

# FEDERAL STATE SCHOOL 2025 IMPLEMENTATION PLAN



Educational  
achievement



Wellbeing and  
engagement



Culture and  
inclusion

School priority 1		Phase I E	Developing – D Implementing – I Embedding – E Reviewing – R	School priority 2		Phase E	Developing – D Implementing – I Embedding – E Reviewing – R
<b>Deliver engaging English and Maths curriculum aligned to the V9 AC achievement standards with documentation aligned to P-12 Framework.</b>				<b>Create opportunities for differentiated learning through providing strategies allowing all students to access the curriculum.</b>			
<b>Link to school review improvement strategy:</b>		Formalise and document agreed modelling, coaching, observation and feedback processes to enhance curriculum and pedagogical knowledge. Enhance moderation practices. Explore evidence based effective teaching strategies that improve student achievement. Strengthen teacher engagement with AC V9		<b>Link to school review improvement strategy:</b>		Explore evidence based effective teaching strategies that improve student achievement. Embed strategies aligned with inclusive education practices to enhance outcomes for students with diverse needs.	
<b>Strategies</b>		<ul style="list-style-type: none"> <li>Every classroom to have a learning wall for each English unit that students are familiar with accessing and uses GTMJ as a feedback tool. Explore same for Maths.</li> <li>Teachers participate in premoderation in Maths and English and know content/assessment so as to teach 'A' criteria.</li> <li>School reviews documentation for curriculum framework to incorporate V9 planning.</li> <li>Improve student outcomes so that a greater number achieve the upper two bands through explicitness of teaching with learning walls.</li> </ul>		<b>Strategies</b>		<ul style="list-style-type: none"> <li>Teacher aides to complete PD modules in Reading through the Curriculum with a view to assisting beginner readers.</li> <li>Enhance pedagogical practice that is inclusive and flexible throughout the school.</li> <li>Participate in professional development / network opportunities that develop expertise in processes such as Support Provisions, PLP's and adjustments for students with needs.</li> </ul>	
<b>Actions including Responsible officer(s)</b>		<b>Resources</b>		<b>Actions including Responsible officer(s)</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Teachers consistently co-construct Learning Walls with students and use as an instructional tool.</li> <li>Teachers develop feedback techniques to align with A and B standard achievements.</li> <li>Principal and teachers to gather feedback from students regarding understanding and best strategies.</li> <li>Principal to allow release time for moderation.</li> <li>Principal to allow release time to create resources to support Learning Walls.</li> <li>Highlight and share daily practice strategies that enhance maths and English outcomes.</li> </ul>		TRS .		<ul style="list-style-type: none"> <li>Principal to lead PD opportunities and modules</li> <li>Teachers are able to create individual adjustments based on knowing their learners needs to achieve outcomes.</li> <li>Staff become familiar with use of assistive technology that can help learning needs when appropriate.</li> <li>Access to Student Well-being Officer to provide support and advice to students and staff.</li> <li>Learning Support teacher to have enhanced understanding of system/processes to provide records and documentation needed.</li> <li>Learning Walls to have visible assistive information for students needs at all levels.</li> </ul>		TRS	
<b>Measurable outcomes</b>		Students will achieve in English... P-2 : A-C= 95% , A/B= 75% 3-6 : A-C= 88% , A/B= 50% In Maths...P-2:A-C= 95% 3-6: 90%		<b>Measurable outcomes</b>		School Opinion Survey – 100% Parent satisfaction in inclusive practice. 100% Students with ICP's make consistent progress through learning goals each semester.	



Success criteria	Behaviourally: Students can/will be familiar with using Learning Walls to have a better understanding of English and Maths. Teachers can/will use Learning Walls and quality feedback as acknowledged pedagogical improvement strategies. Principal will be engaged in regular walk and talks so that students feel familiar with the process and can give accurate feedback. Maths V9 will be implemented.			Success criteria	Behaviourally: Teachers will successfully differentiate student learning through adjustments to programming, use of assistive technology and flexible learning opportunities. Principal to provide resources where necessary and access more support staff.		
Measurable outcomes	Success criteria		Monitoring by term...	Measurable outcomes	Success criteria		Monitoring by term...
Maths V9 will be implemented.  Curriculum framework updated.	<b>Behaviourally:</b> All teachers will be moderating, planning, teaching, and assessing V9 maths.  Curriculum framework will be reviewed and adjusted to accommodate V9 English and Maths		Green –on track Yellow – underway Magenta – yet to commence	Assistive technology will be implemented to help students with needs have greater access to curriculum.	Greater use by staff and students of technology and access to AVT staff where appropriate. IT staff able to contribute to effective use.		Green –on track Yellow – underway Magenta – yet to commence
All classrooms to be using Learning Walls with feedback occurring through students and principal.	<b>Behaviourally:</b> Students can/will: be able to use Learning Walls as a reference and a tool to success. Teachers can/will: co-construct Learning Walls with students to provide understanding and use as a teaching tool in an effective way. Leadership team can/will: conduct learning walks with a cross section of students to provide feedback to staff about			Learning Walls cater for all levels of learning	Learning Walls will display information needed for success at all levels and students will be aware and using for support.		
Student English data will improve to...	<b>Behaviourally:</b> Students will: improve English results in upper two bands through improved explicit teaching and improved attendance Teachers will: ensure they teach from A standard content descriptors and support students with extra help where needed. Leadership team will: track English results every term for every child and liaise with support personnel to target resources.			Learning support staff able to create PLPs and ICP's that cater for students with needs.	Learning support staff accesses PD with hub school regarding changes in support documentation and works with teachers to target needs. Staff have increased access to AVT support. Student Wellbeing Officer contributes to needs plans.		

### Approvals

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

Principal



P&amp;C/School Council



School Supervisor

