



Kilkivan P-10 State School 2025 ANNUAL IMPLEMENTATION PLAN

Educational
achievementWellbeing and
engagementCulture and
inclusion

Non progređi est regredi – If you are not progressing you are regressing.

School priority: <ul style="list-style-type: none"> To improve every student's learning progress in English and Maths through Individual case management, and effective and collaborative moderation practices. 		AIP measurable/desired outcomes: English Achievement P-2 - 95% A-C; 65% A-B 3-6 - 92% A-C; 62% A-B 7-10 - 100% A-C; 75% A-B
Links to School Review Improvement Strategy Domain 8: Effective pedagogical practices: Support teachers to embed agreed High Impact Teaching Strategies (HITS) to improve student engagement in specific learning areas, and students' learning outcomes. Domain 5: An expert teaching team: Further refine an agreed differentiated approach to observation and feedback for all staff to provide timely support and opportunity to share best practice.		Mathematics Achievement P-2 - 95% A-C; 65% A-B 3-6 - 97% A-C; 65% A-B 7-10 - 97% A-C; 57% A-B APDP – PD aligns with staff needs to meet AIP priorities 100% teachers / 100% teacher aides
Strategy/ies: <ul style="list-style-type: none"> Planning and implementation of the Australian Curriculum Version 9 for P-10 English and P-8 Maths (Year 9-10 in 2026) Support teachers to embed the Pedagogical Practices for Learning to improve student engagement in all learning areas and students' learning outcomes. Further refine an agreed differentiated approach to observation and feedback for all staff to provide timely support and opportunity to share best practice. Ensure students can start strong in P-2 through targeted resources and actions 		Resources: <ul style="list-style-type: none"> Additional teacher aides in primary for literacy groups. Learning Support teacher off-class to support literacy rotations Professional development TRS to replace teachers for collaborative planning time PLD and other literacy resources, and PD as required Literacy resources, including additional decodables for home reading and updated PLD resources (online).
Continue	<ul style="list-style-type: none"> Moderate at various junctures, including pre-moderation and planning, CASW and post moderation. Differentiate practices and interventions, so that all students can access and progress through the curriculum. Identify areas of practice that need further strengthening for APDP planning Co-create learning walls and teach skills required for student led assessment 	
Term 1	<ul style="list-style-type: none"> Implement Version 9 Australian Curriculum in Maths and English, ensuring fidelity within and across schools P-6 Literacy Plan – Consistent approach using PLD, 9-11am Literacy Group with teacher aides allocated to all classes. Learning 'warm-ups' as prior knowledge check-ins and goals setting (through progressions for mathematics). 	
Term 2	<ul style="list-style-type: none"> Support teachers to embed the Pedagogical Practices for Learning to improve student engagement in all learning areas and students' learning outcomes. Revisit the Whole School Approach to Pedagogy resources and align with observation/ feedback approach for sharing best practice. 	
Term 3	<ul style="list-style-type: none"> Teaching students to communicate their achievement levels. All students can answer the 5 Questions: what they are learning, why they are learning, how they are progressing and what they need to do next to improve. Share best practice around providing authentic and timely student feedback. 	
Success Criteria		Artefacts:
Students will/ can: <ul style="list-style-type: none"> Engage in Version 9 Australian Curriculum in English and Maths (and other subjects as they emerge) Practise and improve their reading, spelling and writing skills, by participating in literacy learning activities Participate in literacy rotations in P-6 Participate in mathematical warm-ups, prior knowledge check-ins and goals setting through progressions. Experience learning through a range of pedagogical approaches Use learning walls and feedback to improve understanding. They can communicate their achievement levels. Respond to the 5 questions when asked by teachers and leaders, in relation to what they are learning, why they are learning, how they are progressing and what they need to do next to improve. Engage with support staff who help them (GO, SLP, SWP, Learning Support, HOSES, AVTs, Engagement Officer) Attend school regularly and participate in all learning activities 		<ul style="list-style-type: none"> Whole School Pedagogical Approach resources (EQ) on the Teaching and Learning Hub KSS Collegial Engagement Framework KSS Reading Framework 2025 Learning Calendars (for Term by term breakdown) V9 Australian Curriculum Curriculum Gateway Data Cards – academic and wellbeing Learning Walls (P-10)

Teachers aides will/ can:

- o Support teachers to implement Version 9 Australian Curriculum in Maths and English.
- o Continue to support literacy groups using the PLD literacy approach as per teacher planning and direction
- o Optional involvement in the co-designed coaching plan, using agreed feedback protocols. Share best practice.
- o Continue to grow and promote whole school pedagogical approach.
- o Continue professional learning and seek guidance from teachers about how to use evidence-based high impact teaching strategies
- o Identify areas of practice that need further strengthening for APDP planning
- o Support teachers to differentiate practices and interventions, so that all students can access and progress through the curriculum.
- o Collaborate with classroom Teachers through planning and implementation to ensure that they understand their role in the teaching and learning
- o Add progress notes to student PLRs
- o Participate in CASW conversations in fortnightly meetings.

- Individual student PLR (OneSchool)
- KSS Three levels of planning ONENOTE
- PLR planning resources and whole school data tracking ONENOTE
- Moderation student work samples
- ICPs
- Student work samples and CASW templates
- Unit plans (V9 for English and Maths)

Teachers will/ can:

- o Implement Version 9 Australian Curriculum in Maths and English, ensuring fidelity within and across schools
- o Moderate at various junctures, including; pre-moderation planning, CASW (collaborative assessment of student work), post assessment and post reporting. Prepare and facilitate student work samples in CASW conversations in fortnightly meetings.
- o Continue to embed a systematic literacy approach using PLD and enhancing resources
- o Establish literacy group rotations within the morning routines in P-2 to make best use of resourcing across the school. Collaboratively developed plan across classes.
- o Plan for mathematical warm-ups, prior knowledge check-ins and student goals setting through progressions.
- o Follow co-designed coaching plan and use agreed feedback protocols. Share best practice.
- o Continue to grow and promote whole school pedagogical approach.
- o Continue professional learning in evidence-based high impact teaching strategies
- o Differentiate practices and interventions, so that all students can access and progress through the curriculum.
- o Identify areas of practice that need further strengthening for APDP planning
- o Co-create learning walls and teach skills required for student led assessment
- o Provide authentic and timely student feedback.
- o Unpack assessment tasks at the A level and provide modelled responses at the A level.
- o Collaborate with classroom Teacher Aides through planning and implementation to determine the role of the teacher aide
- o Early Years Teachers will collaborate with local Kindergarten
- o Foster a safe and friendly learning environment

Leadership team will/ can:

- o Support teachers and teacher aides to plan for and implement the Version 9 Australian Curriculum (AC) in Maths and English, ensuring fidelity within and across schools.
- o Plan for and provide targeted resources to enhance moderation at various junctures, including; pre-moderation planning, CASW (collaborative assessment of student work), post assessment and post reporting.
- o Ensuring adequate time off class for planning and access to required supports and resources for Version 9 AC implementation
- o Systematic timetabling to allow for literacy group rotations within the morning routines in P-2. Ensuring adequate support staff for literacy groups.
- o Ensuring adequate resourcing for intervention P-10
- o Building capability around mathematical pedagogy
- o Continue leading a co-designed coaching plan and use agreed feedback protocols. Create opportunities for teachers / teacher aides to share best practice.
- o Drive continued growth of the co-designed whole school pedagogical approach and professional learning in evidence-based high impact teaching strategies
- o Guide staff to strengthen professional learning through the APDP process.
- o Ensure students are ready for the future, including targeting resources for transition programs K-P, 6-7 and 10 – 11.
- o Create opportunities for teachers and teacher aides to build capability around student feedback
- o Use learning walks and talks to deepen line of inquiry thinking, to plan out next steps.
- o Update KSS reading framework to reflect current best practice

Approvals

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



Renai Mclean
Principal



Regan Learoyd (President)
P&C/School Council



Vicki Caldwell
School Supervisor