



2025 ANNUAL IMPLEMENTATION PLAN



School priority 1: Deliver engaging English and Maths curriculum aligned to the V9 Australian Curriculum with a focus on reading (V9 AC) Link to school review improvement strategy: Domain 6: Systematic curriculum delivery Implement a review of the school's Curriculum, Assessment and Reporting Plan CARP to ensure it is up-to-date, aligned, centrally accessible and supports systematic curriculum delivery to all students. Domain 7: Differentiated teaching and learning Build capability of teachers to consistently implement differentiated, focused and intensive teachers responsive to student needs to support all students to access, participate and progress through the curriculum.	Long term measurable/desired outcomes: - Improving A-C results in English - P- 2 92% achieving A-C - P- 2 57% achieving A-B - P- 2 67% achieving A-B 3- 6 100% achieving A-C 3- 6 65% achieving A-B - School Opinion Survey (SOS) 100% satisfaction from all stakeholders (students, parents and staff). 100% staff actively involved in Collaborative capability development process. Artefacts: - School Opinion Survey (SOS) - E&E School Summary (SORD) - Whole School Curriculum, Assessment and Reporting Plan (CARP) - School Data Plan / Data Wall - Documented roles and responsibilities - Whole School PDP - Learning walls - Learning Walk and Talk feedback sheets	AIP measurable/desired outcomes: - Increased staff capability and confidence to deliver V9 of Australian curriculum in English & Maths through professional development and accessibility to resources. - Strengthen teacher confidence to implement V9 through dedicated curriculum focussed planning days with Small School cluster. 100% Staff participate in DoE Reading Modules. - Engage in premoderation, CASW and post moderation processes to ensure alignment and quality curriculum delivery. Improvement Targets >80% of students achieving and A or B in English and Maths. 100% students know and can articulate what they are learning and know what they need to improve.
Strategy: - Review and refine all levels of curriculum planning. - Engage with the Curriculum Learning Group (CLG) to deepen knowledge systematic curriculum delivery. - Build capability of teachers to formalise learning walks and talks (LWT) in all classrooms. Action: - Three levels of planning completed by class teachers with moderation processes. - Collaboratively enhance data displays and analysis processes to inform planning, teaching and learning of the V9 English and Maths. - Increase the regularity of professional collaborations with local schools to enhance curriculum planning and teaching and learning practices. - Establish a system of ongoing LWT among staff to promote best practices and feedback strategies, including CASW between small schools. - Identify professional development opportunities for staff for implementation of Australian Curriculum - Increase communications with community and stakeholders to inform continued progress of the reading through the Australian Curriculum.	Success Criteria / Behaviours: Students can/will: - Participate in curriculum aligned to the Australian Curriculum as per the implementation schedule V9 – English and Maths. - Identify and articulate their learning goals using the learning walls. - Have appropriate supports in place to access the learning demands of the curriculum. - Articulate how they are progressing with their learning aligned with the marking guide. Teachers can/will: - Collaboratively review and co-design the Three Levels of Planning to improve student outcomes. - Create collaborative learning walls with students that are aligned with the marking guide. - Develop feedback techniques with students to align with A achievement standard. - Make necessary adjustments for students who need support provisions accessing curriculum demands. - Plan and update data displays and analysis processes that informs planning, teaching and learning of the V9 English and Maths. - Demonstrate and share best practise through CASW and small schools CLG; - participate in regular professional collaborations to demonstrate improved curriculum planning, teaching and learning practices. - Participate in professional development for improved implementation of the Australian Curriculum. - Communicate termly with parents via curriculum newsletters, school newsletters, social media and parent information sessions.	Resources: - TRS – attending Moderation and CLG Meetings \$4000 - Staff PD - \$4000 - Regional support staff – Curriculum - DoE Reading Modules - Literacy Hub - How to teach mathematics modules - M in STEM – professional learning modules - Mathematics Hub Artefacts: - Staff meeting minutes (including outcomes and next steps for learning from data discussion). - Reading through the Australian Curriculum (Implementation guide and signposts). - Queensland's Reading Commitment - Literacy Continuum - Daily timetable - Fortnightly School Newsletter - Budget - P&C Principal's report
Principal <i>[Signature]</i>	Principal can/will: - Lead in collaborative planning. - Leading LWT across all classrooms. - Leading data analysis to guide staff inform next steps of planning, teaching and learning of the V9 English and Maths. - Investigate professional development opportunities for all staff to implement Australian Curriculum - Increase communication with community – social media, newsletters, social gatherings and QParents.	P&C <i>[Signature]</i>
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.	School Supervisor <i>[Signature]</i>	P&C <i>[Signature]</i>