



2025 Annual Implementation Plan

Holistically develop a consist pedagogical approach for reading where every student thrives

Priorities & Strategies	Actions	Measures	Timeframe				Who	Resources	Planned Educator Learning
		Targets	T1	T2	T3	T4			
Develop an Explicit Improvement Agenda in Reading	<ul style="list-style-type: none"> Map students on the Literacy Continuum - aspects of reading and comprehension to identify next steps and learning goals Build staff capability to select approaches, practices and strategies in reading explicitly teach with a sharp and narrow EIA in reading Collaboratively unpack reading modules in staff meetings Provide opportunities for staff to collaboratively analyse student data and apply an inquiry cycle process Identify reading and writing strategies to drive student improvement Regularly reviewing student learning targets and goals Develop staff capability in data analysis to inform teaching and learning Implement whole school process for monitoring student achievement of goals Collaboratively support staff implementing an inquiry cycle approach Embed Promoting Literacy Development (PLD) to support a whole school approach to Structured Synthetic Phonics 	<p>NAPLAN data <u>Reading</u> Year 3 100% NMS, 50% U2B Year 5 100% NMS, 50% U2B</p> <p><u>Literacy Continuum</u> 90% students at or above age-appropriate clusters</p> <p><u>Reading</u> Year 3 100% NMS, 50% U2B Year 5 100% NMS, 50% U2B</p>	<p>Implementation Term 1 - before Week 5</p> <p>Term 2 - all students mapped in reading on literacy continuum</p>		<p>Term 3 - all students mapped in reading and spelling on literacy continuum</p> <p>Term 4 - all students mapped in reading writing and spelling on literacy continuum</p>		Principal Teachers Teacher Aides	<ul style="list-style-type: none"> Version 9 English 5Q4 teachers and students Literacy continuum Staff surveys Train all staff in (funded through I4S) CARP Individual student goals ET&L Tool 	<ul style="list-style-type: none"> PLD training for all staff. A whole school approach to pedagogy (principles, approaches, practices and strategies) PLPs: One School Before moderation (unpacking and alignment)
Collaborate and implement a reading program	<ul style="list-style-type: none"> Ensure all new Reading programs are collaboratively selected based on data Monitor and maintain documentation and decision making Use data to drive improvement in reading Build staff capability to select approaches, practices and strategies appropriate to the learners to implement a suitable, evidence-based reading program Develop a shared understanding and language around reading Provide opportunities for staff to collaboratively analyse student reading data and to collaboratively create effective reading strategies that can be utilised in the school Develop shared pedagogical approach to reading Walk-throughs for classroom reading programs Regularly review student learning targets and goals in 5-week cycles using the inquiry approach to develop next steps Build data literacy skills of all staff to drive student improvement in response to student needs in the programs delivered Collaborate with P&C to co-construct processes 	<p>NAPLAN Data</p> <p><u>Reading</u> Year 3 100% NMS, 75% U2B Year 5 100% NMS, 100% U2B</p> <p><u>Literacy Continuum</u> 90% students at or above age-appropriate clusters</p> <p><u>Whole School Reading Program</u> 90% students at or above age-appropriate reading level</p> <p><u>Reading</u> Year 3 100% NMS, 75% U2B Year 5 100% NMS, 100% U2B</p>	<p>Implementation Term 1 - all students mapped on Literacy Continuum. Collaboratively research appropriate data driven reading programs.</p> <p>Term 2 - Collaboratively implement a whole school reading program. Collaboratively present a whole school reading approach to the P&C for revision</p>		<p>Term 3 - Five-week inquiry cycles in reading updating next steps (teacher led). Implement a whole school reading program.</p> <p>Term 4 - Five-week inquiry cycles in reading updating next steps (teacher led). Review and refining whole school pedagogical approach to reading.</p>		Principal Teachers Teacher Aides P&C	<ul style="list-style-type: none"> Version 9 English 5Q4 teachers/ students/ parents Literacy continuum Collaborative staff and community meetings Reading resources (pedagogical framework) Reading inquiry cycle Upskilling all staff in reading (funded through I4S) CARP Individual student goals Reading modules online <ul style="list-style-type: none"> ET&L Tool Staff release for PD (funded through I4S) 	<ul style="list-style-type: none"> Reading training for all staff. A whole school approach to reading (principles, approaches, practices and strategies) PLPs: One School Before moderation (unpacking and aligning reading tasks) North Queensland reading modules. Explore multiple evidence-based reading programs
Develop curriculum clarity and continuity in Mathematics	<ul style="list-style-type: none"> Ensure the Version 9 Australian curriculum informs planning, teaching and assessing Map students on the numeracy continuum to identify next steps and learning goals using the inquiry cycle approach Develop a shared understanding and language around pedagogy Implement Version 9 of the Mathematics Identify students targets and learning goals Embed 5-week reviews on student learning goals pairing them with effective teaching and learning strategies from the ET&L framework Embed all students are able to articulate their learning goals and next steps using the 5Q4 Model Provide opportunities for staff to collaboratively analyse student data and identify next steps Develop staff capability in data analysis to inform teaching and learning Implement whole school process for monitoring student achievement of goals Support and embed processes to develop locally relevant teaching and learning resources Upskill staff knowledge in Version 9 Monitor and maintain documentation and decision making 	<p>NAPLAN data</p> <p><u>Numeracy Continuum</u> 90% students at or above age-appropriate clusters</p> <p>NAPLAN Year 3 100% NMS, 75% U2B Year 5 100% NMS, 100% U2B</p> <p><u>LOA</u> Whole School: 100% C or above, 75% A/B level Term 1/2: 50% A/B level</p>	<p>Implementation Term 1 - before Week 5</p> <p>Term 2 - all students mapped in numeracy</p>		<p>Term 3 - all students mapped in numeracy</p> <p>Term 4 - all students mapped in numeracy</p>		Principal Teachers Teacher Aides	<ul style="list-style-type: none"> CARP Version 9 Maths 5Q4 teachers and students Numeracy continuum. Train all staff in version 9 Australian Curriculum Mathematics (funded through I4S) Release time for professional development (funded through I4S) Release time for quality moderation (funded through I4S) Additional staff to target individualised learning goals (funded through I4S) Individual student goals ET&L Tool 	<ul style="list-style-type: none"> Version 9 Australian Curriculum training in mathematics for all staff. PLPs: OneSchool Before moderation (unpacking and aligning numeracy tasks) Explore multiple evidence-based reading programs Staff upskilling in numeracy continuum



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	<ul style="list-style-type: none">Implement the Australian Curriculum Version 9 as additional learning areas are releasedAlign curriculum planners to the V9 curriculum	Term 3/4: 75% A/B level					
Build an expert team by developing curriculum continuity	<ul style="list-style-type: none">Develop a whole school collegial coaching frameworkCoaching observations twice a termCollaboratively develop an agreed collegial engagement framework to support observation and feedback processes and the implementation of school prioritiesImplement weekly check-ins with teaching staff and principal to provide moderation on student work samples and inform next steps of teaching for marker studentsMentor teachers in answering 5 Q's for Teachers to inform their teaching and where they are headed using the Australian CurriculumComplete weekly instructional walkthroughs to give teachers feedback on student ability to answer 5 Q's for Students as well as Learning Wall progressDevelop a whole school coaching framework1:1 collegial frameworkStrengthen agreed collegial processes to support line of sight of the principal from intended to enacted curriculum	All staff collaboratively develop whole school coaching framework	All staff collaboratively develop whole school coaching framework All staff participating whole school coaching framework	All staff participate in weekly check ins with Principal to moderate student samples and inform next steps for teaching	Principal Teachers Teacher Aides	<ul style="list-style-type: none">Coaching observations twice a termCollaboratively develop an agreed collegial engagement framework to support observation and feedback processes and the implementation of school prioritiesDevelop a whole school coaching framework1:1 collegial frameworkStrengthen agreed collegial processes to support line of sight of the principal from intended to enacted curriculum	<ul style="list-style-type: none">Learning walks and talksLesson ObservationsCoaching frameworkStaff meeting minutesInstructional WalkthroughsWeekly check-ins

PERFORMANCE MEASURES

2025 Targets

	Prep – Year 2				Year 3-6	
	Baseline	Baseline	Target	Baseline	Baseline	Target
Proportion of students achieving C and above in English	Semester 1, 2023 – 85.7%	Semester 1, 2024 – 90.9%	Semester 1, 2025 – 80%	Semester 1, 2023 – 85.7%	Semester 1, 2024 – 54.5%	Semester 1, 2025 – 80%
	Semester 2, 2023 – 83.3%	Semester 2, 2024 – 91%	Semester 2, 2025 – 100%	Semester 2, 2023 – 66.7%	Semester 2, 2024 – 66%	Semester 2, 2025 – 100%
Proportion of students achieving A or B in English	Semester 1, 2023 – 83.3%	Semester 1, 2024 – 88.9%	Semester 1, 2025 – 75%	Semester 1, 2023 – 41.7%	Semester 1, 2024 – 66.7%	Semester 1, 2025 – 75%
	Semester 2, 2023 – 84.6%	Semester 2, 2024 – 54%	Semester 2, 2025 – 90%	Semester 2, 2023 – 53.8%	Semester 2, 2024 – 55%	Semester 2, 2025 – 90%
School Disciplinary Absences	2024 - 0			2024 - 0		
Attendance 2024	95% or higher					
School Disciplinary Absences	2024 - 0	2024 - 0		2024 - 0	2024 - 0	
	Prep – Year 2				Year 3-6	
	Baseline	Baseline	Target	Baseline	Baseline	Target
Proportion of students achieving C and above in Maths	Semester 1, 2023 – 100%	Semester 1, 2024 – 90.9%	Semester 1, 2025 – 100%	Semester 1, 2023 – 83.3%	Semester 1, 2024 – 77.8%	Semester 1, 2025 – 100%
	Semester 2, 2023 – 83.3%	Semester 2, 2024 – 100%	Semester 2, 2025 – 100%	Semester 2, 2023 – 84.6.7%	Semester 2, 2024 – 77%	Semester 2, 2025 – 100%
Proportion of students achieving A or B in Maths	Semester 1, 2023 – 85.7%	Semester 1, 2024 – 72.7%	Semester 1, 2025 – 75%	Semester 1, 2023 – 58.3%	Semester 1, 2024 – 77.8%	Semester 1, 2025 – 75%
	Semester 2, 2023 – 83.3%	Semester 2, 2024 – 72%	Semester 2, 2025 – 100%	Semester 2, 2023 – 76.9%	Semester 2, 2024 – 55%	Semester 2, 2025 – 100%

This plan was developed in consultation with the school community and is a statement of direction that meets school needs and systematic requirements for 2025

Kirra Fedorniak
Acting Principal

Frazer Yendell
P & C President

Natalie Taylor
Acting School Supervisor