

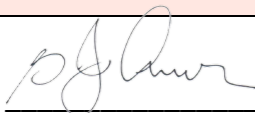


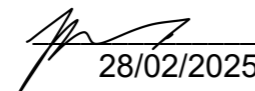
Annual Implementation Plan 2025




	Key Improvement Strategy	Pupil Free Days	Term 1	Term 2	Term 3	Term 4	Responsibility	Expected Outcomes									
Curriculum	<p>Embed the AC general capabilities and cross-curriculum priorities within unit planning processes to deepen teacher capability to design and deliver relevant and engaging curriculum.</p> <p>Review the structure and purpose of year level cohort planning to strengthen collaborative curriculum design and revitalisation.</p>	Review Whole School Approach to teaching of reading using Version 9 curriculum.	<ul style="list-style-type: none"> All teachers will make links with the context of the unit and English Achievement Standards to embed identified general capability of Critical and Creative thinking in the English unit plan. Plan and implement Mathematics units aligned to Version 9. 				<ul style="list-style-type: none"> Familiarisation activities to build staff knowledge of Version 9 curriculum for Science, Technologies and HPE. Plan for 2026 Science Technologies and HPE units aligned to Version 9. Cyclic review and reflection of Mathematics planning aligned to Version 9 	Head of Department – Curriculum Year Level Deputy Principals Cohort Leaders Classroom and Specialist Teachers	English LOA increase by 1% in each Semester <table border="1"> <tr> <th>Semester 1</th> <th>Semester 2</th> </tr> <tr> <td>90% A-C 53% A-B</td> <td>91% A-C 54% A-B</td> </tr> </table> Mathematics LOA increase by 1% by end of Sem 2 92% A-C 58% A-B PLD <table border="1"> <tr> <th>By end of Sem 1</th> <th>By end of Sem 2</th> </tr> <tr> <td>Tier 1 – 65% Tier 2 – 20% Tier 3 – 15%</td> <td>Tier 1 – 75% Tier 2 – 15% Tier 3 – 10%</td> </tr> </table>	Semester 1	Semester 2	90% A-C 53% A-B	91% A-C 54% A-B	By end of Sem 1	By end of Sem 2	Tier 1 – 65% Tier 2 – 20% Tier 3 – 15%	Tier 1 – 75% Tier 2 – 15% Tier 3 – 10%
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Formalise planning processes that include reviewing a range of relevant data to develop unit plans that are responsive to the learning needs of all students.	Reviewed/updated WSA moderation timelines and 'responsiveness' piece	<ul style="list-style-type: none"> Review English Pre-task data to identify 5 target students aligned to the whole school "Target Student Groups" in response to the learning needs of all students. 				Head of Department – Curriculum Classroom and Specialist Teachers	Head of Department – Curriculum Classroom and Specialist Teachers	English LOA increase by 1% in each Semester <table border="1"> <tr> <th>Semester 1</th> <th>Semester 2</th> </tr> <tr> <td>90% A-C 53% A-B</td> <td>91% A-C 54% A-B</td> </tr> </table> Mathematics LOA increase by 1% by end of Sem 2 92% A-C 58% A-B PLD <table border="1"> <tr> <th>By end of Sem 1</th> <th>By end of Sem 2</th> </tr> <tr> <td>Tier 1 – 65% Tier 2 – 20% Tier 3 – 15%</td> <td>Tier 1 – 75% Tier 2 – 15% Tier 3 – 10%</td> </tr> </table>	Semester 1	Semester 2	90% A-C 53% A-B	91% A-C 54% A-B	By end of Sem 1	By end of Sem 2	Tier 1 – 65% Tier 2 – 20% Tier 3 – 15%	Tier 1 – 75% Tier 2 – 15% Tier 3 – 10%	
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Pedagogy	<p>Strengthen staff understanding of the agreed pedagogies, supporting teachers to identify and apply this knowledge to match the learners and context of learning to provide high-quality learning experiences and stronger outcomes for all students.</p>	Review Whole School Approach to Pedagogy with a connection to established school processes across the elements and school improvement areas. Explicit connections back to whole school approach to pedagogy and 3 principles (shared language and understanding)	<ul style="list-style-type: none"> Development, testing and refinement of checklists to support quality enactment of "Feedback" Spotlight on Close Reading – in year levels (ahead of and during planning) PLD – revisit, refresh and refine classroom processes for data-informed classroom practice 	<ul style="list-style-type: none"> Feedback – examining quality practice and connecting back to research Spotlight on feedback– in year levels during planning, including documentation Spotlight on Close Reading – connected to unit PLD – examining quality practice aligned to data-informed classroom practice 	<ul style="list-style-type: none"> Spotlight on Feedback– connected to unit Spotlight on Close Reading – in year levels (ahead of and during planning) PLD – examining quality practice aligned to data-informed classroom practice Monitoring the impact of agreed pedagogies and reflection to enact pedagogical refinement – examining quality practice 	<ul style="list-style-type: none"> Spotlight on Close Reading – connected to unit 	Head of Department – Curriculum Year Level Deputy Principals Cohort Leaders Classroom and Specialist Teachers	English LOA increase by 1% in each Semester <table border="1"> <tr> <th>Semester 1</th> <th>Semester 2</th> </tr> <tr> <td>90% A-C 53% A-B</td> <td>91% A-C 54% A-B</td> </tr> </table> Mathematics LOA increase by 1% by end of Sem 2 92% A-C 58% A-B PLD <table border="1"> <tr> <th>By end of Sem 1</th> <th>By end of Sem 2</th> </tr> <tr> <td>Tier 1 – 65% Tier 2 – 20% Tier 3 – 15%</td> <td>Tier 1 – 75% Tier 2 – 15% Tier 3 – 10%</td> </tr> </table>	Semester 1	Semester 2	90% A-C 53% A-B	91% A-C 54% A-B	By end of Sem 1	By end of Sem 2	Tier 1 – 65% Tier 2 – 20% Tier 3 – 15%	Tier 1 – 75% Tier 2 – 15% Tier 3 – 10%	
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Enhance teachers' capability and confidence in digital pedagogy to embed future-focused learning practices that support every student to realise their potential.			<ul style="list-style-type: none"> School Leaders to complete scan of cohorts' use of iPads and other digital technologies in teaching and learning (who, what, when, where, how). 	<ul style="list-style-type: none"> School Leaders to investigate the new departmental policies and resources related to digitally enabled and enhanced pedagogies. Scaling and reflection with teachers around digital practices in the classroom, areas of strength and areas for development/unknowns 	<ul style="list-style-type: none"> Visioning related to digitally enabled and enhanced pedagogies – school community (staff, students, P&C, school council) 	Head of Department – Curriculum Year Level Deputy Principals Cohort Leaders Classroom and Specialist Teachers	Head of Department – Curriculum Year Level Deputy Principals Cohort Leaders Classroom and Specialist Teachers	English LOA increase by 1% in each Semester <table border="1"> <tr> <th>Semester 1</th> <th>Semester 2</th> </tr> <tr> <td>90% A-C 53% A-B</td> <td>91% A-C 54% A-B</td> </tr> </table> Mathematics LOA increase by 1% by end of Sem 2 92% A-C 58% A-B PLD <table border="1"> <tr> <th>By end of Sem 1</th> <th>By end of Sem 2</th> </tr> <tr> <td>Tier 1 – 65% Tier 2 – 20% Tier 3 – 15%</td> <td>Tier 1 – 75% Tier 2 – 15% Tier 3 – 10%</td> </tr> </table>	Semester 1	Semester 2	90% A-C 53% A-B	91% A-C 54% A-B	By end of Sem 1	By end of Sem 2	Tier 1 – 65% Tier 2 – 20% Tier 3 – 15%	Tier 1 – 75% Tier 2 – 15% Tier 3 – 10%	
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Wellbeing	<p>Continue to build learner understanding in wellbeing practices and curriculum through collaboratively created whole school documents and processes to enhance learner wellbeing.</p> <p>Monitor</p>	<p>Review PBL Tier 1 processes and practices ensuring consistent implementation, including review of 2025 – 2027 Code of Conduct.</p> <p>Review and unpack Student Learning & Wellbeing Framework, Personal & Social Capabilities, Wellbeing Lessons</p>	<p>Implement new suite of student Wellbeing lessons.</p> <p>Review and conduct induction processes and practices for all key stakeholders (HH, P&C, RI, staff).</p> <p>Finalise Code of Conduct 2025-2027.</p> <p>Re-establish PBL team and meeting structure.</p>	<p></p> <p></p> <p>Review school-based Wellbeing Programs, and explore alternatives e.g. The Resilience Project.</p> <p>Professional development for key staff in Function of Behaviour.</p> <p>Review and audit Tier 1 processes – Reflection Room & rewards.</p>	<p>Engage in planning for Wellbeing Program, in preparation for 2026 PFD's.</p> <p>Deliver and conduct refined induction processes and practices for all key stakeholders (HH, P&C, RI, staff).</p> <p>Continue professional development for key staff in Function of Behaviour.</p>	<p></p> <ul style="list-style-type: none"> Deputy Principals – PBL/Wellbeing Team Engagement Teachers All staff Community – P&C, Helping Hands 	<table border="1"> <tr> <td>End of 2024 Tier 1 – 0-1 Major behaviours</td> <td>End of 2025 Tier 1 0-1 Major behaviours</td> </tr> <tr> <td>77.91%</td> <td>80%</td> </tr> </table>	End of 2024 Tier 1 – 0-1 Major behaviours	End of 2025 Tier 1 0-1 Major behaviours	77.91%	80%		
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Culture	<p>Develop ways to celebrate success and acknowledge progress of the Explicit Improvement Agenda to further enhance staff culture and morale</p>	<p>Review Bounty Staff Wellbeing Framework and actions</p> <p>Conduct data analysis session highlighting and celebrating success</p>	<p>Share whole school data to highlight growth/success.</p> <p>Review progress towards whole school AIP goals.</p>	<p></p>	<p></p>	<p></p>	All staff						
	<p>Develop ways to further engage parent and community members to build capability to maintain a proactive Parents and Citizens' Association (P&C) that provides positive outcomes and opportunities for all students.</p>		<p>Spotlight on school-based signature programs and events for staff and community: <i>Year 6 Sporting Excellence Program.</i></p>	<p>Spotlight on school-based signature programs and events for staff and community: <i>cultural programs and celebrations.</i></p>	<p>Spotlight on school-based signature programs and events for staff and community: <i>Pre-Prep transitions</i></p>	<p>Spotlight on school-based signature programs and events for staff and community: <i>Arts/STEM Excellence</i></p>	<ul style="list-style-type: none"> School leadership team All teaching/non-teaching staff Community – P&C, Helping Hands 						
	<p>Collaboratively develop a collegial engagement framework to describe and deliver further opportunities for all staff to work with and learn from each other to ensure sustainability of the EIA.</p>	<p>Professional and capability development - APDP processes and timelines, collegial engagement etc</p>	<p>Staff engagement in WOW sessions with colleagues.</p> <p>Class visits: Prescribed formal class visits for identified teachers (2 across the year); Option for teacher-determined class visits (2 across the year)</p> <p>Co-teaching with inclusion teachers. Engage with new and beginning teachers.</p>	<p>WOW model, aligned to coaching</p> <p></p> <p></p> <p></p>	<p></p> <p>Data conversations – CT, DP and P</p> <p>Co-teaching with inclusion teachers – supporting quality differentiated practice</p>	<p></p> <p>Class visits: Prescribed formal class visits for identified teachers (2 across the year); Option for teacher-determined class visits (2 across the year)</p> <p></p>	<ul style="list-style-type: none"> School leadership team All teaching/non-teaching staff 	<p>100% teaching and non-teaching staff engage in coaching, aligned to strategic agenda</p> <p>100% teaching staff engaging with differentiated collegial engagement approach</p> <p>Improvement in outcomes aligned to Curriculum, Pedagogy, Wellbeing, and Inclusion (related to Annual Capability Development Planning)</p>					
Inclusion	<p>Strengthen the range of transition opportunities to enhance links across educational sectors and maximise benefits for every student.</p>		<p>Extend transition to high school network.</p>	<p></p>	<p></p>	<p></p>	100% engagement with feeder schools to transition students successfully						
	<p>Strengthen staff knowledge and application of differentiated, focused and intensive teaching approaches to cater for the range of students including high-achieving students.</p>	<p>Analysis of data at whole school, hub, cohort, and class level (who are our students)</p> <p>Audit use of differentiation processes and ways of working with whole staff (<i>Revisit inclusion processes – NCCD, SST, Support Provisions, EALD Band scales</i>)</p>	<p>Knowing our students and how they learn – delving into the data (CASW) and building a knowledge of class and individuals - identifying the next steps in learning and teaching strategies to respond to the needs of students.</p> <p>Leadership team establish shared understanding and next steps around inclusive practices/differentiated, focused and intensive teaching</p>	<p></p> <p>Develop a whole school language for inclusive practices and link this to moderation processes, and use of universal, differentiated, focused and intensive teaching practices.</p>	<p></p> <p>Apply shared understanding of differentiated, focused and intensive teaching to curriculum planning documentation</p> <p>Examining/showcasing quality practice aligned to data-informed classroom practice</p>	<p></p> <p></p>	<p>HOIS, Incl. T, DP, CT</p> <p>HOIS, SLP, IT</p> <p>HOIS, DP, CT</p>	<p>100% of teachers will engage in CASW processes to respond to student needs to identify next steps in learning</p> <p>Students represented in DDA (24.3%)</p> <table border="1"> <tr> <td>Semester 1</td> <td>Semester 2</td> </tr> <tr> <td>A-C 72%</td> <td>A-C 73%</td> </tr> <tr> <td>A-B 24%</td> <td>A-B 25%</td> </tr> </table>	Semester 1	Semester 2	A-C 72%	A-C 73%	A-B 24%
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Sign & Date:  (Principal)
28/02/2025

 (School Council Chair)
28/02/2025

____ (P&C President)

 (School Supervisor)
28/02/2025