for weekly planning with HOD-C – additional NCT (40mins per week) and reduction in teacher workload ○ Professional development targeted towards the effective use of Learning Walls.																	
School priority 3: READING (Capability Development – The Science of Reading) <i>Provide support and development to staff to develop their capabilities in the Science of Reading, to implement consistent whole school practices across P-6.</i>					Monitoring Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress. <table><tr><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>					Term 1	Term 2	Term 3	Term 4					Long term measurable/desired outcomes: • Consistent procedures and shared practices from P - 6 • Reviewed and updated Artefacts ○ BHSS Reading Framework - WIP ○ 2025 English unit plans clearly identify reading components ○ Reviewed Scope & Sequences P-6 • Consistent school wide monitoring Tasks/ tracking of student data: ○ Sparkle Kit (P-2), ○ Prep and Year 1 phonic checklist ○ Year 3 - 6 PAT R– identifying student growth ○ Year 3-6 agreed diagnostics • School wide consistent approach to the provision of reading homework • Whole school implementation of a Literacy Block P-6 • Improvement in English A-E data					AIP measurable/desired outcomes: ○ Term 2 and 4: Year 3 – 6 target – 80% of students achieve stanine 5 or higher in PAT-R ○ Term 1 – 4: P-2 Sparkle Kit data updated Term by Term to identify improvement and future targeted supports ○ Year 3-6 Screener Assessments in use across all classroom <i>Data being collected in 2025 will be reviewed as to validity to informing next steps in student development and form the basis of school's baseline data in Reading</i>				
Term 1	Term 2	Term 3	Term 4																								
Strategy/ies: • Collaboration between Focused Reading Team (leadership) and the school-based Reading Committee (P-6 staff) • Collaboratively develop staff capabilities in response to survey data, classroom observation and feedback. • Cross sector implementation and opportunity to Watch Others Work (WOWs) • Implement and review chosen monitoring tools & resources across P-6 to measure the student data and staff capability ○ P-2 Screeners and Sparkle Kit ○ Year 3-6 screeners – reviewed at the end of each term ○ Investigate Pat R with trial implementation in Term 4 • Development of agreed consistent protocols of school wide data collection • Develop an understanding of SoR for parents and carers through updates and learning opportunities • Review whole school reading homework policy and develop consistency across the school • Development of whole school spelling processes linked to Science of Reading																											
Actions: • Weekly Focused Reading Team meetings • Whole school Reading Committee meeting 2x per term • Respond to Bald Hills Reading Framework staff survey through staff development, training and resourcing • Collaborate with HoD-Cs to facilitate 2025 V9 English planning accurately and explicitly record reading components • Implement whole school Jocelyn Seamer Spelling Success in Action staff training • Implement and monitor roll out of whole school spelling, linked to V9 planning • Implement Monitoring Tasks/ tracking of student data: (e.g. Sparkle Kit (P-2), Diagnostic Assessment (3-6), PAT R for 3-6 students, Literacy Pro ‘Check-ups’, English A-E data) • Investigate Year 1 Phonics Checklist against other screeners					Responsible officer(s): • DP P-2 (Kathy Murrell) leading the FRT • HoD-Cs (Matt Taylor and Melinda Lindley) – quality assuring planning processes for reading components in Units and tracking tools • ST:LaN (Sonya Kerrigan) • FRT Member (Alysha Dodds)					Resources: ○ Teacher Release time for Focused Reading Team meetings ○ Purchase of PAT-R online ○ Classroom resource provision for teaching supports (e.g. Access to Jocelyn Seamer’s Resource Room and Decodable Readers Australia website, Retrieval charts, alphabetic code 3-6 classroom screeners, decodable readers and printable resources)																	
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.																											

Principal

P&C President

School Supervisor