2025 ANNUAL IMPLEMENTATION PLAN *"Celebrating 160 years of education"* *P-6 Literacy (reading and writing) improvement through the v9 Australian Curriculum.*

Department of Education

School priority 1	***Systematic curriculum delivery of (literacy) Reading through the V9 AC***	**School priority 2**	***Developing an expert teaching team***
Link to school review improvement strategy:	Identify key elements in the Australian Curriculum English that align to the school's reading and writing (reciprical relationship) programs to target pedagogies embedded in the v9 Australian Curriculum.	**Link to school review improvement strategy:**	Leverage allocated release time in PEC forums for continuous professional improvement in developing teachers' alignment and greater precision to enact the AC in English **and the pedagogies required to cater for the diverse range of all learners**
Strategy/ Resources Planning 1 day per term Weekly PECS SLP 1 Day per week 25 Laptops B Block Maths STEAM resources	✓Build the knowledge and capability of the Reading Portal resources to support the teaching of the curriculum ✓Use of assessment and reporting data and continual ongoing monitoring to provide the curriculum appropriate to the needs of the students in the school and in ways that support continuous improvement in student learning and achievement. ✓Engage with the reading position statement and sign posts to establish shared beliefs and understanding of how to best support reading comprehension	**Strategy/ Resources** Weekly PECS Planning 1 day per term Adjustments release 1 session each term OT 1 day additional Release HOSES 1 day per week from ECDP Planning release differentiation ICP/HICP planning release each term	✓Build knowledge and capability of the Teaching and Learning Hub ✓Select and employ effective pedagogy, using the principles (the curriculum, the learner and the learning), to support students' achievement, wellbeing and engagement ✓Alignment of processes adopted across the school to support every teacher making informed pedagogical decisions ✓Bring precision and quality to planning and teacher practice so that they can differentiate teaching and learning ✓ Promote collaboration and professional autonomy to determine the pedagogies most appropriate for the school context, the curriculum, the learning, and the learner.
Actions	✓Unpack the reading portal resources aligned to the unit unpacking each term ✓During the Before moderation stage (planning) unpack the reading demands within the units of work ✓Use walks and talks, 5Q4 & learning walls to measure impact ✓Develop a whole approach to continuous monitoring reviewed at the PEC meetings weekly		✓ Understand the purpose and provide clarity of the BSS Data Plan with teachers to determine the signatures BSS practices ✓ Use PEC Meetings, Moderation, Walks and Talks to engage in professional conversations to understand beliefs and develop shared language based on research and evidence ✓ Use 'Before' Moderation to determine the different types of pedagogies that will be employed ✓ Use the 'End' Moderation to review and refine the use of pedagogies for groups and/or individual students
End of Term 4	**Students can/will:** ✓ Every student can articulate their reading goal and answer Q4 (5Q4) about next step ✓ Commence developing individual goals with teacher support using comprehension monitoring step **Teachers can/will:** ✓ Confidently identify the literacy demands of the curriculum. ✓ Have embed instructional routines (teach vocab and build language comp) within the teaching of reading using the new reading portal reading instructional resources, to plan and implement the teaching and learning sequences P- Yr 6 ✓ Every teacher has pedagogy in place to ensure student goals are achieved ✓ Use their fortnightly monitoring of reading progress to plan for and enact curriculum supports and adjustments required to ensure students move forward in their learning and are not going backwards. **Leadership team can/will**: ✓Have a clearly documented processes around Bowen State School Moderation P-7 ✓Articulate what impact has occurred and the data for the PEC group facilitated for the year ✓Measure impact of fortnightly 5Q4 questions from the lead team and end of year results	**End of Term 4**	**Students can/will:** ✓Articulate English learning goal and be able to identify the next steps using the marking guide **Teachers can/will**: ✓ During planning teachers record the curriculum (what), the learner (who) and the learning (how) ✓ Articulate the chosen Ped practices that contributed to the literacy improvement in 2025 ✓ Confidently unpack the key elements of the Pedagogical practices and individual journey over the course of the year to build own capacity **Leadership team can/will:** ✓ Articulate what capability building has occurred and the impact (data) ✓ Facilitated Walks and Talks (Week 3 & 7) to have a shared language about pedagogy
Measurable outcomes	✓ 90% C+ and 5% lift in B-A ✓ NAPLAN reading targets Increase the % of students in *strong* from 34.6% in 2024 Year 3 reading ✓ 90% C+ reading comprehension tasks ✓ Yr2 2024 % of A & B increase of 5% in 2025 for the Year 3 students English (focus on language comp) ✓ Spotlight D students' term 4 2024 reading comprehension data (P-6 students) to determine monitoring and select goals to move to a C and above in term 4 language comprehension 2025 - 90% C & above ✓ 100% of teaching staff using the monitoring tools agreed within the 2025 AIP	**Measurable outcomes**	✓ 90% C+ and 5% lift in B-A ✓ Reduction of DE and N / Aspirational target – Zero N's ✓ Year 3 Maintain 90% C+ and 5% lift in B-A) ✓ Yr2 2024 % of A & B increase of 5% in 2025 as Year 3 students English ✓ Increase responses that are based on contemporary research and evidence, to Communities of Practice survey – "Top 5 practices that have the greatest impact on student achievement."

1865 - 2025 160 years ever onwards

Queensland Government

End Term 1	**Students can/will:** ✓ Have their own reading goal documented **Teachers can/will:** ✓ Articulate their understanding of the Reading Through the Curriculum content ✓ Use the provided reading portal instructional resources to implement the teaching and learning sequences (P-2) ✓ Reflect on where teachers sit on the reading position signpost **Leadership team can/will:** ✓ Support and walk alongside teachers as they build their capability and understanding following PD on the SFD of the curriculum using the new reading portal reading instructional resources to implement the teaching and learning sequences ✓ Monitor school and class data regularly to review resourcing through weekly PEC ✓ Be a lead learner and participate in planning and moderation practices ✓ Conduct *walks and talks* fortnightly using the 5Q4 for the selected marker students from monitoring circles	End Term 1	**Students can/will:** ✓ Have an English learning goal **Teachers can/will:** ✓ Collaborate on the reflection through the Pedagogy stocktake resources to determine own beliefs and values around pedagogical practice ✓ Create collective goals around chosen pedagogical practices to enact throughout the year aligned to the approved ped practices DET framework ✓ Use data (monitoring circles – PEC Meeting) to continuously review teaching and learning ✓ Have an agreed understanding of pedagogy (definitions and examples of approaches, practices and teaching strategies) **Leadership team can/will:** ✓ Support new and existing staff to establish consistent learning walls across the school ✓ Partake in the *Hour of Power* twice a term (Week 3 & 8) with the principal to share data and key work within role and the alignment to the AIP ✓ Support staff at the cluster after after moderation process p-6 ✓ Engage in professional conversations with staff to understand beliefs and perspectives about pedagogy
End Term 2	**Students can/will:** ✓ Have a reading goal and be receiving feedback with reinforcement and cues **Teachers can/will:** ✓ Use the provided reading portal instructional resources to implement the teaching and learning sequences while differentiating to cater for the learning needs of the students in their class (P-6) ✓ Use data (reading comprehension and word reading) to determine impact during 'End' Moderation ✓ Access expert reading leaders and spotlight classrooms **Leadership team can/will:** ✓ Support and walk alongside teachers as they use knowledge learnt in term 1 to embed instructional routines within the teaching of reading and writing using the new reading portal reading instructional resources to implement the teaching and learning sequences ✓ Monitor school and class data regularly to review resourcing ✓ Be a lead learner and participate in planning and moderation practices	End Term 2	**Students can/will:** ✓ Students co create a learning goal in English that is precise, relevant, measurable and achievable **Teachers can/will:** ✓ Plan and implement effective strategies for students to be successful using pedagogy appropriate to V9 English ✓ Create precise, relevant, measurable and achievable learning goals ✓ Enact the selected agreed pedagogical practices to commence delivery across the school and employ effective pedagogy, using the principles (the curriculum, the learner and the learning), to support students' achievement, wellbeing and engagement ✓ Regularly share student output where evidence of key agreed key pedagogical practices can be observed ✓ Use data (PEC Meetings) to determine impact of pedagogies and refine use of pedagogy for groups ✓ During 'End' Moderation, determine impact and inform future differentiated teaching and learning **Leadership team can/will:** ✓ Partake in the *Hour of Power* twice a term (Week 3 & 8) with the principal to share data and key work within role and the alignment to the AIP ✓ Support staff at the cluster before, after after moderation process p-6 ✓ Facilitate Walks and Talks (Week 3 & 7) to embed pedagogical focused conversations
End Term 3	**Students can/will:** ✓ Clearly articulate their own individual goal in reading and specific and timely feedback provided from the CT to establish and agree upon set next steps. **Teachers can/will:** ✓ Embed instructional routines within the teaching of reading using the reading portal reading instructional resources, to plan and implement the teaching and learning sequences ✓ Reflect on the reading position Signpost (from the SFD) and measure distance travelled ✓ Using their weekly monitoring of reading progress to provide students with specific and timely feedback weekly **Leadership team can/will:** ✓ Leaders will Support and walk alongside teachers as they reflect and refine their practices to embed instructional routines within the teaching of reading and writing using the new reading portal reading instructional resources to implement the teaching and learning sequences ✓ Be a lead learner and participate in planning and moderation practices ✓ Use classroom walks and talks (saw, heard, wondered) to determine focus of support ✓ Reflect on observed selected practices and review impact ✓ Engaged with families and the community to build a shared understanding of how reading is taught and how to support reading at home	End Term 3	**Students can/will:** ✓ Articulate English Learning goals and be receiving specific and timely teacher feedback **Teachers can/will:** ✓ Reflect on selected practices and review impact (V9 English) ✓ Articulate the actions collectively discussed to support the learner aligned to the agreed pedagogical practices for 2025 ✓ Regularly share student output where evidence of key agreed key pedagogical practices can be observed ✓ Use data to make deliberate responses regarding pedagogy choices ✓ Conduct walks and talks twice a term (Week 3 & 7) with a focus on monitoring and tracking the identified marker students **Leadership team can/will:** ✓ Partake in the *Hour of Power* twice a term (Week 3 & 8) with the principal to share data and key work within role and the alignment to the AIP ✓ Facilitate fortnightly walks and talks around the learning walls 5Q4 Students ✓ Support staff at the cluster after after moderation process p-6 ✓ Support staff to have a shared language based on contemporary research and evidence (approaches, practices, teaching strategies) ✓ Reflect on observed selected practices and review impact

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**