PRENZLAU STATE SCHOOL
2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement | Wellbeing and engagement | Culture and inclusion

SAFE RESPECTFUL LEARNER

School priority 1	To improve english achievement results (specifically P-2) through quality teaching and learning and collegial engagement.	Phase	Developing
Link to school review improvement strategy:	The priority of enhancing student learning outcomes is closely aligned with the improvement strategies identified in the most recent school review: *Domain 2*: Analyzing and Discussing Data This priority underscores the importance of refining data literacy skills among teaching staff. By equipping educators with the tools and knowledge to effectively correlate and triangulate data, the school ensures that decisions regarding teaching and learning are evidence-based. *Domain 5*: Building an Expert Teaching Team To build an expert teaching team, the strategy prioritizes formalizing collaborative processes such as WOW (Watching Others Work) sessions. By embedding these practices into the school's operational framework, the school creates a supportive environment for continuous improvement and professional learning.		
Strategy/ies	• **Explict and expert teaching of reading through the Australian Curriculum** • **Build a culture of student-centred data anlaysis and decision making to empower teachers to effectively use data to inform instruction**		

Actions including Responsible officer(s)	Resources
• ***Review and Update the Data Plan***: Incorporate consistent assessment tools for tracking student progress. Review and check in with data plan at teacher meetings. Utilise the Data Literacy Framework to ensure data is accessed, generated, evaluated and communicated ethically. • ***Collegial Engagement Framework:*** Development, implementation and formalisation of collaborative processes such as WOW and Instructional walks to encourage reflective discussions about teaching strategies and student engagement techniques and foster a culture of shared professional growth, where teachers learn from one another and contribute to a collective knowledge base. • ***Reading through the Australian Curriculum:*** Deliver targeted professional development to continue to build teacher capacity language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge) and Word reading (phonological awareness, decoding and sign recognition). Continued implementation of Sounds Write program. • ***Pedagogy:*** to build capacity and capability to align evidence based pedagogical practices utilising high impact teaching strategies to deliver the Australian Curriculum through our school approach to pedagogy. • ***Provide Supports for diverse learners:*** Tailor interventions to address diverse learning needs, ensuring equitable access to quality literacy instruction. • ***Regular Data Analysis:*** Regular data meetings building capacity in understanding and interpreting student achievement data, utilising data sets to identify trends and areas for improvement, applying triangulated data to design targeted interventions that address the specific learning needs of students to ensure that data is not only collected but also meaningfully analysed to inform next steps. Through the moderation process, teachers collaborate to review assessment data and plan differentiated instruction. •	Professional development funding. NCT to support data conversation meetings, moderation and collegial engagement framework processes. NCT for planning days. Assessment tools for literacy. Data Literacy Framework and related resources Additional teacher hours for small-group instruction. Data analysis training. ***LOA Data*** ***SORD*** ***CARF*** ***Australian Curriculum V9***

End Term 4	**Measurable outcomes**	80% A-C English Prep-2 45% A-B English Prep-2 95% A-C English 3-6 70% A-B English 3-6 Age appropriate growth (12months) in literacy testing as per data plan. An intervention plan developed for students who have not achieved 12 months growth. Increased teacher proficiency in data-driven decision-making for literacy instruction. Agreed and implemented collegial engagement framework.

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	Success criteria	Students can/will: Demonstrate improved fluency, comprehension, and enjoyment in reading. Actively engage in developing literacy goals, focus on improvement and seek feedback and actively engage in literacy activities. Teachers can/will: Implement consistent, evidence-based reading practices, engage in the 4 stages of moderation, effectively analyse student data and participate in WOW (collegial engagement). Leadership team can/will: Monitor progress, support professional learning, and celebrate successes.		
	Artefacts	LOA Data End-of-year reading assessment data. Feedback from professional learning sessions. Samples of student work showcasing progress in reading and writing.		
	Measurable outcomes	**Success criteria**	**Artefacts**	**Monitoring**
End Term 1	*70% of students achieving baseline reading proficiency.* *Teachers demonstrating initial implementation of systematic phonics instruction.*	*Students can/will: Begin developing decoding and early reading comprehension skills, have literacy goals* *Teachers can/will: Use baseline data to set individualized learning goals for students.* *Leadership team can/will: Provide constructive feedback through observations and coaching.*	Initial assessment data. Classroom observation notes. Professional development attendance records.	
End Term 2	*75% of students showing measurable improvement in fluency and comprehension.* *Evidence of teacher collaboration during data analysis sessions*	Students can/will: Engage actively in guided reading activities and show progress in assessments. Teachers can/will: Adjust instruction based on data insights and share best practices. Leadership team can/will: Facilitate and monitor effective use of resources	Mid-term assessment data. Minutes from collaborative meetings. Revised lesson plans reflecting data-driven adjustments.	
End Term 3	*80% of students achieving age-appropriate reading milestones.* *Consistent implementation of evidence-based literacy strategies across classrooms.*	Students can/will: Read grade-level texts with improved fluency and understanding. Teachers can/will: Demonstrate mastery of literacy instruction techniques. Leadership team can/will: Conduct regular reviews to ensure alignment with school priorities.	Peer observation records. Samples of student work showcasing fluency and comprehension growth. Teacher reflections on instructional practices.	