

**Eumundi State School**  
**2025 ANNUAL IMPLEMENTATION PLAN**



1. Advancing Reading and Writing  
 2. Sharpening Visible Learning

School priority 1		Refine and sharpen teaching practices and strategies used to advance students’ literacy skills across the curriculum.	Phase	R	School priority 2	Systematically implement a line-of-sight model to ensure intended curriculum, teaching and learning is enacted consistently and with integrity.	Phase	D
Link to school review improvement strategy:		D6 - Strengthen teacher knowledge of the AC to support the development and implementation of quality assured, integrated curriculum units including collaboration at a cluster and regional level.			Link to school review improvement strategy:	D8 - Develop processes to ensure the identified whole-school pedagogy is effectively implemented in all classrooms through agreed QA practice. D7 - Extend the capability of teaching staff to implement reasonable adjustments for students aligned to the conditions of assessment items.		
Strategies		<ul style="list-style-type: none"><li>Curriculum – Provide enagaging curriculum activities to deepen knowledge and understanding of literacy across the curriculum and how to monitor student literacy progressions to inform teaching and learning.</li><li>Learner – Utilise evidence of learning (incl. a range of data tools) that identifies where students are in the learning process to inform the implementation of tailored adjustments and differentiation for all learners.</li><li>Learning – Refine the visible learning pedagogical approaches to promote the opening up of A level thinking to ensure student can evidence their learning and achievement progressions.</li></ul>			Strategies	<ul style="list-style-type: none"><li>Strengthen consistency across the school through deliberate and intentional learning walks and talks for leaders and staff.</li><li>Design and implement data driven <b>monitoring and evaluation</b> process to measure the impact of strategies in terms of student learning outcomes.</li><li>Review <b>Co-Teaching approaches</b> to build teacher and teacher aide capability through differentiated or tailored professional learning and feedback.</li></ul>		
Actions - including Responsible officer(s)			Resources		Actions - including Responsible officer(s)			Resources
<p><b>Curriculum – HOD-C Kym Trewick + Rob Jennings</b></p> <ul style="list-style-type: none"><li>Review and refine the TOPS planning days’ structure to ensure the intended curriculum is being enacted in the classroom and evidenced through student engagement, learning &amp; achievement.</li><li>Systematically enact high reliability moderation practices within year level cohorts and sectors with a particular focus on Pre Moderation and Pre Assessment Moderation.</li><li>Deepen teacher knowledge and understanding of the approaches that enhance opening up A level thinking in teaching and learning.</li></ul> <p><b>Learner – HOSES Kaitlyn Goodall / Diverse Learning Teachers</b></p> <ul style="list-style-type: none"><li>Review case management (marker students) approaches to support student engagement or extension in literacy learning.</li></ul> <p><b>Learning - Sarah McDonagh + Rob Jennings + Mark Kross</b></p> <ul style="list-style-type: none"><li>Reconsolidate a shared language of “what is reading and writing (literacy) pedagogy at Eumundi’.</li><li>Develop a shared understanding and language that defines A level thinking and the pedagogies that enhance student independence in learning.</li><li>Prioritise the use of student data to monitor learning progressions to inform learning goals.</li></ul>			<p>TOPS Planning Days</p> <p>HOD-C</p> <p>Year Level Coordinators</p> <p>Case Management Release</p> <p>Data Literacy teacher</p> <p>Use of Collegial Engagement time to support moderation</p> <p>Signature extension writing and mathematics programs</p>		<p><b>Consistently implement deliberate and intentional learning walks and talks for leaders and teachers – Mark Kross + Rob Jennings</b></p> <ul style="list-style-type: none"><li>Develop and implement a consistent and shared approach for the leadership team to undertake strategic Learning Walks and Talks at different stages of the Teaching Learning Cycle to ensure intended curriculum, teaching and learning is enacted consistently.</li></ul> <p><b>Establish a data driven monitoring and evaluation process to measure the impact co-teaching, intervention and support programs, BOOST TA hours - HOSES Kaitlyn Goodall</b></p> <ul style="list-style-type: none"><li>Establish consistent ways of working for the Diverse Learning Team and Teacher Aides implementing targeted and intensive intervention across the three sectors of the school.</li></ul> <p><b>Refine Co-Teaching approaches to build whole school capability - Sarah McDonagh + Rob Jennings</b></p> <ul style="list-style-type: none"><li>Review the current ESS model of Co-Teaching and seek feedback from teachers about which of the approaches best serve the goals of the AIP and their individual professional goals.</li></ul>			<p>RAR and WSSLR funds utilised for targeted and intensive</p> <p>Diverse Learning Team</p> <p>Co Teaching Release time</p>
End Term 4	Measurable outcomes	How will we know? <ul style="list-style-type: none"><li>Monitor and maintain the number of students achieving an A or B in English and Mathematics – from Semester 2, 2024 to Semester 1, 2025 and from Semester 1, 2025 to Semester 2, 2025.</li><li>Reliable inter-assessment agreement between LOA / NAPLAN and Evidence of Learning (Diagnostic / Standardised).</li><li>Confirmation of Levels of Achievement through authentic moderation practices.</li><li>Academic Case Management / Marker students achieve targets and learning goals (A-C + C or higher for DDA in English and Maths).</li><li>Leadership Team feedback and reflection data from LWAT – consistency of practice in BIUW, LWAT and student conversations &amp; evidence of learning.</li><li>Monitor Tier 2/3 Students – learning progressions in diagnostic and formative data / intervention data.</li></ul>						
	Artefacts	<ul style="list-style-type: none"><li>Reviewed Data Plan</li><li>Eumundi State School signature pedagogy – reading and writing</li><li>Moderation processes</li><li>Case Management processes</li><li>LWAT timetable and Eumundi SS processes</li><li>SPG process for all staff 2025</li><li>Eumundi SS Professional Learning Plan</li></ul>						



**Students - Success criteria**

Behaviourally: Students can/will:	Term 1	Term 2	Term 3	Term 4
Respond to their learning goals and teacher feedback and show evidence of their progress through work samples.	Develop and Plan	Act	Act	Review/Assess
Actively contribute to the co-construction and utilisation of the learning walls in their classrooms.	Develop and Plan	Act	Act	Review/Assess
Evidence their learning progress through LWAT conversations and work samples.	Develop and Plan	Act/ Review	Act/Review	Assess
Advance in their reading and writing and articulate their next steps in learning based on teacher feedback.	Develop and Plan	Act	Act	Review/Assess

**Teaching Staff - Success criteria**

Behaviourally: Teachers can/will:	Term 1	Term 2	Term 3	Term 4
Actively engage in the 4 stages of moderation to demonstrate clarity of V9AC and evidence responsive adjustments to teaching and learning cycles.	Develop and Plan	Act	Act	Review/Assess
Use a range of evidence of student learning (informal, formal, formative, diagnostic and summative) to evaluate and monitor student learning progress to support the development of student learning goals.				
Provide supportive feedback to students to enable them to achieve their next steps in learning through collaboration to implement targeted and intensive support.	Develop and Plan	Act	Act	Review/Assess
Intentionally plan for learning experiences for students that encourage student agency, voice and engagement in higher order learning experiences, problem solving and complex unfamiliar tasks.	Develop and Plan	Act/ Review	Act/Review	Assess
Teaching staff use a shared language of “what is reading and writing (literacy) pedagogy at Eumundi”.	Develop and Plan	Act	Act	Review/Assess
Co-construct Learning Walls with students.				
Initiate and engage in professional discussions and learning opportunities that support colleagues to improve or build professional knowledge and practice aligned to the school’s improvement agenda.	Develop and Plan	Act	Act	Review/Assess
Behaviourally: Teacher Aides can/will:				
Positively engage in the learning goals of students and encourage the use of the Learning Walls to support student learning.	Develop and Plan	Act/ Review	Act/Review	Assess
Work collaboratively with teachers to implement responsive adjustments that support engagement and access to learning for learners.	Develop and Plan	Act/ Review	Act/Review	Assess

**Leadership - Success criteria**

Behaviourally: Leaders can/will:	Term 1	Term 2	Term 3	Term 4
Lead teachers through the stages of moderation to identify and clarify curriculum misconceptions and deepen teacher knowledge and understanding of V9AC.	Develop and Plan	Act	Act	Review/Assess
Support cohorts to identify the areas of strength and their next steps of improvement within the moderation cycles.	Develop and Plan	Act/ Review	Act/Review	Assess
Establish processes to identify the relevant data tools that support teachers to make informed decisions around pedagogy to meet the learning needs of all students and update the data plan.	Develop and Plan	Act	Act	Review/Assess
Facilitate an inquiry approach to develop a shared understanding of the high yield pedagogies that enhances and gives clarity to what A level thinking is and how this informs the planning and implementation of teaching and learning.	Develop and Plan	Act	Act	Review/Assess
Develop and implement systems and processes to evaluate the progress and outcomes of targeted intervention and support.	Develop and Plan	Act/ Review	Act/Review	Assess
Utilise regular learning walks and talks to maintain line of sight of the intended curriculum (Pre-Mod) through to enacted curriculum as evidenced in student work samples and learning wall conversations.	Develop and Plan	Act	Act	Review/Assess
Diverse Learning Team can/will: Strengthen collaboration with families, external providers Teachers and Teacher Aides within sectors or cohorts to implement targeted and intensive support.	Develop and Plan	Act	Act	Review/Assess
Engage in fortnightly strategic DLT meetings with coaching focus.	Develop and Plan	Act	Act	Review/Assess
Co-teach with teachers to help refine teaching practices.	Develop and Plan	Act	Act	Review/Assess



Eumundi SS - AIP Measurable Outcomes for 2025

Suggested Target 2025 Overall English			
A-B	A-C	A	B
Year 1 2025			
68%	90%	31%	37%
Year 2 2025			
73%	93%	30%	43%
Year 3 2025			
62%	94%	25%	37%
Year 4 2025			
60%	92%	25%	35%
Year 5 2025			
60%	91%	25%	35%
Year 6 2025			
65%	93%	30%	35%
PREP 2025			
68%	92%	31%	37%

Suggested Target 2025 Overall Mathematics			
A-B	A-C	A	B
Year 1 2025			
75%	93%	35%	40%
Year 2 2025			
75%	93%	35%	40%
Year 3 2025			
70%	95%	30%	40%
Year 4 2025			
70%	95%	30%	40%
Year 5 2025			
70%	93%	30%	40%
Year 6 2025			
70%	92%	28%	42%
PREP 2025			
78%	93%	42%	36%

Approvals

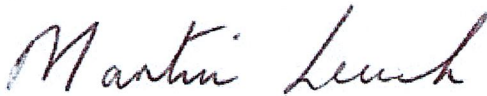
This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Principal



P&C/School Council



School Supervisor