



Enoggera State School

2025 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. SUCCESSFUL LEARNERS-WRITING

Long-term targets/desired outcomes

- Progression of Writing achievement in NAPLAN from Year 3 to Year 5 to similar to or greater than like schools.
- Consistency of practice in implementation of agreed teaching and learning practices in the teaching of Writing.
- Further increased percentages of students achieving A/B grades in English.

AIP targets/desired outcomes

- Progression of writing achievement in NAPLAN writing from Yr 3 to Yr 5 is similar to or greater than like schools.
- Improved percentages of students achieving A/B grades in English in each semester to 65% or more.
- Improved consistency of practice in the implementation of agreed teaching and learning practices in the teaching of writing.

School Strategic Plan Strategy:	Further consolidate planning processes to refine learning walls and bump it up charts for all writing tasks.	
Actions	Responsible Officer(s)	
Teachers will plan for more opportunities for student voice and for students to interact with the Learning Wall throughout the unit of work.	Amy O'Malley	
Opportunities under the Collegial Engagement Framework will be used to provide feedback to teachers on their Learning Walls.	Tina Burrows, Amy O'Malley, Anne Robinson	
School Strategic Plan Strategy:	Develop Learning Goals in Writing for all students around each unit of work in English.	
Actions	Responsible Officer(s)	
Teachers will collaborate with individual students to develop writing goals based on cold write pre-assessments aligned to the current assessment task and the Learning Wall.	Amy O'Malley	
Students will be able to articulate their Learning Goals in Writing and their progress with the current unit of work during leadership Learning Walks.	Tina Burrows, Amy O'Malley, Anne Robinson	
School Strategic Plan Strategy:	Develop whole-school consistent processes for providing student feedback for writing tasks.	
Actions	Responsible Officer(s)	
To provide further professional development to staff around the Sharratt work in the effective use of descriptive feedback to improve learning outcomes.	Tina Burrows, Amy O'Malley, Anne Robinson	
To develop agreed expectations and processes around the use of feedback to assist students to improve learning outcomes in Writing.	Amy O'Malley	
To continue to embed a clear and consistent writing framework across the school.	Amy O'Malley	
To ensure explicit teaching to students of the importance and the purpose of enacting feedback.	Amy O'Malley	
School Strategic Plan Strategy:	Embed keyboarding and handwriting skills to develop speed, accuracy and stamina to enable effective writing on demand.	
Actions	Responsible Officer(s)	



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To ensure handwriting skills are explicitly taught consistently from Prep-Yr 2 to assist with developing fine motor skills and fluency.	Amy O'Malley, Belinda Paton
To ensure keyboarding skills are explicitly taught from Prep to develop accuracy, speed and stamina.	Michael Harris, Amy O'Malley
To ensure students are given regular opportunities to write on demand and build their stamina.	Amy O'Malley

School Strategic Plan - 2. SUCCESSFUL LEARNERS-MATHEMATICS

Long-term targets/desired outcomes

- Increase the percentages of students achieving Exceeding in NAPLAN Numeracy.
- Increase the percentages of students achieving A/B grades in Mathematics.
- Continue to develop consistency of practice of agreed teaching and learning practices in the teaching of Mathematics.

AIP targets/desired outcomes

- Increase the percentage of students achieving exceeding in NAPLAN Numeracy testing.
- Improve the percentages of students achieving A/B grades in Mathematics to 60%.

School Strategic Plan Strategy:	Develop and implement whole school approaches for the teaching of problem solving and mental and written computations.	
Actions		Responsible Officer(s)
To investigate a range of approaches to develop a whole school consistent approach in teaching mental and written computation.		Amy O'Malley
Develop an implementation plan for teaching written and mental computation across the school.		Amy O'Malley
To provide teachers with professional development around written and mental computation aligned to V9 Mathematics.		Amy O'Malley
Use the Collegial Engagement Framework to ensure staff are embedding the problem solving framework weekly in the current units of work.		Tina Burrows, Amy O'Malley, Anne Robinson
Continue to build a bank of resources for teachers on Problem Solving and look for opportunities to share best practice.		Donagh McKenzie, Amy O'Malley
School Strategic Plan Strategy:	Embed a school wide approach to pre-testing student mathematical knowledge and skills each term to inform teaching and learning sequences and differentiation.	
Actions		Responsible Officer(s)
Continue to develop pre-tests for each unit of work in Mathematics.		Donagh McKenzie, Amy O'Malley
School Strategic Plan Strategy:	Provide professional development for staff to build capability in the V9 Australian Curriculum Mathematics.	
Actions		Responsible Officer(s)
To continue to provide PD and share other PD opportunities with staff to build capability around V9 AC Mathematics.		Amy O'Malley
School Strategic Plan Strategy:	Refine the use of Warm-Ups to aid in fluency and move required knowledge and skills to long term memory.	
Actions		Responsible Officer(s)
Revisit the use of warm ups as a pedagogical approach and develop whole school agreed expectations.		Donagh McKenzie, Amy O'Malley



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Develop a bank of resources for warm ups on SharePoint.	Donagh McKenzie, Amy O'Malley
Use the Collegial Engagement Framework to quality assure the use of warm-ups across the school.	Tina Burrows, Amy O'Malley, Anne Robinson

School Strategic Plan - 3. SUCCESSFUL LEARNERS-DIFFERENTIATION

Long-term targets/desired outcomes

- Teachers are able to use a range of effective practices to effectively differentiate for the range of student learners in their class.

AIP targets/desired outcomes

- Teachers are able to use a range of effective practices to effectively differentiate for a range of student learners in their class.

School Strategic Plan Strategy:	Continue to build staff knowledge and understanding of effective differentiation and inclusive education practices including Universal Design of Learning (UDL).	
Actions	Responsible Officer(s)	
Continue to provide professional development for teachers around UDL through the CAST network.	Belinda Paton	
Develop light house teachers around UDL to share best practice.	Lauren Cohen, Belinda Paton	
School Strategic Plan Strategy:	Continue to investigate opportunities and develop strategies to meet the needs of high achieving students, whilst promoting a culture of inquiry and innovation.	
Actions	Responsible Officer(s)	
Continue to refine the pedagogical approaches used to ensure Constructivist and Connectionist approaches aligned to the Whole School Pedagogy are signature pedagogies for our school.	Tina Burrows, Amy O'Malley, Anne Robinson	
Continue to provide professional development and planning support for staff around the Whole School Approach to Pedagogy.	Tina Burrows, Amy O'Malley	
To continue to provide professional development to staff to ensure competency of the necessary skills in Digital Technologies and ICT to stay abreast of current innovations.	Michael Harris, Amy O'Malley	
School Strategic Plan Strategy:	Develop a multi-tiered approach to data informed intervention and support using disaggregated data sets.	
Actions	Responsible Officer(s)	
Ensure a range of disaggregated data sets are used to inform the multi-tiered approach to targeted intervention.	Lauren Cohen, Donagh McKenzie, Belinda Paton	
Provide teachers with the time and space to analyse the data to inform teaching and learning and to build their data analysis skills.	Donagh McKenzie, Amy O'Malley, Anne Robinson	

School Strategic Plan - 4. WELLBEING

Long-term targets/desired outcomes

- Increased level of staff, parent and student satisfaction in School Opinion survey results.
- Increased student wellbeing evidenced in the QEW survey.



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AIP targets/desired outcomes

- Increased level of staff, parent and student satisfaction in the school opinion survey results.
- Increased student wellbeing as evidenced in the QEW survey results.
- Implementation plan for Learning Curve is followed with whole school weekly focuses.

School Strategic Plan Strategy:	Continue to implement and embed the Student Learning and Wellbeing Framework (SLAWF) and the Staff Wellbeing Framework across the school to support student and staff wellbeing.	
Actions	Responsible Officer(s)	
Provide opportunities for classes to share their Learning Curve diaries with Admin each week.	Tina Burrows, Anne Robinson	
School Strategic Plan Strategy:	Continue to identify opportunities to embed the Cross Curriculum Priorities and General Capabilities across the curriculum.	
Actions	Responsible Officer(s)	
Continue to look for opportunities to embed the Sustainability Cross Curricula Priority across the curriculum.	Michael Harris, Karen Kent, Amy O'Malley	
Continue to build broader community partnerships and involvement in the Environmental Sustainability committee and priorities.	Michael Harris, Karen Kent, Anne Robinson	
School Strategic Plan Strategy:	Continue to provide opportunities for authentic consultation with Staff to develop collective efficacy.	
Actions	Responsible Officer(s)	
Continue to embed the High Performing Teams program with staff to ensure staff have a say in problem solving.	Tina Burrows, Anne Robinson	
Ensure adequate PD is provided to staff around any new programs or pedagogies introduced to the school.	Tina Burrows, Amy O'Malley, Anne Robinson	

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council



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