| **Annual Implementation Plan 2025**  Develop scope & sequence units that promote quality teaching and learning in English and Maths.  Capture, analyse and utilise data to evaluate the impact of instructional practices and determine the next stage. | | | |
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| **Leaders will…** | **Teachers and Education Support will…** | **Students will…** | **Targets** |
| Provide staff with professional learning.  Support teachers to develop units aligned to OCHRE scope & sequences.  Lead planning of differentiated content.  Support teachers to implement & analyse formative assessment methods.  Initiate an extension process for high achieving students.  Conduct walkthroughs checking for consistencies  Provide termly non-teaching time for teams to develop English & Maths units. | Demonstrate consistent classroom housekeeping, expectations, procedures & routines.  Implement visual and content consistency in classrooms.  Use evidence-based teaching practices that manage students’ cognitive load.  Practice the VTLM 2.0 and demonstrate explicit teaching.  Teach units of study consistently across level cohorts.  Embed daily/weekly review practices in English and Maths lessons.  Increase formative feedback opportunities in line with *Universal Supports: Positive Classroom Management Strategies.*  Ensure student understanding is evident in planning & teaching.  Increase data triangulation fluency & analysis of formative assessments.  Identify learning gaps & demonstrate effective responses.  Identify students needing extension by data triangulation.  Undertake peer observations of content & explicit teaching. | Access consistent classroom housekeeping, expectations, procedures & routines.  Access consistent lesson content & instructional practices across level cohorts.  Access lesson content at their learning point based on evidence of prior learning.  Regularly review previously learnt content at purposefully planned intervals  Access targeted support for intervention or extension in English & Maths. | **Teacher Judgements**  80% of students at levels in:   * Reading * Writing * Number & Algebra   **NAPLAN**  Reduce the number of 3 & 5 NAS students compared to 2024 in Reading, Number & Algebra  5s Strong-Exceeding in:   * Reading 40% * Writing 25% * Numeracy 30%   80% of students at Benchmark Growth in:   * Reading * Writing * Numeracy   **Staff Opinion Survey**  80% endorsement for:   * Analyse Data * Moderate Assessment * Academic Emphasis, * Collective Efficacy |

| **Curriculum Day Feedback** | | | |
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| **Leaders will…** | **Teachers and Education Support will…** | **Students will…** | **Targets** |
| Lead Teacher to participate in weekly planning  Small group intervention guided by leaders | Peer Observations:   * twice per term (more opportunities) * valuable * Allocate specific time * Cover to allow * for ES * walkthroughs with teacher feedback   Chelsea Maths - not just pulling students from class  Create explicit review PP slides  Daily Maths Review - New Wave Mental Maths  Increase data triangulation - need examples, e.g., PAT  Schedule periods to revisit difficult concepts  Documented intervention planning  Formative assessment used more frequently  Pre-planning for small-group intervention | Split classes  Advanced worksheets for remedial and extension |  |