



## Cordalba State School 2025 ANNUAL IMPLEMENTATION PLAN

School priority 1		Deliver an engaging English and Maths curriculum that aligns with the AC Version 9 achievement standards, supported by documentation consistent with the P-12 Framework.	Phase Implementing	Developing – D Implementing – I Embedding – E Reviewing – R	School priority 2		We will define clear roles and responsibilities for planning, implementing, and documenting reasonable adjustments, ensuring staff understand and support students' diverse learning needs for better teaching and outcomes.	Phase Developing	Developing – D Implementing – I Embedding – E Reviewing – R		
Link to school review improvement strategy:		Domain 6: Leading systematic curriculum implementation • Develop opportunities to build leaders' and teachers' understanding of the AC, to ensure their knowledge is current and supports effective implementation. • Implement regular internal and external, collaborative Before moderation juncture opportunities for building staff capability to align curriculum, pedagogy, assessment and reporting.			Link to school review improvement strategy:		Domain 7: Differentiating teaching and learning • Develop clear roles, responsibilities and accountabilities for planning, delivering and recording reasonable adjustments to maximise staff understanding and engagement with the differentiated learning needs of identified students.				
Strategy/ies		• Implement English Curriculum V9.0 • Implement Mathematics Curriculum V9.0			Strategy/ies		• Leadership Team: Provide vision, resources, and support for differentiation. • Teachers: Implement and document differentiated strategies in lesson plans and assessments. • Learning Support Staff: Assist with personalised instruction and provide targeted interventions.				
Actions including Responsible officer(s)				Resources		Actions including Responsible officer(s)				Resources	
• Leaders and teachers engage in collaborative practices to strengthen knowledge of the Australian Curriculum to inform practice. PLC Planner/Calendar • Teachers deliver engaging lessons aligned to the Australian Curriculum V9. • Enactment of Moderation (M1 – M4) in learning teams & with Partner School. • Targeted professional learning through PLC				Financial: Each teacher 1 Full Day Release for Pre-moderation 20 TRS Days= (Term 1, Wk 9: 5 CTs TRS = \$ T2 Wk 9: 5 CTs TRS = \$ T3 Wk 9: 5 CT TRS = \$ T4 Wk 8: 5 CT TRS = \$ ) Curriculum Leader Network Days: 4 TRS =		• Principal provides, resources, and monitoring for differentiation. • Teachers plan, adapt, and document differentiated lessons and assessments. • Learning Support Staff identify needs, deliver interventions, and support teachers. • Collaboration, training, and regular reviews ensure effective implementation, improved outcomes, and alignment with student needs.				Principal, teachers, support teachers, teacher aides. Financial: Each teacher 1 Full Day Release for Pre-moderation 20 TRS Days= (Term 1, Wk 9: 5 CTs TRS = \$ T2 Wk 9: 5 CTs TRS = \$ T3 Wk 9: 5 CT TRS = \$ T4 Wk 8: 5 CT TRS = \$ ) Curriculum Leader Network Days: 4 TRS =	
End Term 4	Measurable outcomes	Leaders and teachers engage in collaborative practices to strengthen knowledge of the Australian Curriculum to inform practice. PLC Planner/Calendar, Teachers deliver engaging lessons aligned to the Australian Curriculum V9, Enactment of Moderation (M1 – M4) in learning teams & with Partner School, Targeted professional learning through PLC				End Term 4	Measurable outcomes	• Differentiation framework completed in six months. • 100% of teachers use differentiated strategies. • ILPs created or updated for all identified students. • % of students show progress within a year. • Termly meetings held to review and adjust strategies.			
	Success criteria	Students are: • engaged in a curriculum aligned to the Australian Curriculum as per the implementation schedule (V9 – English and Maths).  Teachers are: • demonstrating their understanding of the AC by implementing an engaging curriculum for students. • Routinely engaged in collaborative planning navigating the Curriculum Gateway  Leadership team are: • routinely engaged in collaborative planning • routinely engaging in walkthroughs ensuring line of sight • Facilitating PLC Sessions & Moderation M1-M4 • Developing a school-wide/partner school approach to moderation to strengthen understanding through SCAGS					Success criteria	Students will: • Actively participate in tailored learning activities. • Share feedback on helpful learning strategies. • Make progress towards personal learning goals. Teachers will: • Use differentiated strategies in lessons and assessments. • Track and document student progress. • Work with support staff to improve interventions. Leadership Team will: • Offer training and resources for differentiation. • Evaluate the effectiveness of strategies through observations. • Encourage staff collaboration and ensure accountability.			
	Artefacts	Students: • Differentiated learning materials (worksheets, videos, etc.). • Feedback forms for learning strategies. • Progress tracking tools (sheets, digital portfolios). Teachers: • Training on differentiation strategies. • Tools to track student progress (rubrics, assessment software). • Collaboration tools (meeting platforms, shared documents). Leadership Team: • Training resources on differentiation. • Observation tools for strategy effectiveness. • Collaboration platforms for staff.					Artefacts	• Students: • Completed work showing participation in activities. • Feedback forms on learning strategies. • Progress tracking sheets or portfolios. Teachers: • Lesson plans with differentiated strategies. • Progress reports or assessment data. • Records of collaboration with support staff. Leadership Team: • Training materials for differentiation. • Observation notes on strategy effectiveness. • Meeting records showing staff collaboration.			
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							