Elliott Heads State School
2026 ANNUAL IMPLEMENTATION PLAN
Educational achievement   *Belonging and engagement*

School priority 1	Implement the Australian Curriculum – English and Mathematics aligned to Version 9 achievement standards, ensuring consistency of curriculum delivery and assessment across all year levels. Develop and document a comprehensive whole-school curriculum plan that meets the requirements of the P–12 Curriculum, Assessment and Reporting Framework (P–12 CARF).	**Monitoring** Green – on track, Yellow – underway, Magenta – yet to commence			
		Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Domain 1: Driving an explicit improvement agenda – Review and refine staff roles, responsibilities and accountabilities for leading aspects of the improvement agenda, to ensure alignment with strategic and operational initiatives and support a distributive leadership approach. Domain 6: Leading systematic curriculum implementaion – Develop a whole-school, evidence-informated approach for the teaching of reading, to support the implementaion of consisten, effective practices for teaching reading across the curriculum.				
Strategy/ies	**1)Strengthen distributive leadership and role clarity** through the review and refinement of staff roles, responsibilities, and accountabilities to ensure alignment with the improvement agenda. (Informed by school review findings, staff feedback, and AIP reflection data indicating a need for clearer role delineation and collective ownership of curriculum priorities.)**2)Develop and embed a whole-school, evidence-informed approach to reading** based on student achievement data (NAPLAN, PAT-R, PM Benchmarks) and research-informed practice (e.g., Science of Reading, Scarborough's Reading Rope).**3)Develop and document a whole-school curriculum plan aligned to Version 9 of the Australian Curriculum** in English and Mathematics, using audit data, staff feedback, and P–12 CARF requirements to ensure consistency and compliance.				

Actions: including Responsible role(s)	Resources
• Map English and Mathematics content and achievement standards to Version 9 curriculum expectations. *(Curriculum Leaders, Year Level Teachers)* • Review and update English and Mathematics planning documents and assessment schedules. *(Leadership Team, Teaching Staff)* • Facilitate collaborative planning and moderation cycles to build teacher confidence in Version 9 delivery. *(Principal, Deputy Principal, Teacher Leaders)* • Develop a whole-school reading framework and implement explicit reading instruction across year levels. *(Literacy Coach, Curriculum Leaders)* • Provide professional learning on evidence-based reading instruction and Version 9 curriculum intent. *(Principal, Regional Support, Teachers)* • Monitor implementation through walkthroughs, planning reviews, and data discussions. *(Leadership Team)*	• Australian Curriculum Version 9 materials and planning templates • P–12 Curriculum, Assessment and Reporting Framework (CARF) • Regional support (Curriculum and Teaching team) • Professional learning funding for reading pedagogy and curriculum implementation • Collaborative planning time and release for staff • NAPLAN data analysis tools

Performance	• Increased proportion of students achieving **C or above** in English and Mathematics. • Increased proportion of students achieving **A or B** in English and Mathematics. • NAPLAN results indicate growth in Reading and Numeracy mean scale scores. • Curriculum plans and assessment schedules fully aligned to Version 9 of the Australian Curriculum.	**Artefacts**	• Whole-school curriculum plan (English and Mathematics) aligned to Version 9 • Updated year-level planning documents and assessment schedules • Whole school reading framework • Professional learning records and staff feedback • Moderation records and data wall updates • Walkthrough and observation feedback summaries

End of Year Success Criteria	**Measures**	**Behaviour (Practices We Anticipate Seeing in Place)** **Students can/will:** • Gaining awareness – Recognise how reading and numeracy skills connect to success in all learning areas. • Strengthening attitude – Develop confidence and perseverance in challenging reading and maths tasks. • Building knowledge – Apply decoding, comprehension, and numeracy strategies modelled in lessons. • Taking action – Set learning goals, track progress, and use feedback (peer, TA, Teachers, 3rd Teacher) to improve. • Achieving behaviour change – Demonstrate growth in reading fluency, comprehension, and number reasoning through consistent effort. **Teacher Aides can/will:** • Gaining awareness – Understand their role in supporting targeted reading and numeracy interventions. • Strengthening attitude – Show proactive engagement in guided reading and maths support sessions. • Building knowledge – Learn and apply consistent cues, prompts, and reading language aligned with teachers. • Taking action – Deliver small-group or one-on-one support using agreed school strategies/language. • Achieving behaviour change – Demonstrate confidence and consistency in implementing support routines that enhance learning outcomes.	**Teachers can/will:** • Gaining awareness – Identify strengths and gaps in curriculum alignment to Version 9 expectations. • Strengthening attitude – Show commitment to consistent, high-quality delivery of the English and Mathematics curriculum. • Building knowledge – Deepen understanding of Version 9 achievement standards and evidence-based reading instruction. • Taking action – Use formative data to guide explicit instruction and differentiation. • Achieving behaviour change – Sustain consistent, data-informed curriculum delivery across all year levels. **Leadership Team can/will:** • Gaining awareness – Use data to identify curriculum implementation strengths and areas for refinement. • Strengthening attitude – Lead a unified commitment to the whole-school reading framework and Version 9 curriculum. • Building knowledge – Develop staff capability through coaching and modelling best practice. • Taking action – Facilitate collaborative planning, walkthroughs, and data discussions to monitor impact. • Achieving behaviour change – Embed a culture of curriculum consistency and shared accountability for student progress.

Link to school improvement strategy:	**Domain 8: Implementing Effective Pedagogical Practices** – Collaboratively develop a shared understanding and language of pedagogy to enable effective decision-making about pedagogies suitable for the context, curriculum, the learning and learner.
Strategy/ies	**Collaboratively develop a shared understanding and common language of pedagogy** through engagement with the school's agreed pedagogical framework and the *Australian Professional Standards for Teachers*. This strategy is informed by staff feedback, observation data, and review findings identifying the need for greater consistency in instructional practice and pedagogical decision-making. **Embed evidence-informed teaching practices** (e.g., Explicit Instruction, Gradual Release of Responsibility, formative assessment) supported by research from Sharratt, Hattie, and Archer & Hughes, to improve student engagement and achievement. **Strengthen teacher capability through collaborative professional learning and coaching cycles** that use classroom observation, data, and feedback to refine practice and enhance consistency across year levels.

Actions: including Responsible role(s)	**Resources**
- Review and refine the school's Pedagogical Framework to ensure alignment with current research and school context. *(Principal, Leadership Team, Teaching Staff)* - Facilitate professional learning sessions to unpack key elements of effective pedagogy and develop shared language and expectations. *(Principal, Deputy Principal, Regional Support)* - Establish professional learning communities (PLCs) focused on implementing high-impact teaching strategies. *(Teacher Leaders, Teachers)* - Implement peer observation and feedback processes to support reflective practice. *(Teachers, Leadership Team)* - Use classroom data (observations, student work samples, formative assessments) to inform pedagogical adjustments. *(Teachers, Curriculum Leaders)* - Incorporate regular coaching conversations and learning walks to monitor and support pedagogical implementation. *(Leadership Team)*	- Professional learning time and release - Regional support (Teaching and Learning team) - Coaching and feedback tools (e.g., AITSL templates, school observation protocols) - Research texts and resources (Hattie, Sharratt, Archer & Hughes) - Teacher collaboration EPIC and PLC time

Performance	- Increased proportion of students achieving **C or above** in English and Mathematics. - Classroom observation data shows improvement in consistency and effectiveness of pedagogical practices. - Staff confidence and capability in implementing evidence-based teaching strategies improves (as measured by internal surveys and coaching reflections).	**Artefacts**	- Revised and endorsed *Whole School Approach to Pedagogy* - Professional learning and coaching records - Peer observation templates and feedback summaries - PLC meeting minutes and action plans - Classroom walkthrough data and reflection summaries - Staff feedback and survey results demonstrating increased pedagogical clarity

End of Year Success Criteria	**Measures**	**Behaviour (Practices We Anticipate Seeing in Place)** **Students can/will:** - Gaining awareness – Understand what success looks like by referring to learning goals and success criteria. - Strengthening attitude – Show increased confidence to take risks and engage in learning conversations. - Building knowledge – Use teacher feedback and peer discussion to extend understanding. - Taking action – Reflect on their own learning progress and set improvement goals. - Achieving behaviour change – Take ownership of learning and demonstrate self-regulated learning behaviours. **Teacher Aides can/will:** - Gaining awareness – Recognise the importance of consistency in pedagogy and classroom support routines. - Strengthening attitude – Display enthusiasm and initiative in applying agreed instructional strategies. - Building knowledge – Participate in professional learning about effective classroom support and questioning techniques. - Taking action – Reinforce classroom expectations, routines, and student learning goals. - Achieving behaviour change – Demonstrate consistent, confident support aligned with the school's pedagogical approach.	**Teachers can/will:** - Gaining awareness – Identify the impact of their teaching on student learning outcomes. - Strengthening attitude – Commit to refining their teaching practice through professional dialogue and coaching. - Building knowledge – Engage with research-based pedagogical frameworks and the Australian Professional Standards for Teachers. - Taking action – Apply agreed pedagogical practices consistently across all learning areas. - Achieving behaviour change – Embed a reflective, data-informed teaching culture that drives continual improvement. **Leadership Team can/will:** - Gaining awareness – Analyse observation and feedback data to identify trends in pedagogical practice. - Strengthening attitude – Foster trust and shared purpose through supportive coaching and modelling. - Building knowledge – Deepen expertise in instructional leadership and evidence-informed pedagogy. - Taking action – Facilitate learning walks, feedback conversations, and professional learning communities (PLCs). - Achieving behaviour change – Lead a culture of professional collaboration and collective efficacy that improves teaching quality school-wide.

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

Principal	P&C/School Council	School Supervisor