

Priority 1	<i>Implement the Australian Curriculum Version 9 for English and Mathematics</i>	Phase	<i>Implementing</i>
Link to school review improvement strategy:	<i>Domain 6: Systematic curriculum delivery</i> Strengthen processes for school leaders to monitor the implementation of the planned curriculum in classrooms to ensure that every student has access to high-quality learning opportunities. Refine processes for systematically monitoring student learning, including moderating student work during the unit, to ensure every student is on track and teaching is responsive.		
Strategy/ies	1) <i>Implement and refine the teaching of the Australian Curriculum Version 9 in English and Mathematics Prep to Year 6</i> 2) <i>Implement the Curriculum Gateway assessment tasks, adjusted to support student cohort engagement</i> 3) <i>Develop and Implement whole school approach to student feedback</i> 4) <i>Embed and refine Before/During, After, After, End moderation cycles</i>		

Actions including Responsible officer(s)	Resources
1) <i>Teachers to be provided with PD to support understanding of V9 Achievement Standards and Marking Guides. English/Maths Master Planner provided release to work with HOD-C/leadership/peers to develop units of works. LEAD: HOD-C</i> 2) <i>Teachers to be provided with opportunities through planning and priority times to unpack, align and adjust assessment tasks to specific cohort. LEAD: HOD-C/ English/Maths Master Planner</i> 3) <i>Develop with teachers a school wide approach to student feedback, aligned to best practice- LEAD: HOI</i> 4) <i>Teachers to be provided with release time to engage with the stages of moderation. LEAD: DP (Timetabling), HOD-C</i> 5) <i>Provision for teachers to work with Pedagogical Coach to support differentiation in curriculum planning. LEAD: Ped Coach</i> 6) <i>Leadership Walkthroughs focussed on the priority areas to provide line of sight of enacted curriculum and practices. LEAD: Leadership Team</i>	<i>HR: collaborative release for teacher planning sessions 1 day per term (English/Maths Master Planner)</i> <i>Financial: Additional funding to support fortnightly 1 hour collaborative teacher release for priority areas</i>

By the End Term 4	Measurable outcomes	<table border="1"> <tr> <th rowspan="2">2024 LOA</th> <th colspan="2">Whole School</th> <th colspan="2">P-2</th> <th colspan="2">3-6</th> </tr> <tr> <th>@ C</th> <th>B/A</th> <th>@ C</th> <th>B/A</th> <th>@ C</th> <th>B/A</th> </tr> <tr> <td>English</td> <td>89%</td> <td>67%</td> <td>90%</td> <td>72%</td> <td>87%</td> <td>62%</td> </tr> <tr> <td>Mathematics</td> <td>91%</td> <td>74%</td> <td>94%</td> <td>85%</td> <td>89%</td> <td>67%</td> </tr> </table>	2024 LOA	Whole School		P-2		3-6		@ C	B/A	@ C	B/A	@ C	B/A	English	89%	67%	90%	72%	87%	62%	Mathematics	91%	74%	94%	85%	89%	67%		
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Success criteria	<p><i>By the end of 2025, following successful implementation all students will be taught V9 English and Mathematics; all teachers would have engaged in moderation cycles and development of a school wide feedback model. Increase in students achieving or exceeding 2024 LOA with alignment to standardised testing</i></p> <p>Behaviourally: <i>Students can/will:</i></p> <ul style="list-style-type: none"> • Articulate the next steps in their learning based on individualised feedback, including understanding of what and how they will be assessed • Co-construct and access Learning Walls to support their learning in English and Mathematics <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> • Engage in provided opportunities for PD (staff meetings, priority release, regional offerings) • Develop units of work aligned to Version 9 with documented evidence of opportunities for differentiation in planning • Align assessment task to cohort engagement needs • Participate in moderation cycles (internal/external) providing A-E student folio work samples • Lead the co-construction of unit specific English and Maths, Learning Walls with students • Provide students with individualised feedback aligned to task specific success criteria <p><i>Leadership team can/will:</i></p> <ul style="list-style-type: none"> • Map teaching of content to Whole School CARF and update Year Level/Band Plans • Facilitate and participate in PD sessions on the AC and pedagogical approaches • Facilitate the release and participate with teachers in unit planning/moderation cycles (internal/external) • Facilitate Learning Walks aligned to priority areas 	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">Monitoring</th> </tr> <tr> <th>Teachers</th> <th>Teacher Aides</th> <th>Leadership</th> <th>Whole School</th> </tr> </thead> <tbody> <tr> <td>TERM 1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>TERM 2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>TERM 3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>TERM 4</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Monitoring				Teachers	Teacher Aides	Leadership	Whole School	TERM 1					TERM 2					TERM 3					TERM 4				
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Artefacts	<i>Semester LOA Data</i> <i>Standardised testing (DIBELS, NAPLAN)</i> <i>Updated Whole School CARF and Year Level/Band Plans</i> <i>Unit Plans for English & Maths aligned to V9 AC</i>	<i>Whole School Feedback Model</i> <i>Differentiation in planning</i> <i>Learning Wall artefacts- feedback/pictorial observations</i>																													

Priority 2	<i>Implement the explicit teaching of synthetic phonics and structured literacy approaches in all Prep-Year 6 classrooms</i>		Phase	<i>Implementing</i>																														
Link to school review improvement strategy:	<i>Domain 8: Effective pedagogical practices</i> Collaboratively refine research-informed, whole-school pedagogical approaches that promote the consistent use of high-impact teaching practices aligned to priority areas in teaching and learning.																																	
Strategy/ies	<ol style="list-style-type: none"> 1) <i>Systematic synthetic phonics to be explicitly taught in all P-6 classes aligned to school Scope and Sequence</i> 2) <i>Implement timetabled Structured Literacy Blocks encompassing: daily review, phonemic awareness, phonics, fluency, dialogic reading, vocabulary, sentence work, shared writing and unit work</i> 3) <i>Explore pedagogical approaches, practices and strategies aligned to DOE Playbooks and develop WHSS Whole School Approach to Pedagogy and resources</i> 																																	
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<ol style="list-style-type: none"> 1) Sample Literacy Block Timetables to be developed and modelled for teachers to adapt/implement. LEAD: HOD-C/Ped Coach 2) Teachers to participate in collegial observation/feedback cycles aligned to priority areas. LEAD: Ped Coach 3) Leadership to develop with teachers ACDP aligned to structured literacy priority. LEAD: Leadership Team 4) Teachers to administer and analyse DIBELS data to inform teaching (Core + more) 		<i>Financial: PD including release for Collegial Engagement. Fund Ped Coach position</i> <i>Human: Pedagogical Coach, support for DIBELS screening, Speech Language Pathologist</i> <i>Allocation and provision of intervention groups (+ more)</i>																																
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Success criteria	<p><i>By the end of 2025, all classroom teachers will explicitly teach synthetic phonics and implement timetabled Structured Literacy Blocks.</i></p> <p>Behaviourally: <i>Students can/will:</i></p> <ul style="list-style-type: none"> • Participate in Structured Literacy Blocks • Transfer learning of specific literacy skills and apply to all areas of the curriculum <p><i>Teachers can/will:</i></p> <ul style="list-style-type: none"> • Provide students with individualised feedback aligned to task specific success criteria • Explicitly teach synthetic phonics using Sounds Write routines and Scope and Sequence, including in curriculum context (not isolation) • Participate in collegial observation cycles to support their pedagogy in the teaching of Structured Literacy Blocks • Administer and analyse DIBELS data to inform teaching and respond to student need <p><i>Leadership team can/will:</i></p> <ul style="list-style-type: none"> • Support/model Explicit Teaching of Synthetic Phonics and Structured Literacy Blocks • Develop consistent expectations for the school wide teaching of synthetic phonics • Provide PD/provision of release for teachers to engage and observe 'best practice' Whole School Pedagogical Approaches • Provide teacher feedback as part of performance cycles in Structured Literacy as part of ACDP • Provide PD to administer and analyse DIBELS data 			<table border="1"> <thead> <tr> <th colspan="5">Monitoring</th> </tr> <tr> <th></th> <th>Teachers</th> <th>Teacher Aides</th> <th>Leadership</th> <th>Whole School</th> </tr> </thead> <tbody> <tr> <td>TERM 1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>TERM 2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>TERM 3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>TERM 4</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Monitoring						Teachers	Teacher Aides	Leadership	Whole School	TERM 1					TERM 2					TERM 3					TERM 4				
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Artefacts	<i>LOA English Data</i> <i>WHSS developed Whole School Pedagogy Approaches</i> <i>Progress tracked through DIBELS screeners- year level results</i>		<i>Whole School Scope and Sequence- EI Phonics</i> <i>Whole School Feedback Model</i> <i>Core + More WHSS Process</i>																															

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

Principal

P&C/School Council

School Supervisor