



Annual Implementation Plan - 2025



Educational achievement



Wellbeing and engagement




Culture and inclusion

<p>School priority 1: (Implementing) Improve the proportion of students in P-2 & 3 - 6 achieving a B or better in English & Math</p>	<table border="1"> <tr> <th colspan="4">Monitoring</th> </tr> <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>	Monitoring				Term 1	Term 2	Term 3	Term 4					<p>Success Criteria Teachers can/will:</p> <ul style="list-style-type: none"> Engage in moderation practices at all junctures using knowledge of curriculum and students to inform teaching and learning that opens 'A level thinking'. Develop and implement innovative and effective pedagogy that engage all students. Use data, including evidence of learning, to provide targeted feedback against the marking guide to inform next steps of differentiated teaching and learning including the teaching of reading. Share effective strategies and impacts of learning walls on student achievement with colleagues. Engage in instructional coaching with HOD-C & P. Engage in learning walks and talks with school leadership team. <p>Students can/will:</p> <ul style="list-style-type: none"> Articulate what they need to do in a task that reflects the 'A level thinking' aligned to the marking guide Produce evidence of learning that reflects the A/B elements of the GTMJ using feedback. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Lead moderation and professional learning communities to open 'A level thinking' and pedagogy practices. Monitoring impact of moderation and pedagogical practices through learning walks and talks. Collaboratively analyse data with staff to form lines of inquiry, monitor impact, differentiate support and celebrate success, including the teaching of reading and early intervention. Engage in instructional coaching to build capability. 	<p>AIP desired outcomes by the end of 2025:</p> <ul style="list-style-type: none"> P-2 – 70.% of students achieving an A or B in English with 21% achieving an A. 3 -6 – 70.% of students achieving an A or B in English with 21% achieving an A. P-2 – 72% of students achieving an A or B in Math with 22% achieving an A. 3-6 – 72% of students achieving an A or B in Math with 22% achieving an A. <p>AIP supporting outcomes:</p> <ul style="list-style-type: none"> Strong correlation of NAPLAN vs report card data with students achieving 'strong' in NAPLAN reading and/or writing and/or numeracy achieving an A or B in English and/or Math. Strong correlation of NAPLAN vs report card data with students achieving 'exceeding' in NAPLAN reading and/or writing and/or numeracy achieving an A in English and/or Math. <p>AIP monitoring process</p> <ul style="list-style-type: none"> Learning walks and talks. Evidence of student learning, formative and summative. Teacher/student feedback. Semester 1 & 2 level of achievement data.
Monitoring															
Term 1	Term 2	Term 3	Term 4												
<p>Strategies: <i>This will be achieved by</i></p> <ul style="list-style-type: none"> deepening the understanding of the connections between curriculum teaching, learning and students (AITSL Standards). Build data literacy of teachers to inform differentiated practice for all students, including students with potential to achieve 'A' and 'B' LOAs. Further explore a range of pedagogies and high-impact strategies focused on engagement and innovation to improve student potential to achieve 'A' and 'B' LOAs. Implement strategies to differentiate for high achieving learners to help ensure more students are able to achieve 'A to B' LOAs. Continue to imbed the science of reading and early literacy intervention practices. 		<p>Actions:</p> <ul style="list-style-type: none"> Engage teachers in all junctures of moderation practices that establish curriculum clarity and open 'A level thinking' for version 9 Australian curriculum English and Math and develop differentiated teaching and learning. Leaders and teachers engage in collaborative opportunities to strengthen professional knowledge and monitor the impact of effective pedagogies on student learning. Staff engage in data meetings to inform teaching and learning practices and monitor the impact of high-impact pedagogies. Engage staff in instructional coaching with HOD & Principal to build instructional capability, monitor learning and drive next steps of differentiated instruction. 	<p>Resources:</p> <ul style="list-style-type: none"> Additional NCT time (30mins) for teachers to engage in data, curriculum, teaching, learning and coaching practices (\$13000). Internal and external moderation and planning sessions through TRS funding. (\$22000) 												
<p>School priority 2: (Developing/Implementing) Enhance capability and confidence of teachers in digital teaching and learning practices to improve student outcomes.</p>	<table border="1"> <tr> <th colspan="4">Monitoring</th> </tr> <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>	Monitoring				Term 1	Term 2	Term 3	Term 4					<p>Success Criteria Teachers can/will:</p> <ul style="list-style-type: none"> Complete and share SELFIE for teachers results with school leaders Set a professional goal to improve digital capability, incorporating digital literacies, tools and pedagogy. Identify digital literacy embedded within English and Math unit plans Work with colleagues to enact and trial pedagogies and engage in coaching or professional development Plan, teach and deliver technologies curriculum. <p>Students can/will:</p> <ul style="list-style-type: none"> Trial a range of ways to communicate, investigate, collaborate and create using digital technologies. Develop skills and strategies to use digital tools and resources within curriculum linked to digital literacies. Use teams as a consistent digital tool resources and environment <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Collate SELFIE data to determine capability needs and professional learning for staff. Support staff implementation of technologies curriculum through planning and coaching support. Socialise and unpack the digital future road map. Monitor the impact of digital tools in teaching and learning. Audit current ICT resources and assess replacement 	<p>AIP desired outcomes:</p> <ul style="list-style-type: none"> Reflect on Pre and Post SELFIE for teachers results. Use of digital tools evident in curriculum, teaching and learning through learning walks and talks. Students using digital tools to communicate, investigate and create within teaching and learning sequence. Staff experiment with the use of ICTs through the teaching and learning sequence. <p>AIP monitoring process</p> <ul style="list-style-type: none"> Learning walks and talks. Professional sharing of effective pedagogy via PLTS. Evidence of student learning, formative and summative. Teacher/student feedback. Semester 1 & 2 level of achievement data.
Monitoring															
Term 1	Term 2	Term 3	Term 4												
<ul style="list-style-type: none"> Deepen teachers understanding of digital literacies within the Australian Curriculum so that students develop digital literacy knowledge and skills. Further explore departmental digital capability tools to improve teaching and learning experiences for students. 		<p>Actions:</p> <ul style="list-style-type: none"> Engage in professional learning to familiarise themselves with digital literacies within ACV9. Engage in professional learning to improve the use of digital tools within classroom practice. Review and refine digital literacy professional learning plan based of departmental digital innovation in teaching and learning framework. 	<p>Resources:</p> <ul style="list-style-type: none"> Additional 0.2FTE allocation of school-based technician (\$20000). Additional NCT time (30mins) for teachers to engage in data, curriculum, teaching, learning and coaching practices (\$13000). Asset replacement (\$20000). 												

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