

ANNUAL IMPLEMENTATION PLAN 2026



**HIGH IMPACT TEACHING
ENGAGED LEARNERS
COLLABORATIVE CULTURES**



HIGH IMPACT TEACHING

Improve academic outcomes for all students through best fit pedagogy and differentiation, supported by strategically led data analysis.

Strategies:

- Enhance knowledge and use of evidence-validated pedagogies relevant to the curriculum
- Support and build staff capability to authentically embed First Nations perspectives across teaching and learning
- Connect DIBELS data to the English Curriculum to inform reading instruction and differentiation practices, within literacy blocks

School Review Strategies:

- Initiate professional conversations between leaders and teachers to establish a common language of shared understanding of pedagogy based on contemporary research and evidence
- Establish external professional collaborations for leaders and teachers to share practice, including moderation processes, to ensure consistency and accuracy in judgements against relevant achievement standards

Actions:

Pedagogy

- Consistently apply knowledge and understanding of the three principles of pedagogy — the curriculum, the learning and the learner
- Supporting teachers to leverage off shared understandings and language about pedagogy and their impact reflected in data to make deliberate, responsive and timely pedagogical decisions to differentiate teaching and learning
- Explicit teaching of reading skills and behaviours
- Rigorous and direct questioning linking DIBELS Tier 1 data to whole class instruction
- Supporting staff to include First Nations perspectives with curriculum planning

Data and Moderation

- Creating opportunities for teachers to routinely and collaboratively analyse disaggregated DIBELS data to inform MTSS cycles, improving student reading outcomes.
- Interrogating data as part of moderation and other collaborative data-informed conversations
- Three marker students in each year level tracked by leadership team members



ENGAGED LEARNERS

Foster students' independence and creativity within and through the development of purposeful feedback cycles and enhancement of learning dispositions.

Strategies:

- Embed a culture of teacher and peer led quality feedback
- Teachers intentionally linking students interests to current learning content
- Teachers create a classroom environment where all students feel respected, connected and able to participate

School Review Strategies:

- Quality assure curriculum planning documents, to meet the requirements of the K – 12 CARF and support systematic curriculum delivery

Actions:

Feedback

- Implement and unpack Sharratt's 5 questions with both staff and students to improve the rigour and execution of students' feedback to their own learning
- Tracking and recording students' progress in utilising Sharratt's 5 questions to enhance their learning
- Continue to embed co-constructed learning walls as a resource for student learning to build independence

Inquiry Learning

- Networking with other schools who are established in their practice with inquiry learning
- Building knowledge and developing shared language around the 5 learning assets aligned to inquiry learning
- Continue utilising the work and resources of Kath Murdoch
- Explore the use of learning assets within Maths, Science and HASS learning

Relevant and Purposeful Student Learning

- Teachers use student voice to select texts and content relevant to students' interests prior to planning new units

Belonging

- Teachers invest time learning about individual students interests and needs
- Teachers and students co-construct class goals, expectations and processes to support belonging and feel connected



COLLABORATIVE CULTURES

Prioritise the involvement of cultural groups to strengthen the connection between school and culture, through artefact production and intentional utilisation within the school.

Strategies:

- Embrace opportunities to share and celebrate diversity, culture and inclusion
- Create a positive and inclusive environment that promotes a sense of belonging within the school community

School Review Strategies:

- Collaboratively develop strategic and annual plans and an embedded Explicit Improvement Agenda with key stakeholders to strengthen shared ownership of agreed priorities and school improvement

Actions:

First Nations

- Establish connections with cultural community members to support the work of diversity, culture and inclusion
- Utilising the established connections to support the creation of a cultural space to engage and enhance students' learning
- Participation in First Nations Community of Practice / Think Tank
- Student participation in the regional Student Congress
- Inviting and welcoming families into school events – e.g. Leadership Ceremony, Under 8's Day, Opening new building, Easter Hat Parade, Harmony Day, NAIDOC Week, Anzac Day events, Grandparents Day, Arts Concert

HIGH IMPACT TEACHING

AIP measurable/desired outcomes:

- Increased number of students achieving valid and reliable results in English and Mathematics (LOA data), in line with like schools or in correlation with NAPLAN data.

ENGLISH	A-C	A-B	First Nations A-C	ICP A-C
PREP - YR2	90% 86% - S2, 2025	75% 73% - S2, 2025	88% 86% - S2, 2025	100% 1 student - ICP/HIC
YR3 - 6	93% 91% - S2, 2025	60% 58% - S2, 2025	87% 85% - S2, 2025	N/A

MATHS	A-C	A-B	First Nations A-C	ICP A-C
PREP - YR2	92% 89% - S2, 2025	82% 79% - S2, 2025	96% 94% - S2, 2025	100% 1 student - ICP/HIC
YR3 - 6	95% 93% - S2, 2025	71% 69% - S2, 2025	90% 88% - S2, 2025	N/A

- Student engagement is increased through purposeful differentiation, reflected in each component of the planning cycle.
- Collective Teacher Efficacy is evident in teams

ENGAGED LEARNERS

AIP measurable/desired outcomes:

- Increased number of students achieving valid and reliable A-C results in Science (LOA data).

MATHS	A-C	A-B	First Nations A-C
PREP - YR2	98% 97% - S2, 2025	85% 82% - S2, 2025	40% 38% - S2, 2025
YR3 - 6	100% 99% - S2, 2025	82% 80% - S2, 2025	98% 97% - S2, 2025

- Students articulate their own learning through cycles of feedback
- Improvement in the student School Opinion Survey indicator 'I am interested in my schoolwork' to above 80%
- Improvement in the student School Opinion Survey indicator 'I like being at school' to above 80%

AIP success criteria:

Students:

- Level of reading risk improves
- Engagement is evidenced through participation, understanding and accuracy of recall
- Have an increased awareness of Aboriginal and Torres Strait Islander histories and cultures through the interconnected concepts of Country/Place, Culture and People

Teachers:

- Teachers are more confident in selecting pedagogy for learning cycles
- Teachers are strategic in decision making throughout the planning cycle
- Teachers construct purposeful questions related to reading behaviours
- Teachers intentionally collaborate to analyse DIBELS data addressing individual learning needs supporting decision making for MTSS

Leadership Team:

- Provide regular and structured opportunities for teachers to meet, collaborate and analyse data with a focus on collective teacher efficacy

Responsible Officers:

LEAD

Principal – Kylie Bruce
HoDC – Jake Porteous
HoDC – Helena Hunt
HoIE – Rhianon Davis

SUPPORT

Deputy Principal – Amber Bartels
Deputy Principal – Chantel Collie
Teacher Leaders

Resources:

- Financial - P2P & PXP, cumulative assessments, Professional Development (reading, DIBELS), STEM teachers
- Human Resources - Collaboration time allocated specifically with staff meeting agendas
- Human Resources – Connection with regional support staff to enhance the knowledge building phase

Monitoring

TERM 1	TERM 2	TERM 3	TERM 4
Not_Started	Not_Started	Not_Started	Not_Started

AIP success criteria:

Students:

- Are actively engaged in the feedback cycle and can clearly articulate their own learning and the support structures that make improved outcomes possible
- Are engaged and active participants, demonstrating belief in their ability as a learner
- Show independence in learning by applying relevant feedback from their learning environment
- Adopt the role within the explicitly taught learning assets

Teachers:

- Provide opportunities for student voice related to learning
- Increase connection to learning to support student interest
- Offer varied and flexible learning routines to support engagement, independence, creativity and critical thinking
- Explicitly teach each learning asset and the associated learning routines

Leadership Team:

- Supports autonomy and flexibility within classrooms aligned to the school priorities and high expectations for teaching and learning
- Provide regular opportunities for improved understanding and capability growth within inquiry learning

Responsible Officers:

LEAD

Principal – Kylie Bruce
HoDC – Jake Porteous
HoDC – Helena Hunt
Deputy Principal – Amber Bartels
Deputy Principal – Chantel Collie

SUPPORT

HoIE – Rhianon Davis
STEM Specialist - Belinda Beeston
STEM Specialist – Fiona Bergstrum

Resources:

- Speech language Pathologist and Guidance Officer
- Investment in infrastructure or HR to support flexible learning
- Purchase of professional materials to support inquiry learning

Monitoring

TERM 1	TERM 2	TERM 3	TERM 4
Not_Started	Not_Started	Not_Started	Not_Started

COLLABORATIVE CULTURES

Long term measurable/ desired outcomes:

- Improvement of staff, student and parent measures through the School Opinion Survey indicator 'This school has a strong sense of community' increase to 95%.
- Multiple opportunities to embrace culture in learning and community events
- Collective Efficacy to build cultural awareness is evident in teams

AIP success criteria:

Students:

- Engage with the Student Acknowledgement of Country on a daily basis in classrooms

Teachers:

- Continue to build their knowledge of First Nations perspectives
- Plan authentic learning experiences for students with a collective belief that they can make a difference

Leadership Team:

- Ensure First Nations and cultural diversity are forefronted in all community events
- Promote professional development and build relationships with the First Nations community members

Student, Staff & Leadership Team:

- Are involved in embedding cultural artefacts throughout the school

Responsible Officers:

LEAD

Principal – Kylie Bruce
HoDC – Jake Porteous
Deputy Principal – Chantel Collier

SUPPORT

Deputy Principal – Amber Bartels
HoDC – Helena Hunt
HoIE – Rhianon Davis

Resources:

- Financial - Investment in First Nations visibility across the school; Bush tucker garden, yarning circle, Koedal, totem poles
- Human Resources - Time to connect with community members and elders to build knowledge of cultural protocols and rituals.
- Human Resources – staff to visit and connect with other schools on a similar journey

Monitoring

TERM 1

Not_Started

TERM 2

Not_Started

TERM 3

Not_Started

TERM 4

Not_Started



Approvals:

Principal

P&C/School Council

S. Haines

School Supervisor

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