

## Cameron Downs State School 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1	Educational Achievement	Phase	D – Developing I – Implementing	School priority 2	Educational Leadership and Teaching Expertise.	Phase	D – Developing I – Implementing
<b>Link to school review improvement strategy:</b>				<b>Link to school review improvement strategy:</b>			
<b>Strategy/ies</b>	Embed Version 9 English and Maths of the Australian Curriculum with a focus on reading through the curriculum. Continue to familiarise with other learning areas of Version 9 of the Australian Curriculum. Enact Dalrymple Alliance moderation processes across multiple junctures to embed consistent process for assessing and reporting. Build resources aligned to school priorities, including for reading screening and decodables, to further strengthen teaching and learning.			<b>Strategy/ies</b>	Build staff capabilities in effective teaching and learning through the implementation of V9 of the Australian Curriculum and collaboratively review three levels of curriculum planning to align to system expectations and agreed cluster approaches. Develop and implement collaborative practices, which includes learning walls, coaching, peer observation and feedback, and develop and implement process to quality ensure all learning walls to ensure consistent approach across all learning areas. and refine school and cluster moderation protocols. Develop a shared whole school pedagogical language.		
<b>Actions including Responsible officer(s)</b>		<b>Resources</b>		<b>Actions including Responsible officer(s)</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>Enact before moderation, unpacking Version 9 of the Australian Curriculum with a focus on literacy demands and reading demands with principals and staff in the Dalrymple Cluster.</li> <li>Continue and refine the evidence based reading approach in P – 2 and with students with a need, including purchasing resources required.</li> <li>Implement the Sparkle Reading Screening to ensure reading is targeted to each individual student.</li> <li>Engage with the Assessment and Moderation Hub resources to strengthen the school's moderation processes.</li> </ul>		Principal CDSS Staff Dalrymple Cluster Staff Sparkle reading screening kit. Decodable readers		<ul style="list-style-type: none"> <li>Continue to provide professional development and collaboration to enhance highly skilled staff, keeping up today with Version 9 implementation, current trends, new pedagogical practices, synthetic phonics, reading through the curriculum, and case management strategies for diverse learners</li> <li>Engage in the four phases of moderation with the Dalrymple Cluster staff and leaders to develop staff capability, add consistency or rigour to assessment practices and to quality assure assessment standards or the enactment of planned curriculum.</li> <li>Utilise SEOC and cluster support to develop V9 teaching and learning familiarisation of 2026 Australian Curriculum units.</li> <li>Develop a Pedagogical language that is shared through the Dalrymple Cluster through collaboration and Professional Development.</li> </ul>		SEOC – Professional Development Principal Staff Dalrymple Cluster Reading Masterclass Professional Development	
End Term 4	<b>Measurable outcomes</b>	<ul style="list-style-type: none"> <li>90 percent achieving an A or B in English and Maths by end of term 4 in P – 2</li> <li>80 percent achieving an A or B in English and Maths by end of term 4 in 3 – 6</li> <li>Lift reading results for SWD through individualised support and PLD.</li> </ul>		End Term 4	<b>Measurable outcomes</b>	100 percent of staff agree that professional development to enhance and build highly skilled staff, keeping up with current trends is important and required. 100 percent of teaching staff are participating in professional development and engaging with the learning and teaching in the classroom.	
	<b>Success criteria</b>	Behaviourally: Students will: <ul style="list-style-type: none"> <li>Articulate the 5 Questions for students.</li> <li>Continue to show improvement in reading through reading in the curriculum learning and PLD activities.</li> <li>Show growth in reading and comprehension when engaging with the curriculum</li> <li>Show greater independence when engaging with learning.</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>Complete reading masterclasses and embedded reading through the curriculum.</li> <li>Unpack units and identify the reading demands with students.</li> <li>Assess students reading to align text and develop and support required skill</li> <li>Implement, review and embed English and Maths of Version 9 of the Australian Curriculum</li> <li>Continue with familiarisation of upcoming V9 Australian Curriculum units.</li> <li>Explicitly unpack the literacy demands of the Australian Curriculum during the before phase of moderation.</li> <li>Identify students requiring additional support and provide support and scaffolding for students.</li> <li>Incorporate the reading demands of the unit onto the learning walls.</li> </ul> Leadership team /will <ul style="list-style-type: none"> <li>Engage staff in before moderation processes to ensure consistent engagement in reading.</li> <li>Monitor student achievement</li> <li>Continue to develop and share Individual Learning Cycles</li> <li>Facilitate learning opportunities for all staff</li> </ul>			<b>Success criteria</b>	Behaviourally: Teachers will: <ul style="list-style-type: none"> <li>Have consistent and learning walls aligned to the department requirements.</li> <li>Teach reading through the curriculum consistently across the curriculum</li> <li>Use a pedagogical language that is aligned throughout the school / cluster.</li> <li>Engage in 4 phases of moderation with the Dalrymple cluster with confidence</li> <li>Continue to lead and teach phonics skills daily in the classroom</li> <li>Continue to assess students to ensure there is a focus on individual support and scaffolding required in reading and spelling.</li> <li>Teacher using V9 English and Maths of the Australian Curriculum and familiar with upcoming units.</li> <li>Engage in observation and feedback with peers.</li> </ul> Leadership team will: <ul style="list-style-type: none"> <li>Develop collaborative practices to provide clarity around quality assured learning walls, moderation process and procedures and observation and feedback procedures.</li> <li>Provide opportunities to engage in Professional Development for all staff.</li> </ul>	

**Approvals**

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

Principal

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P&C/School Council

Chelsea Smith

School Supervisor

Tim Farrell.

