

Veresdale Scrub State School 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1	To foster a more inclusive school environment, by implementing initiatives that promote diversity, equity, and respect, ensuring students, staff and families feel valued and supported in their unique identity and experiences.	Phase	Implementing	School priority 2	To enhance academic outcomes through the implementation of a comprehensive and dynamic curriculum, fostering critical and creative thinking, and promoting a deeper understanding of learning areas to elevate overall student achievement.	Phase	Implementing
Link to school review improvement strategy:	Collaboratively review the whole-school inclusive approach and document the agreed philosophy, processes, expectations for identification, allocation of support provisions and monitoring for progress.			Link to school review improvement strategy:	Review and further develop the whole-school curriculum, assessment and reporting framework to align with the AC learning areas, general capabilities and cross-curriculum priorities, with consideration for local context.		
Strategies	Provide focussed learning experiences that promote an understanding of diversity, equity and inclusion. Engage with School and Community Support Services to support individual students and families with complex needs.			Strategies	Provide ongoing professional development opportunities for teachers to enhance instructional strategies and extend Australian Curriculum V9 understanding. Implement differentiated learning activities and experiences to cater for diverse leaning needs.		
Actions		Resources		Actions		Resources	
Implement the Respectful Relationships Health curriculum from P-6. Develop a Learning and Wellbeing framework with staff, community representatives and student council. Streamline referral process for students requiring support through SER therapy services and school-based specialist staff. Develop process for stakeholder meetings and regular SNAC (Special Needs Action Committee) meetings for all students identified on NCCD as Substantial or Extensive.		https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships https://behaviour.education.qld.gov.au/supportingStudentBehaviour/PositiveBehaviourforLearning/Documents/trauma-informed-pbl-fact-sheet.pdf https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf		Engage with Education Futures Institute to support teachers to develop capability in Reading, utilising the Reading Portal and Masterclass in Reading workshops. Enact budget allocation to ensure that teaching staff are able to access rich learning materials to support active and engaged learning. Use data analysis tools to identify areas for improvement, monitor student progress and make informed decisions to tailor intervention and support strategies. Foster a collaborative culture among teaching staff to share resources and support each other in improving teaching practices and student outcomes.		https://education.qld.gov.au/initiativesstrategies/equityexcellence/Documents/equity-excellence-booklet.pdf https://education.qld.gov.au/initiativesstrategies/equityexcellence/Documents/equity-excellence-placemat.pdf Veresdale Scrub SS Data Implementation Plan 2025 Veresdale Scrub SS SharePoint Portal	
End Term 4	Measurable outcomes	Increased satisfaction in School Opinion Survey Staff –Students with a disability are well supported at this school. 2023 = 41% 2024 = 40% Student - I feel accepted by other students at my school. 2023 = 30% 2024 = 58% Community -. This school asks for my input 2023 = 68% 2024 = 71% Increased student attendance. 2023 attendance = 80.9% 2024 Attendance = 85.4% 2025 Goal = 90% Increased engagement in Parent teacher interviews. 2023 = approx. 25% 2024 = 40% Decrease in behaviour incidents. 2023 = 662 2024 = 549		End Term 4	Measurable outcomes	Higher percentage of A-B achievement in English and Maths English 2024 = 41% Maths 2024 = 54% Higher percentage of A-C achievement in English and Maths English 2024 = 72% Maths 2024 = 86% Increased satisfaction in School Opinion Survey Staff - I feel that staff morale is positive at this school. 2023 = 72.7% 2024 = 60% Student - I am interested in my school work. 2023 = 47.4% 2024 = 94.1% Community –My child’s learning needs are being met at this school. 2023 = 75% 2024 = 93% Diagnostic assessment as per VSSS Data Implementation Plan 2025	
	Success criteria	Behaviourally: Students can identify the school values and demonstrate supportive and positive behaviour to other students. Teachers will actively promote school values and provide focussed learning experiences for students to develop respect for diversity and inclusion. Leadership team will actively promote school values and support staff to engage students in learning programs that develop an understanding of equity and inclusion through providing professional development opportunities and resources.			Success criteria	Behaviourally: Students will demonstrate enthusiasm for learning and increased engagement in learning activities. Teachers can use V9 Australian Curriculum resources to collaboratively plan KLA unit plans as per the implementation schedule. Leadership team will lead curriculum development through collaborative planning and by providing instructional support through unit implementation.	
	Artefacts	Attendance Data Reports School Opinion Surveys 2021 -2024 SORD Dashboards OneSchool Behaviour Report			Artefacts	OneSchool Student Summary Profile Export Report Resource Centre loan count 2023 total = 750 2024 total = 1971 NAPLAN data reports Diagnostic assessment as per the VSSS data plan 2025	

	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	Attendance Data Report. SORD SDA data OneSchool Behaviour Reports	Behaviourally: Students will show respect and acceptance towards their peers, regardless of differences in abilities, backgrounds or identities. Teachers can successfully support student referrals and engage students in conversations about school values, diversity and inclusion. Leadership team will allocate resources strategically to support inclusive practices including funding for specialised service and assistive technology.	OneSchool Behaviour – Monthly statistics reports 2023 Term 1 265 incidents 2024 Term 1 158 incidents		End Term 1	A-E assessment data	Behaviourally: Students will show genuine interest and enthusiasm for the subject being taught, actively participating in discussions and learning experiences. Teachers will reflect on their teaching practice and the curriculum itself, seeking ways to improve and refine for better student outcomes. Leadership team will articulate a clear vision for academic excellence and equity, advocating for policies and practices that support the successful implementation of the curriculum and the overall success of students.	Resource Centre loan count OneSchool Student Summary Profile Export Report	
End Term 2	Attendance Data Report. SORD SDA data OneSchool Behaviour Reports attendance at Parent Teacher Interviews	Behaviourally: Students will demonstrate empathy and understanding towards others, recognising and appreciating the perspectives and experiences of other students. Teachers will collaborate with colleagues and support staff to design and implement inclusive instructional practice that promotes the success of all students. Leadership team will collaborate with teachers, staff, families and community stakeholders to develop and implement inclusive initiatives.	OneSchool Behaviour – Monthly statistics reports 2023 Term 2 146 incidents 2024 Term 2 130 incidents		End Term 2	A-E assessment data NAPLAN data reports Semester 1 Diagnostic assessments	Behaviourally: Students will ask questions, seek clarification, and explore topics beyond what is explicitly taught. Teachers will incorporate creative teaching methods to enhance student engagement and understanding. Leadership team will work closely with teachers and curriculum specialist to develop and implement a rigorous and comprehensive curriculum that aligns with educational standards and meets the needs of diverse learners.	Resource Centre loan count OneSchool Student Summary Profile Export Report	
End Term 3	Attendance Data Report. SORD SDA data OneSchool Behaviour Reports 2025 School Opinion Survey	Behaviourally: Students will advocate for inclusivity and equality within the school community, speaking up against discrimination and exclusionary behaviour. Teachers will engage in ongoing professional development and reflective practice to enhance their knowledge and skills in fostering inclusion and meeting the diverse needs of their students. Leadership team will use data to monitor progress towards inclusivity goals, identify areas for improvement, and support interventions.	OneSchool Behaviour – Monthly statistics reports 2023 Term 3 76 incidents 2024 Term 3 150 incidents		End Term 3	A-E assessment data 2025 School Opinion Survey	Behaviourally: Students will work collaboratively with their peers, engaging in group activities, discussions and projects that foster teamwork and communication skills. Teachers will connect different parts of the curriculum, showing students how concepts relate to each other and to real-world applications. Leadership team will prioritise professional development opportunities for teaching staff and allocate resources effectively to support curriculum implementation.	Diagnostic assessment as per the VSSS data plan 2024	

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 