

Our Mission

Inspiring minds, nurturing children, creating futures of choice.

Our Values

Respect, trust, unity, pride and diversity

**2025 ANNUAL IMPLEMENTATION PLAN****Our Vision**

Creating valued, successful and empowered learners for life.

Our Motto

Of One Accord – when two or more people have an agreement and they do it together.



Educational achievement



Wellbeing and engagement



Culture and inclusion


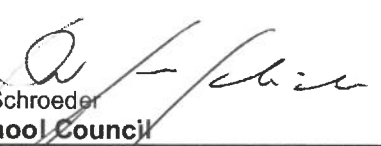

School Context - Last school review 2021, next review scheduled for 2025

Region	Students enrolled	Enrolment management plan	ICSEA	ICSEA national decile	ICSEA - State schools decile	Students with disability	First Nations
South East	671	Yes	997	5	7	15.4%	6.7%

Inspiring minds, nurturing children, creating futures of choice. Labrador State School was officially opened in 1921. The school is situated on the Central Gold Coast and is the gateway to some of the best beaches and waterways in the world. Labrador State School provides its 680 plus students with a quality education that focusses on literacy, numeracy and developing the whole child through academic, musical and sporting pursuits. Labrador State School is EQI accredited and is located only two blocks from the tranquil waters of the Broadwater where we enjoy a coastal lifestyle with kilometres of beaches and surf. Rising costs of housing and living have had a profound impact on enrolments as families seek cheaper rental and other accommodation. Families, students and staff love Labrador State School.

Key Recommendations	2022	2023	2024	2025
<i>Systematically deliver through structures and processes a narrow and sharp EIA that is supported by clear actions, success milestones and accountabilities.</i>	<ul style="list-style-type: none"> ➤ Narrow focus Reading, Inclusion – Wellbeing/PBL ➤ Implement HPT practise with SLT ➤ SLT Action plans 	<ul style="list-style-type: none"> ➤ ETOR in Prep to 2 ➤ Reading 3 to 6 ➤ Collaborative inquiry into an effective pedagogical strategy 	<ul style="list-style-type: none"> ➤ Implement English Version 9 of the AC ➤ Science of Reading across the school ➤ Implement - The Learner First Pedagogy 	<ul style="list-style-type: none"> ➤ Implement Maths v9 AC ➤ Embed Science of Reading across school ➤ Implement EQ pedagogy framework.
<i>Develop and embed the school inclusion framework to support the consistent understanding and use of inclusive practices, aligned to systemic policies, to support all students.</i>	<ul style="list-style-type: none"> ➤ Implement staffing model to better support teaching teams ➤ Develop Inclusion Framework 	<ul style="list-style-type: none"> ➤ Embed and review Inclusion model ➤ Inclusion teachers embedded with Year level teams 	<ul style="list-style-type: none"> ➤ Inclusion model allocated on equity (needs) basis. ➤ HOSSES to work closely with teachers on three-week cycle 	<ul style="list-style-type: none"> ➤ Inclusion model embedded through school and responsive to needs of the students.
<i>Deepen teacher understanding and use of effective pedagogies through opportunities for teacher-to-teacher WOW programs, modelling, practice and feedback, in addition to ongoing coaching to support school pedagogical approaches.</i>	<ul style="list-style-type: none"> ➤ KO provide WOW time based on teacher needs 	<ul style="list-style-type: none"> ➤ Alternative APR model offered ➤ KO provide WOW time based on teacher needs 	<ul style="list-style-type: none"> ➤ New WOW model developed and implemented based science of reading and the learner first 	<ul style="list-style-type: none"> ➤ WOW model embedded and linked to APR based science of reading and structured literacy block
<i>Develop, implement and embed a staff wellbeing framework to support a positive school culture.</i>	<ul style="list-style-type: none"> ➤ Develop a common understanding of Wellbeing ➤ Develop a framework 	<ul style="list-style-type: none"> ➤ Engage Regional coach ➤ Implement Wellbeing survey ➤ HPT Pulse and support cycles 	<ul style="list-style-type: none"> ➤ Use wellbeing data to engage staff in their own wellbeing ➤ Consolidate HPT staff pulse ➤ Implement Pulse data Y4,5 & 6 	<ul style="list-style-type: none"> ➤ Whole community focus on wellbeing. ➤ Kind is Cool
<i>Strengthen the whole-school approach to behaviour management and student wellbeing with regular data reviews to support consistency and effectiveness to achieve the agreed outcomes.</i>	<ul style="list-style-type: none"> ➤ Plan for Tier 1 Implementation ➤ Develop a PBL team, Coach, Chair ➤ Professional Development for staff and PBL team. 	<ul style="list-style-type: none"> ➤ Implement Tier One PBL ➤ Weekly Behaviour lessons ➤ PBL Tier one meetings 	<ul style="list-style-type: none"> ➤ Embed Tier One Practises ➤ Plan for Tier Two 	<ul style="list-style-type: none"> ➤ Consolidate Tier One ➤ Implement Tier Two ➤ Plan for Tier 3

School priority 1: Educational Achievement <i>Continue to review and broaden the teaching of reading through the Australian Curriculum V9 and develop agreed teaching practices for all staff that are widely communicated and linked to current research.</i>					Monitoring <i>Green –on track, Orange – underway, Magenta – yet to commence</i>				Long term measurable/desired outcomes: <ul style="list-style-type: none"> All classrooms effectively teaching reading using current research, age-appropriate best practice, within the context of Labrador State School School staff (teachers and teacher aides) are able to clearly communicate how reading is taught at Labrador State School 		AIP measurable/desired outcomes: <ul style="list-style-type: none"> Prep – Year 2 achieving 90% A-C Level of Achievement in English and 50% A-B Level of Achievement in English Year 3 – 6 achieving 90% Level of Achievement in English and 50% A-B Level of Achievement in English <i>Dibels outcomes:</i> <ul style="list-style-type: none"> P to 2 data improvement across year in NWF 3 to 6 data improvement across year in ORF 	
Strategies: <ul style="list-style-type: none"> <i>Starting Strong</i> - Consolidate the effective teaching of SSP within Prep, Year 1 and Year 2 classrooms. P to 6 investigate and implement the teaching of reading through a structured literacy approach. Develop and create a staff resource (instructional routines – the LSS way) to share best practices for teaching of reading at Labrador State School, utilising resources from the Reading Portal. Implement Dibels to enact a data informed suite of intervention cycles to support students to read. 					Term 1 Term 2 Term 3 Term 4				Responsible officer(s): DP Prep to 3 (AP) DP 4 to 6 (AP)		Resources and Artifacts Labrador State School Literacy Framework Reading resources Professional Development budget Extra Speech Time (I4S) KO (I4S)	
Actions: <ul style="list-style-type: none"> Continue to provide ongoing professional learning for all stakeholders in the effective teaching of reading Broaden the development of 'Best Practices for Teaching of Reading' teacher resource Purchase targeted resources to support the implementation of the effective teaching of reading Align our collegial engagement policy targeted to the reading improvement agenda through our expert teaching team (Literacy Huddle) Continue to implement a differentiated approach to WOW based on data from Walk Throughs and teacher requests. 									Success Criteria: Teachers will: <ul style="list-style-type: none"> Implement the evidence based agreed reading strategies in class. Monitor student progress using agreed data and data informed cycles. 		Success Criteria: Leadership team will: <ul style="list-style-type: none"> Conduct supportive walk throughs and walk and talks as per the collegial engagement policy to ensure the intended reading practises are enacted 	
Success Criteria: Students will: <ul style="list-style-type: none"> Engage in explicit, evidence-based reading practices in class Teacher Aides will <ul style="list-style-type: none"> Support the teachers to implement the evidence based agreed reading strategies in class. 												
School priority 2: Wellbeing and Engagement Bring teaching and learning alive at Labrador State School by broadening our capability using a Whole School Approach to Pedagogy.					Monitoring <i>Green –on track, Orange – underway, Magenta – yet to commence.</i>				Long term measurable/desired outcomes: <ul style="list-style-type: none"> Implementation of English V9 Units Development of Maths V9 Units 		AIP measurable/desired outcomes: <ul style="list-style-type: none"> In addition to the above English outcomes – Naplan remains within range and closely aligned to English LOA. 100% staff have been responsive to the needs of students when selecting pedagogical practices. Consistent implementation of pedagogical practices as evidenced by walks and talks Students develop reading goals supported by teachers and Dibels data. 	
Strategies: <ul style="list-style-type: none"> Provide ongoing professional development for all staff around V9 Australian Curriculum, a whole school approach pedagogical practices and teaching, assessment and reporting. SLT to encourage the development of capability within the expert teaching team with a sharp focus on English pedagogical practice. 					Term 1 Term 2 Term 3 Term 4				Responsible officer(s): HODC (AP) Principal (AP)		Resources: Curriculum Budget Professional Development budget Planning Days (I4S)	
Actions: <ul style="list-style-type: none"> Develop a deep understanding of pedagogical approaches to build a common metalanguage so teachers have the confidence to choose learner focussed pedagogical strategies. (LSS way – know your students, know your curriculum, vary the pathway) Continue to develop teaching and learning sequences that have student voice evident. Maintain high quality moderation and assessment cycles. 									Success Criteria: Teachers will <ul style="list-style-type: none"> Actively engage in building their understanding of the curriculum elements in v9 English and Maths units Lead teacher Aides to provide curriculum aligned teaching strategies Use creative pedagogical approaches to impact students as learners and gather data/evidence of their learning Foster curiosity and agency in their learners Reflect on data of the 'least served learner' to make decisions around pedagogical approaches that could better serve all students 		Success Criteria: Leadership team can/will: <ul style="list-style-type: none"> Supporting and build the capability of staff to support students through authentic trusting relationships. Engage with the teaching and learning using informal and formal processes of walk through's and walk and talks Use data to inform decision making around teaching and learning. 	
Success Criteria: Students will <ul style="list-style-type: none"> Actively engage with the v9 English and maths units to understand what they need to learn T1 to T4 Be curious about how they can set and achieve goals for their own learning T3 to T4 Teacher aides will <ul style="list-style-type: none"> Actively engage in building their understanding of what students need to learn in v9 English and Maths units T1 to T4 Have agency in how they can support learner needs T2 to T4 Support students to understand their learning goals and work towards achieving them T2 to T4 												
School priority 3: Culture and Inclusion Consolidate our culture of unconditional positive regard using inclusive practices and proactive behavioural approaches to support wellbeing and engagement.					Monitoring <i>Green –on track, Orange – underway, Magenta – yet to commence.</i>				Long term measurable/desired outcomes: <ul style="list-style-type: none"> All staff understand, articulate and follow PBL Tier one processes. 		AIP measurable/desired outcomes:	
					Term 1 Term 2 Term 3 Term 4							

Strategies: <ul style="list-style-type: none"> Reflect on and refine PBL Tier One practices and processes. Develop, review and implement Tier Two practices and processes. Embed data informed decision making around cycles of improvement Implementing Social Emotional learning aligned with PBL. Develop consistency of inclusive processes across Prep to Year 6 	<ul style="list-style-type: none"> All students can articulate school rules and fortnightly behaviour expectations. Tier One and Two Data cycles embedded. 	<ul style="list-style-type: none"> SWD achieving 65% A-C Levels of Achievement and 30% AB level of achievement in English Indigenous students achieving 80% A-C Levels of Achievement and 30% AB level of achievement in English Attendance Data 90% SDAs 40 <15 students 10% reduction in minor and major incidents. SET maintain 95% implementation EBS above 85% <p>SOS Behaviour is well managed P 80.4 to 85% S 71% to 80% Staff 93% to 95%</p> <p>I feel accepted S 69% to 75%</p>
Actions: <ul style="list-style-type: none"> Continue to work with the Regional Coach to assist in the development of a Tier 2 PBL team. Provide Professional Development on a needs basis to build teacher capacity around classroom management of minor behaviours. Realignment of minor and major behaviours and investigate better ways to triage. Fortnightly meetings with the Inclusion staff to discuss and monitor 5-week data cycles Use OneSchool dashboard to track and monitor engagement and attendance. 	Responsible officer(s): <i>PBL Coach, Principal – PBL (AP)</i> <i>HOSES – Inclusion (AP)</i>	Resources and Artifacts PBL Coach, PBL Principal Advisor Professional Development budget PBL folder with T1 and 2 processes and resources, SharePoint Extra teachers to support inclusion model (I4S) Labrador State School Inclusion framework. Labrador State School Wellbeing Framework
Success Criteria: Students can/will: <ul style="list-style-type: none"> Have a sense of belonging Teacher Aides can/will: <ul style="list-style-type: none"> Support student social and emotional learning (SEL). Believe that all students can and will learn. 	Success Criteria: Teachers can/will: <ul style="list-style-type: none"> Build authentic relationship with students through the learner first and school wide PBL processes and practices. Support diverse learner needs 	Success Criteria: Leadership team can/will: <ul style="list-style-type: none"> Model unconditional positive regard for ALL! Foster curiosity and accountability
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements. <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="text-align: center;">  Stephen Josey Principal </div> <div style="text-align: center;">  Dr Jens Schroeder P&C/School Council </div> <div style="text-align: center;"> Alisha Le Brise School Supervisor  </div> </div>		