



Equity and Excellence
Realising the potential of every student



Wellbeing and engagement



Culture and inclusion

Magnetic Island State School Yunbenun

We learn on Wulgurukaba land.

2025 ANNUAL IMPLEMENTATION PLAN

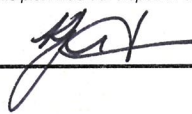

School Vision: All students can succeed.

Mission: Magnetic Island State School will be a positive and supportive school empowering students to be the best that they can be. Students, staff, parents and carers and community members will work together to foster an outstanding academic, creative and environmentally sustainable learning environment.

Magnetic Island State School envisions our community to be respectful, responsible and safe.

<p>Educational Achievement Provide excellence in curriculum delivery, implementing Australian Curriculum Version 9 (ACV9) across all learning areas, to ensure every student is realising their potential.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Develop processes for existing and emerging leaders to engage in professional learning, including coaching and mentoring, to strengthen their capability as instructional leaders. Collaboratively develop formal and intentional processes for leaders to provide modelling, coaching and mentoring to teachers to improve their capability in curriculum delivery, with particular focus on Acv9 English and Mathematics implementation and alignment across the school. Strengthen teachers' understanding of the 3 dimensions of the Australian Curriculum to enhance curriculum planning, delivery and assessment. 	<p>Monitoring <i>Navy - on track, Green - underway, Teal - to commence.</i></p> <table border="1"> <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					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Australian Curriculum version 9 (ACV9) implemented across all learning areas. A culture of collaboration, coaching and mentoring is clearly evident across the school. <p>Level of Achievement Data- English and Mathematics:</p> <ul style="list-style-type: none"> 60% of students achieving an A or B. 95% achieving C or above. 	<p>AIP measurable/desired outcomes:</p> <p>Improved Level of Achievement (LOA) Data English:</p> <ul style="list-style-type: none"> 55% of students achieving an A or B (2024: 45%) 90% achieving C or above (2024: 87.7%) <p>Level of Achievement (LOA) Data Mathematics:</p> <ul style="list-style-type: none"> 95% of students achieving a C or above (2024: 91.9%) <p>Maintained School Opinion Survey (SOS) data for staff.</p> <ul style="list-style-type: none"> I use the Australian Curriculum (P-10) for planning teaching, learning and assessment - 100%
Term 1	Term 2	Term 3	Term 4								
<p>Actions:</p> <ul style="list-style-type: none"> Provide opportunities for collaboration in teams to support the development of learning opportunities aligned to ACV9 English and Mathematics. Formalise processes for recording planning, including developing a collaborative collection site for curriculum resources. Maintain and priorities opportunities for POD (P-2/3 and 4-6) moderation processes. Engage with Education Futures Institute (EFI) to develop capability with Multilevel Curriculum Planning. 		<p>Responsible officers:</p> <p>Principal Inclusion Teacher</p> <p>All staff</p>	<p>Resources:</p> <p>Masterclass: K-6 Multilevel Curriculum Planning Model for ACV9 Designing Quality Assessment: Mathematics Masterclasses (P-6) Human Resources- investment in teacher aides to continue to support student improvement.</p>								
<p>Culture and Inclusion Embed processes and feedback cycles to monitor best practice in high impact pedagogical practices including highly effective strategies to meet the diverse needs of all students.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Develop processes that enable teachers to routinely and systematically engage in observation and feedback cycles, to provide opportunities for reflection on practice. Formalise ongoing and regular data conversations with staff to enhance curriculum delivery and pedagogical practice, strengthening data literacy skills to further inform teaching and learning. 	<p>Monitoring <i>Navy - on track, Green - underway, Teal - to commence.</i></p> <table border="1"> <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					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Observation and feedback cycles embedded to ensure best practice pedagogy across the school. 	<p>AIP measurable/desired outcomes:</p> <p>All teachers participating in peer observation and feedback cycles.</p> <p>Maintained SOS data for staff.</p> <ul style="list-style-type: none"> This school encourages coaching and mentoring activities - 100% I modify my teaching practice after reviewing student data - 100% This school has an inclusive culture where diversity is valued and respected - 100%
Term 1	Term 2	Term 3	Term 4								
<p>Actions:</p> <ul style="list-style-type: none"> Review and refine whole-school approach to pedagogy embedding an agreed-upon framework for formalised peer observation and feedback opportunities each term. Support professional development in best practice for differentiation for students, including high achieving students. Review Magnetic Island Gifted and Talented Education Policy with a view to formalise processes for recording support provisions for students who require extended learning opportunities. 		<p>Responsible officers:</p> <p>Principal Inclusion Teacher</p> <p>Teachers</p>	<p>Resources:</p> <p>Human Resources- Teacher release for formalised observation and feedback timetabled into term planner. Inclusive Education Policy Inclusive education - identifying next steps Signpost for School Improvement P-12 CARF</p> <p>Unconscious bias awareness AUTISM HUB</p>								
<p>Wellbeing and Engagement Continue to commit to prioritizing and promoting Magnetic Island State Schools' Positive Culture for Learning, and for Staff and Student Wellbeing. Strengthening capability across the school for the sustainability of processes, further supporting our community and consolidating community partnerships.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Continuous focus on supporting students and their families through the active promotion of Magnetic Islands' Positive Culture for Learning (PCL). Formalising and embedding Student Voice and Community Voice processes across the school. Develop and implement a Collegial Engagement Framework, including opportunities for modelling, coaching and mentoring to build capacity across the school. 	<p>Monitoring <i>Navy - on track, Green - underway, Teal - to commence.</i></p> <table border="1"> <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					<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Magnetic Island State School is seen as a leader in PCL. All staff engaged with PCL practices each term. <p>LOA Data Behaviour/Effort</p> <ul style="list-style-type: none"> 85% of students achieving an A or B in both behaviour and effort. 95% of students achieving a C or above in behaviour 100% of students achieving a C or above in effort across all areas. <p>SOS STUDENTS: to 100%</p> <ul style="list-style-type: none"> Student behaviour is well managed at my school. BL 2023- 85.7% My school takes students' opinions seriously. BL 2023- 70.6% <p>SOS PARENTS/CAREGIVERS: to 100%</p> <ul style="list-style-type: none"> Student behaviour is well managed at this school. BL 2023- 80.5% This school works with me to support my child's learning. BL 2023- 87.8% 	<p>AIP measurable/desired outcomes:</p> <p>Awarded PBL Demonstration School 2025 PCL Handbook developed. Increase of parents and carers accessing Triple P each term.</p> <p>Improved SOS data for students.</p> <ul style="list-style-type: none"> Student behaviour is well managed at my school 90% My school takes students' opinions seriously 80% <p>Improved SOS data for parents/caregivers.</p> <ul style="list-style-type: none"> Student behaviour is well managed at this school - 85% This school works with me to support my child's learning 90%
Term 1	Term 2	Term 3	Term 4								
<p>Actions:</p> <ul style="list-style-type: none"> Submit application for Positive Behaviour for Learning demonstration school. Develop PCL Handbook, aligned to T&L Handbook, to formalise review processes for referrals, support of Tier 2 and 3 students to Student Support Team (including transition back to Tier 1) and embedded Student and Community Voice strategies. 		<p>Responsible officers:</p> <p>Principal PBL Coach PCL Team Leader PCL Team Members Student Support Team All staff</p>	<p>Resources:</p> <p>PBL Regional Coach Wellbeing Workforce school psychologist (including Senior Advisor Psychology, Student Wellbeing Project and Student Wellbeing Manager). Triple P (Positive Parenting Program)</p>								

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

Principal  P&C President  School Supervisor 