

ANNUAL IMPLEMENTATION PLAN 2025



**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:

- 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.

School Review Strategies:

- Enhance knowledge and use of evidence-validated pedagogies relevant to the curriculum
- Connecting teams of teachers to explore student data and moderate student assessment

Actions:

Pedagogy

- Building school leader and teacher 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
- Investing in the capability and confidence of teachers to use the principles of pedagogy to determine the pedagogical approaches, practices and teaching strategies that are most appropriate to meet the diverse learning needs of each student.
- Exploring and building capability to use the Learning Assets

Data and Moderation

- Creating opportunities for teachers to routinely and collaboratively analyse disaggregated data to determine the impact of pedagogies currently employed.
- Interrogating data as part of moderation and other collaborative data-informed conversations
- 3 First Nations 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:

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

School Review Strategies:

- Embed a culture of teacher and peer led quality feedback
- Utilise inquiry learning to develop 21st century skills

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



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:

- 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.

School Review Strategies:

- Embrace opportunities to share and celebrate diversity, culture and inclusion

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.
- Co-construction of a school Acknowledgement of Country
- First Nations Community of Practice

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%	75%	85%	100%
YR3 - 6	93%	60%	87%	100%

MATHS	A-C	A-B	FIRST NATIONS A-C	ICP A-C
PREP - YR2	95%	83%	90%	N/A
YR3 - 6	95%	70%	90%	100%

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

AIP success criteria:

Students:

- Clearly articulate their own learning

Teachers:

- Are more confident in selecting pedagogy for learning cycles
- Are strategic in decision making throughout the planning cycle
- Share the use of experimentation of the learning assets within Maths, HASS and Science curriculums
- Intentionally collaborate to analyse data termly addressing individual learning needs within their class
- Teachers moderate with the intent of reviewing and adjusting learning plan

Leadership Team:

- Will support the implementation of the whole school approach to pedagogy
- Provide regular opportunities to increase capability of pedagogical approaches, namely inquiry learning assets
- Provide regular and structured opportunities for teachers to meet, collaborate and analyse data present data from marker students to share data analysis and improved student outcomes

Responsible Officers:

LEAD

Principal – Kylie Bruce
HoDC – Jake Porteous
HoDC – Lindy Du Plooy
HoIE – Rhianon Davis

SUPPORT

Deputy Principal – Amber Bartels
Deputy Principal – Chantel Collie
STEM Specialist – Belinda Beeston
STEM Specialist – Fiona Bergstrum

Resources:

- Financial - Allow teachers time to collaborate and build knowledge; P2P & PXP, cumulative assessments, Professional Development, STEM teachers

Monitoring

TERM 1	TERM 2	TERM 3	TERM 4

ENGAGED LEARNERS

AIP measurable/desired outcomes:

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

SCIENCE	A-C	A-B	FIRST NATIONS A-C
PREP - YR2	98%	85%	95%
YR3 - 6	98%	60%	95%

- Students articulate their own learning through cycles of feedback making use of Sharratt's 5 questions.
- Improvement in the student School Opinion Survey indicator 'I am interested in my schoolwork' to above 80%.

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
- Students are engaged and active participants, demonstrating belief in their ability as a learner
- Students show independence in learning by applying relevant feedback from their learning environment
- Students adopt the role within the explicitly taught learning assets

Teachers:

- Teachers provide opportunities for student voice related to learning
- Teachers offer varied and flexible learning routines to support engagement, independence, creativity and critical thinking
- Teachers explicitly teach each learning asset and the associated learning routines

Leadership Team:

- Leadership team provide data and feedback related to Sharratt matrix used to measure student voice connected to the learning
- Leadership team supports autonomy and flexibility within classrooms aligned to the school priorities and high expectations for teaching and learning
- Leadership team provide regular opportunities for improved understanding and capability growth within inquiry learning

Responsible Officers:

LEAD

Principal – Kylie Bruce
HoDC – Jake Porteous
HoDC – Lindy Du Plooy
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

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:

- Embrace the co-constructed Acknowledgement of Country taking ownership in their own connection

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 the creation and embedding of cultural artefacts

Responsible Officers:

LEAD

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

SUPPORT

Deputy Principal – Amber Bartels
HoDC – Lindy Du Plooy
HoE – Rhianon Davis

Resources:

- Investment in First Nations visibility across the school; Bush Tucker Garden, Yarning Circle, Koedal, Totem Poles
- Time to connect with community members

Monitoring

TERM 1

TERM 2

TERM 3

TERM 4

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Approvals:

Principal

P&C/School Council

School Supervisor

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