

# 2026 ANNUAL IMPLEMENTATION PLAN



<p><b>School priority 1:</b> Deliver engaging English and Maths curriculum aligned to the V9 Australian Curriculum with a focus on reading (V9 AC).</p> <p><b>Link to school review improvement strategy:</b></p> <p><b>Domain 5:</b> Further develop the capability and autonomy of teachers to take lead roles in guiding aspects of the school improvement agenda.</p> <p><b>Domain 6</b> Collaboratively establish formal processes for leaders and colleagues to observe and participate in student learning to ensure that the planned curriculum is enacted in classrooms.</p> <p><b>Strategy:</b></p> <ul style="list-style-type: none"> <li>- Review and refine formal processes for curriculum.</li> <li>- Engage with Curriculum Learning Groups (CLG) to deepen knowledge systematic curriculum delivery.</li> <li>- Build capability of teachers as a instructional leadership team for collective leader efficacy.</li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Establish a clear framework regarding leadership roles and responsibilities.</li> <li>• Collaboratively enhance data displays and analysis processes to inform planning, teaching and learning of the V9 English and Maths.</li> <li>• Increase the regularity of professional collaborations with local schools to enhance curriculum planning and teaching and learning practices.</li> <li>• Establish a system of ongoing LWT among staff to promote best practices and feedback strategies, including CASW between small schools.</li> <li>• Identify professional development opportunities for staff for implementation of Australian Curriculum.</li> <li>• Increase communications with community and stakeholders to inform continued progress of the reading through the Australian Curriculum.</li> </ul>	<p><b>Long term measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improving A-C results in English             <ul style="list-style-type: none"> <li>○ P-2 92% achieving A-C</li> <li>○ P-2 57% achieving A-B</li> <li>○ 3-6 100% achieving A-C</li> <li>○ 3-6 65% achieving A-B</li> </ul> </li> <li>• School Opinion Survey (SOS) 100% satisfaction from all stakeholders (students, parents and staff).</li> <li>• 100% staff actively involved in Collaborative capability development process.</li> </ul> <p><b>Artefacts:</b></p> <ul style="list-style-type: none"> <li>• School Opinion Survey (SOS).</li> <li>• E&amp;E School Summary (SOR).</li> <li>• Whole School Curriculum, Assessment and Reporting Plan (CARP).</li> <li>• School Data Plan / Data Wall.</li> <li>• Documented roles and responsibilities.</li> <li>• Whole School PDP.</li> <li>• Learning walls.</li> <li>• Learning Walk and Talk feedback sheets.</li> </ul> <p><b>Success Criteria / Behaviours:</b></p> <ul style="list-style-type: none"> <li>• Learning Walk and Talk feedback sheets.</li> </ul>	<p><b>AP measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased staff capability and confidence to deliver V9 of Australian curriculum in English &amp; Maths through professional development and accessibility to resources.</li> <li>• Strengthen teacher confidence to implement V9 through dedicated curriculum focussed planning days with Small School cluster.</li> <li>• 100% Staff participate in DOE Reading Modules.</li> <li>• Engage in premoderation, CASW and pre and post moderation processes to ensure alignment and quality curriculum delivery.</li> </ul> <p><b>Improvement Targets</b></p> <ul style="list-style-type: none"> <li>• &gt;80% of students achieving and A or B in English and Maths.</li> <li>• 100% students know and can articulate what they are learning and know what they need to improve.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• TRS – attending Moderation and CLG Meetings \$4000</li> <li>• Staff PD - \$4000</li> <li>• Regional support staff – Curriculum</li> <li>• DOE Reading Modules</li> <li>• DIBELS</li> <li>• V9 Literacy Continuum</li> <li>• Literacy HUB</li> <li>• How to teach mathematics modules</li> <li>• M in STEM – professional learning modules</li> <li>• Mathematics Hub</li> <li>• Decodable readers</li> <li>• Year 1 Phonics Check.</li> </ul> <p><b>Artefacts:</b></p> <ul style="list-style-type: none"> <li>• Staff meeting minutes (including outcomes and next steps for learning from data discussion).</li> <li>• Reading through the Australian Curriculum (Implementation guide and signposts).</li> <li>• Queensland's Reading Commitment.</li> <li>• Literacy Continuum.</li> <li>• Daily timetable.</li> <li>• Fortnightly School Newsletter.</li> <li>• Budget.</li> <li>• P&amp;C Principal's report.</li> <li>• Student OneSchool: PLR.</li> </ul>
<p><b>Principal can/will:</b></p> <ul style="list-style-type: none"> <li>- lead in collaborative planning and continue to develop instructional leadership plan.</li> <li>- leading LWT across all classrooms with purposeful visibility.</li> <li>- leading data analysis to guide staff inform next steps of planning, teaching and learning of the V9 English and Maths.</li> <li>- investigate professional development opportunities for all staff to implement Australian Curriculum.</li> </ul>	<p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>- participate in curriculum aligned to the Australian Curriculum as per the implementation schedule V9 – English, Maths and Science.</li> <li>- identify and articulate their learning goals using the learning walls.</li> <li>- have appropriate supports in place to access the learning demands of the curriculum.</li> <li>- articulate how they are progressing with their learning aligned with the marking guide.</li> </ul> <p><b>Teachers and Teacher Aides can/will:</b></p> <ul style="list-style-type: none"> <li>- create collective instructional daily routines for reading including word morphology, phonology, semantics, syntax.</li> <li>- collaboratively review systematic synthetic phonics scope and sequence to align with V9 English, Maths and Science.</li> <li>- create collaborative learning walls with students that are aligned with the marking guide, topic specific vocabulary and cognitive verbs.</li> <li>- make necessary adjustments for students who need support provisions accessing curriculum demands.</li> <li>- plan and update data displays and analysis processes that informs planning, teaching and learning of the V9 English, Maths, Science.</li> <li>- demonstrate and share best practise through CASW and cluster school partnerships.</li> <li>- universal screening and monitoring tools for reading including DIBELS, Year 1 Phonics Check</li> <li>- participate in regular professional collaborations to demonstrate improved curriculum planning, teaching and learning practices.</li> <li>- revisit for deep understanding of Reading Modules.</li> <li>- communicate termly with parents via curriculum newsletters, school newsletters, social media and parent information sessions.</li> </ul>	<p><b>Principal can/will:</b></p> <ul style="list-style-type: none"> <li>- lead in collaborative planning and continue to develop instructional leadership plan.</li> <li>- leading LWT across all classrooms with purposeful visibility.</li> <li>- leading data analysis to guide staff inform next steps of planning, teaching and learning of the V9 English and Maths.</li> <li>- investigate professional development opportunities for all staff to implement Australian Curriculum.</li> </ul>

Department of Education

**Approvals**

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

*[Signature]*  
Principal

*[Signature]*  
P&C

*[Signature]*  
School Supervisor