

# YANDINA STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School Priority 1	To improve the proportion of students achieving a C and above, with a focus on increasing the number of students achieving and A or B in English and Mathematics.	Phase	Developing – D Implementing – I Embedding – E Reviewing – R	School Priority 2	To cultivate an inclusive school environment that fosters engagement and well-being for all students and staff.	Phase	Developing – D Implementing – I Embedding – E Reviewing – R								
<b>Link to school review improvement strategy:</b>	Yandina State School commits to equity and excellence; leveraging evidence-based practices in literacy and numeracy as a foundation for lifelong learning.			<b>Link to school review improvement strategy:</b>	Yandina State School commits to partnering with students, families and the wider community to provide an inclusive, safe and supportive environment.										
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Implement the Australian Curriculum V9 with fidelity across all classrooms, collaboratively designing units to strengthen teacher knowledge around clear learning expectations and success criteria for every student.</li> <li>Focus on agreed high-impact whole-school curriculum, teaching and learning practices in Reading, Writing, Spelling and Moderation. (Synthetic Phonics, Comprehension Strategies, SMART Spelling etc)</li> <li>Share class data with individual teachers and school data with the whole staff and community to create an open data culture of shared responsibility for student performance and to celebrate successes.</li> <li>Bump it Up Walls in every classroom with GTMJ on the wall providing students access to 'A level' thinking.</li> <li>Continue to engage in regular Learning Walks and Talks, focused on opening up teaching to the A standard, teacher feedback to students, and teacher monitoring of student learning.</li> <li>Targeted focus on Synthetic Phonics in P-2 to strengthen foundational literacy.</li> </ul>			<b>Strategies</b>	<ul style="list-style-type: none"> <li>Support all students to realise their potential through parent/stakeholder engagement and differentiated individual support plans and case-management for 'at-risk' students.</li> <li>Implement attendance and wellbeing strategies to support students/families dealing with school refusal.</li> <li>Continue to create a positive environment for teaching and working that fosters healthy, confident and resilient students through wellbeing and school culture initiatives.</li> <li>Continue to engage students, staff, parents and the wider school community to build a sense of belonging and wellbeing for all. E.g. opening event for new multipurpose hall (major infrastructure project)</li> <li>Create an Inclusion/Wellbeing space with resources to support all students in a welcoming, inclusive and accessible teaching and learning environment.</li> <li>Review programs and incentives to increase engagement and maximise learning days.</li> </ul>										
<b>Actions including Responsible officer(s)</b>	<ul style="list-style-type: none"> <li>Provide opportunities for professional development to all staff based on whole-school priorities and APDP.</li> <li>Leadership Team monitor impact through regular Learning Walks and Talks and professional development.</li> <li>Leaders track progress of marker students through regular data informed discussions and case-management meetings.</li> <li>Leaders ensure alignment of intended and enacted curriculum through regular quality assurance processes.</li> <li>Continue planning and moderation cycles to build teacher capability and alignment with the Australian Curriculum.</li> <li>Provide wrap-around support model through the creation of a support room to deliver high-impact, targeted intervention.</li> </ul> <p><i>Michael Cookman – Principal, Omen Facto – Deputy Principal, Lauren Perren – HOD-Curriculum</i></p>			<b>Resources</b>	<ul style="list-style-type: none"> <li>Leadership Team – Principal, DP, HoD-C</li> <li>Leadership Team PD</li> <li>Curriculum Team PD</li> <li>Support Team PD</li> <li>Synthetic Phonics and SMART Spelling PD.</li> <li>Release time for PD and other strategic work.</li> </ul>			<b>Actions including Responsible officer(s)</b>	<ul style="list-style-type: none"> <li>Leaders engage students, staff and the school community in creating the 2025 – 2028 Strategic Plan.</li> <li>Review the 2021-2024 Strategic Plan with staff and the school community to celebrate successes.</li> <li>Leaders unpack the National School Improvement Tool with whole-staff prior to School Review.</li> <li>Establish a wellbeing space for students and continue to host engaging and inclusive whole-school events.</li> <li>Leaders support staff with student engagement through PBL, ESCMs and student wellbeing initiatives.</li> <li>Leaders monitor impact through data informed discussions and case-management meetings for marker students.</li> <li>Regular reviews of ICPs, PLRs and IBSPs for students identified in the NCCD.</li> </ul> <p><i>Michael Cookman – Principal, Omen Facto – Deputy Principal, Angela McInnes – Inclusion Team Leader</i></p>			<b>Resources</b>	<ul style="list-style-type: none"> <li>Inclusion Team – 3 x Inclusion Teachers, 3 x Inclusion TAs</li> <li>\$30 000 to create Student Wellbeing Room</li> <li>Release time for strategic teams – Inclusion, Wellbeing, Culture</li> <li>Investment in IT</li> </ul>		
End Term 4	<b>Measurable outcomes</b>	<ul style="list-style-type: none"> <li>Improvement in A-B and A-C English and Mathematics results.</li> <li>Prep English/Mathematics A-C 85% / Prep English/Mathematics A-B 55%</li> <li>Year 1 English/Mathematics A-C 90% / Year 1 English/Mathematics A-B 60%</li> <li>Year 2 English/Mathematics A-C 90% / Year 2 English/Mathematics A-B 60%</li> <li>3-6 English/Mathematics A-C 95% / 3-6 English/Mathematics A-B 70%</li> <li>Indigenous English/Mathematics A-C 90% / Indigenous English/Mathematics A-B 60%</li> <li>5+% lift in NAPLAN U2B Reading, Writing, Spelling and Numeracy</li> <li>100% of teachers using Bump it Up Walls and providing feedback to students aligned to the GTMJ</li> <li>100% of teachers engaging in Learning Walks and Talks</li> <li>100% of teachers enacting whole-school evidence-based curriculum, teaching and learning practices.</li> </ul>			End Term 4	<b>Measurable outcomes</b>	<ul style="list-style-type: none"> <li>High levels of satisfaction from students, staff and parents</li> <li>SOS 2025 Parent Satisfaction – 95+% (96% in 2024)</li> <li>SOS 20235 Student Satisfaction – 95+% (93% in 2024)</li> <li>SOS 2025 Staff Satisfaction – 95+% (100% in 2024)</li> <li>Positive engagement from local businesses and community groups through hall hire and online forums.</li> <li>Improvement in student attendance and behaviour data.</li> <li>Overall Attendance 93%</li> <li>Indigenous Attendance 90%</li> <li>Overall SDAs – Less than 5</li> <li>Indigenous SDAs - Zero</li> </ul>								
	<b>Success criteria</b>	<p><b>Behaviourally:</b> Students can/will: Answer the 5 Qs and identify success criteria for the A, B and C levels on the GTMJ. Teachers can/will: Provide feedback to students at the A and B level based on the GTMJ. Leadership team can/will: Conduct LWTs to inform next steps in curriculum, teaching and learning.</p>				<b>Success criteria</b>	<p><b>Behaviourally:</b> Students can/will: Experience high levels of engagement and wellbeing. Teachers can/will: Create a safe, inclusive environment to cater for all students. Leadership team can/will: Engage the school community to inform strategic planning for 2025-2028.</p>								
	<b>Artefacts</b>	<ul style="list-style-type: none"> <li>Whole School Curriculum Plan</li> <li>Whole-school Data Plan</li> <li>P-2 Scope and Sequence for Synthetic Phonics and Phonemic Awareness</li> </ul>				<b>Artefacts</b>	<ul style="list-style-type: none"> <li>School Opinion Survey Data</li> <li>Student Code of Conduct – Student engagement flowchart</li> <li>Strategic Teams Meeting Minutes</li> </ul>								
	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>		<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>						
End Term 1	<ul style="list-style-type: none"> <li>Interim Mathematics and English Data</li> <li>High teacher engagement with LWTs, Bump it Up Walls and Moderation</li> </ul>	<p><b>Behaviourally:</b> Students can/will: Have clarity on success criteria on the GTMJ. Teachers can/will: Use evidence-based curriculum, teaching and learning practices. Leadership team can/will: See alignment of intended and enacted curriculum.</p>	<p>Moderation checklist Data meetings – marker students - APDP</p>	<p>Green –on track Yellow – underway Magenta – yet to commence</p>	End Term 1	<ul style="list-style-type: none"> <li>Positive parent survey data</li> <li>Attendance 90+%</li> <li>SDAs &lt;1</li> </ul>	<p><b>Behaviourally:</b> Students can/will: Experience high levels of belonging and school pride. Teachers can/will: Create a welcoming environment for students and families. Leadership team can/will: Invite the entire school community to have input in our shared vision for 2025 – 2028.</p>	<p>P&amp;C Meeting Minutes Parent Survey Results SORD Data</p>	<p>Green –on track Yellow – underway Magenta – yet to commence</p>						
End Term 2	<ul style="list-style-type: none"> <li>Sem 1 Mathematics and English Data</li> <li>Build teacher capacity with LWTs, Bump it Up Walls and Moderation</li> </ul>	<p><b>Behaviourally:</b> Students can/will: Be able to answer the 5Qs aligned to the GTMJ. Teachers can/will: See improvement in the number of students achieving an A or B. Leadership team can/will: Hear students answering the 5Qs aligned to the GTMJ.</p>	<p>Sem 1 Report Card Data School Review</p>		End Term 2	<ul style="list-style-type: none"> <li>Sem 1 Behaviour Data</li> <li>Attendance 90+%</li> <li>SDAs &lt;2</li> </ul>	<p><b>Behaviourally:</b> Students can/will: Feel connected and have interesting things to do at school. Teachers can/will: Create a supportive, inclusive environment for all students. Leadership team can/will: Engage the school community to inform next steps</p>	<p>Sem 1 Data Parent Survey Results School Review</p>							
End Term 3	<ul style="list-style-type: none"> <li>Demonstrated teacher expertise with LWTs, Bump it Up Walls and Moderation</li> </ul>	<p><b>Behaviourally:</b> Students can/will: Be confident in applying feedback at the A level from the GTMJ. Teachers can/will: Be confident in providing feedback at the A level from the GTMJ. Leadership team can/will: See evidence of A level thinking in student work.</p>	<p>Moderation checklist Data meetings</p>		End Term 3	<ul style="list-style-type: none"> <li>Positive SOS data</li> <li>Attendance 90+%</li> <li>SDAs &lt;3</li> </ul>	<p><b>Behaviourally:</b> Students can/will: Feel valued, engaged and successful in their learning. Teachers can/will: Create a environment to cater for all students. Leadership team can/will: Celebrate success with the school community.</p>	<p>School Opinion Survey Strategic Plan 2025-2028</p>							

**Approvals**

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

**Principal**  
Michael Cookman

**P&C President**  
Georgina Stanlake

**School Supervisor**  
Martin Leach

