



WHERE WE COME TO GROW

CHILDERS
STATE SCHOOL

Childers State School

2026 ANNUAL IMPLEMENTATION PLAN

School priority 1	Curriculum Clarity of V9 Australian Curriculum	Phase	Developing Implementing	School priority 2	Develop a whole school approach to Reading through the Australian Curriculum	Phase	Developing Implementing
Link to school review improvement strategy:	Domain 6: Leading Systematic Curriculum Implementation:			Link to school review improvement strategy:	Domain 8: Effective pedagogical practices		
Strategies:	Curriculum Clarity - Develop Leadership roles and responsibilities HOD-C, Principal, HOSES - Develop Timeline and Plan of implementation of Version 9 Australian Curriculum (Collaborative Inquiry) - Develop and implement whole school approach to Understanding V9 English Curriculum Gateway - Partner with Regional Curriculum Advisors for targeted professional development and coaching cycles. Moderation - Develop leadership understanding of the Moderation cycle HOD-C, Principal, HOSES Moderation Hub - Develop a timeline and plan for implementation of moderation cycle - Implement PLCs (P-1, 2-3, 4-6) focussed upon implementation of the moderation cycle. Data Literacy - Develop data literacy for the leadership team- Data literacy Framework - Develop understanding of SORD for leadership and staff - Implement triangulation of data through CASW approach Monitoring Leadership - Scan and assess whole school approaches - Develop Model of behavioural change for leadership - Develop understanding of Clarity sharat and leading learning - Develop agreed walkthrough model (whole school approach)			Strategies:	Develop reading as a whole school Approach - Build knowledge of the teaching of reading using the reading through the Australian curriculum - Collaboratively investigate and develop engagement norms within the instructional teaching of reading - Continue to implement PLD and align PLD routines to Reading through the Australian Curriculum. PLC and Monitoring, Feedback - Collaboratively develop walk through agreements with teaching staff. - Develop and implement a coaching model which includes feedback, data reflection and focus on behavioural change. - Develop and implement PLC at year junctures as a vehicle for moderation Family and Community Partnerships - Share with P&C steps in building capability for reading through the Australian Curriculum - Communicate reading the Australian curriculum with community. Capability & Capacity Building - Leadership to develop a PD plan for Reading through the Australian curriculum - Implement Professional development (EFI) and knowledge building through the reading hub and monitor through performance and capability planning - Engage leadership team and staff with instructional teaching masterclass. - Develop induction, handover, and support		

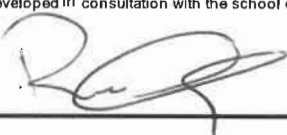
Actions including Responsible officer(s)	Behaviours	Resources	Actions including Responsible officer(s)	Behaviours	Resources
Principal: Curriculum Clarity - Collaboratively establish roles and responsibilities for leadership team - Partner with HOD-C to develop timeline and plan for V9 implementation - Partner with HOD-C to develop timeline and plan for a whole school approaches v9 curriculum	- Instructional leadership of leadership team - Consultation of alignment of roles and responsibilities - Instructional leadership to lead clarity of clear systematic links to v9 implementation - Instructionally lead systematic curriculum with line of sight from system demands to student outcomes.	Curriculum Gateway	Principal Develop reading as a whole school Approach - Build knowledge of the teaching of reading using the - Collaboratively investigate and develop engagement norms within the instructional teaching of reading - Continue to implement PLD and align PLD routines to Reading through the Australian Curriculum.	- Instructional leadership of the implementation of reading through the Australian curriculum - Lead collaborative Inquiry Into instructional teaching through the masterclass for instruction and the implementation of engagement norms - Analyse and align implementation of PLD align resources, instructional pedagogy and the teaching of phonology, morphology and grammar	reading through the Australian curriculum EFI
Head of Department – Curriculum: Curriculum Clarity - Collaboratively establish roles and responsibilities for leadership team - Partner with HOD-C to develop timeline and plan for V9 implementation - Partner with HOD-C to develop timeline and plan for a whole school approach	- Have clarity of the roles and responsibilities of HODC position - Establish and communicate with clarity V9 implementation with specific focus upon English - Establish clarity of whole school approaches to align school wide systems and processes to fulfill implementation of the Australian curriculum	EFI reading through the Australian curriculum	Head of Department – Curriculum: Develop reading as a whole school Approach - Build knowledge of the teaching of reading using the - Collaboratively investigate and develop engagement norms within the instructional teaching of reading - Continue to implement PLD and align PLD routines to Reading through the Australian Curriculum.	- Develop understanding of the Masterclass for instructional teaching - Lead collaborative implementation of the engagement norms and instructional teaching - Realign and coach teachers in instructional delivery of PLD	
HOSES: Curriculum Clarity Collaboratively establish roles and responsibilities for leadership team	- Have clarity of the roles and responsibilities of HOSES position - Develop student support model for pre-Moderation	Teaching and Learning Hub	HOSES: Develop reading as a whole school Approach - Build knowledge of the teaching of reading using the - Collaboratively investigate and develop engagement norms within the instructional teaching of reading - Continue to implement PLD and align PLD routines to Reading through the Australian Curriculum.	- Develop understanding of the Masterclass for instructional teaching - Lead collaborative implementation of the engagement norms and instructional teaching - Realign and coach teachers in instructional delivery of PLD - Align student support, intervention, and extension programs directly to PLD and instructional teaching and the engagement norms	
Teachers, Teacher aides and Staff: - Develop knowledge of - Access of the v9 English curriculum - Reading demands in the V9 English curriculum - Assessment demands of the v9 English curriculum	- To have clarity of how to access the Australian curriculum - To have clarity of the reading demands of v9 English - To have clarity of the assessment demands of V9 English		Teachers, Teacher aides and Staff: Develop reading as a whole school Approach - Build knowledge of the teaching of reading using the - Collaboratively investigate and develop engagement norms within the instructional teaching of reading - Continue to implement PLD and align PLD routines to Reading through the Australian Curriculum.	- Develop understanding of the teaching of reading - Develop and implement use of the engagement norms - Collaboratively develop a school wide approach for instructional routines	
Principal: Moderation - Develop leadership understanding of the Moderation cycle HOD-C, Principal, HOSES - Develop a timeline and plan for implementation of moderation cycle - Implement PLCs (P-1, 2-3, 4-6) focussed upon implementation of the moderation cycle.	- Instructional leadership of the implementation of the moderation cycle - Lead HOD-C to implement Moderation cycle and PLCs	Moderation Hub	Principal PLC and Monitoring, Feedback - Collaboratively develop walk through agreements with teaching staff. - Develop and implement a coaching model which includes feedback, data reflection and focus on behavioral change. - Develop and implement PLC at year junctures as a vehicle for moderation	- Collaboratively develop walk through agreements with teaching staff. - Partner with HOD C and implement a coaching model which includes feedback, data reflection and focus on behavioral change. - Develop and implement PLC at year junctures as a vehicle for moderation	
Head of Department – Curriculum: - Develop a timeline and plan for implementation of moderation cycle - Implement PLCs (P-1, 2-3, 4-6) focussed upon implementation of the moderation cycle	Develop and implement the moderation cycle utilising the PLCs across the schools		Head of Department – Curriculum: - Collaboratively develop walk through agreements with teaching staff. - Develop and implement a coaching model which includes feedback, data reflection and focus on behavioral change. - Develop and implement PLC at year junctures as a vehicle for moderation	- Collaboratively develop walk through agreements with teaching staff. - Partner with Principal and implement a coaching model which includes feedback, data reflection and focus on behavioral change. - Develop and implement PLC at year junctures as a vehicle for moderation	
Teachers, Teacher aides and Staff:	- Develop understanding of the moderation cycle - Utilise the moderation cycle to make fair judgement for assessment and reporting		HOSES - Collaboratively develop walk through agreements with teaching staff. - Develop and implement a coaching model which includes feedback, data reflection and focus on behavioral change.	- Collaboratively develop walk through agreements with teaching staff. - Partner with Principal and implement a coaching model which includes feedback, data reflection and focus on behavioral change.	
			Teachers, Teacher aides and Staff: - Collaboratively develop walk through agreements with teaching staff. - Develop and implement a coaching model which includes feedback, data reflection and focus on behavioral change. - Develop and implement PLC at year junctures as a vehicle for moderation	- Collaboratively develop classroom walk throughs and make an agreement on focus - Participate in a coaching model which includes feedback, data reflection and focus on behavioral change. - Participating in a PLC at year junctures as a vehicle for moderation	

Measurable outcomes	- Improvement in LOA data – English P-2 A-C- 85%, 3-6 A-C 80%/English P-2 A-B (45.5%), English 3-6 A-B (50%) - Monitored PLD targets and stages P-6 - Diebels -monitoring students at risk Reading		Measurable outcomes	- All teachers implementing the school's reading framework - All teachers involved with moderation of v9 reading assessment tasks - Consistency in reading instruction (phonics, fluency, vocabulary, comprehension) as evidenced by Learning Walks.
Student data identified (names) improvement	Diebels -monitoring students at risk Reading CASW artefacts and learning ladders (short term data cycles for focus improvement) LOA results Sem 1 – Sem 2 English 2026 See data plan		Success criteria	If Leaders: - Provide clarity of Curriculum delivery by developing and implementing - Clarity of Pre moderation - Lead use and understanding Moderation cycle within PLC arrangements. - Collaboratively develop instructional reading approaches within the Australian curriculum - Instructional norms - Focus upon Instructional Phonics and Morphology and Grammar teaching - Focus upon vocabulary instruction and word reading - Provide Coaching and feedback opportunities through classroom walkthroughs - Lead data literacy and data discussions – with a focus upon LOA and Diebels analysis Then Teachers Will: - Participate in collaborative sessions focussed upon reading - Collaboratively develop instructional approaches to the teaching of Phonics, Morphology and Grammar utilising the engagement norms as a whole school approach - Participate in whole school moderation through PLC - Collaborate with leadership to utilise classroom walkthroughs as a point of coaching to improve curriculum clarity and the teaching of reading through the Australian curriculum - Analyse reading through the curriculum data regularly, discuss progress in PLCs, and actively adjust teaching to respond to identified needs. - Provide targeted feedback to students aligned data from learning ladders Then Students Will: - Show improved achievement in reading - Learn and participate in focussed instructional lessons everyday - Answer the 5 Qs for students to illustrate assessment readiness and understanding of instructional routines
Teacher identified Capability growth	Complete Teaching of reading PD Class walk throughs and coaching /feedback anecdotal notes Feedback surveys at Moderation PLCs Classroom practice – instructional routines Classroom Practice – Learning walls as the third teacher			
Instructional leadership growth	Instructional leadership of Curriculum Clarity Instructional leadership of reading through the Australian curriculum			
Artefacts	LOA data Coaching goals and Reflection from Learning Walks and Talks illustrated in classroom practice Learning walls as the third teacher Moderation artefacts – (Focus upon clarity in Pre moderation)		Artefacts	- Reading through the Australian curriculum - Instructional teaching norms (masterclass) - Decodable Readers Australia - LOA data English - DIBELS data - PLD data

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

