



BUNDABERG NORTH STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

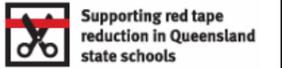
Educational achievement Belonging and engagement

School priority 1	Enact English curriculum aligned to the AC Version 9 achievement standards with a focus on reading and data informed practice to inform whole school literacy intervention.	Monitoring				School priority 2	Adopt Cooperative Learning as signature pedagogy to drive staff and student engagement.	Monitoring			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	<p>Links to school review improvement strategy:</p> <p>Domain 6: Leading systematic curriculum implementation</p> <ul style="list-style-type: none"> - Collaboratively review and refine unit plans, including sequences of teaching and learning, to ensure teachers know what to teach and unit plans are aligned with the AC. (School priority 2) - Strengthen opportunities for teachers and leaders to jointly plan and discuss curriculum to foster shared staff understandings of curriculum expectations. (School Priority 2) <p>Domain 7: Differentiating teaching and learning</p> <ul style="list-style-type: none"> - Clarify the roles and responsibilities of co-teachers and teacher aides in curriculum planning to ensure students with diverse learning needs are effectively catered for in curriculum planning. (School Priority 1) 					Link to school improvement strategy:	<p>Domain 3: Promoting a culture of learning.</p> <ul style="list-style-type: none"> - Prioritise systems and processes for supporting student behaviour to ensure expectations and practices are implemented consistently for all students. (School Priority 3) 				
Strategy/ies	<p>Develop structures and plans including deepening staff members' knowledge and understanding to implement Version 9 (English and Maths) and Version 8.4 of The Australian Curriculum for all learning areas including General Capabilities and cross-curriculum priorities.</p> <p>Collaboratively develop whole school evidence based pedagogical approaches for:</p> <ul style="list-style-type: none"> Teaching reading through the Australian Curriculum, Whole School Moderation processes, Multi-Tiered System of Student Support (MTSS) 					Strategy/ies	Intentionally plan for and teach social and emotional regulation through the use of school wide programs including Kagan Cooperative Learning, PBL and Zones of Regulation.				
Actions:		Resources				Actions:		Resources			
<ul style="list-style-type: none"> Enact all moderation phases through the T&L cycle with a focus on aligning formative data to marking guides. In collaboration with staff develop a whole school approach to the teaching of reading through the Australian Curriculum by: <ul style="list-style-type: none"> Building a shared understanding of literacy expectations in the Australian Curriculum through: <ul style="list-style-type: none"> Unpacking and utilising the suite of guidelines, resources and Reading Modules on the Reading Portal and Educational Futures Institute within Staff Meetings and Curriculum, Teaching and Learning Meetings. Establishing whole school data systems and shared literacy practices (non-negotiables) Collectively build a Reading Placement for each year of learning that explicitly unpacks and maps out the focus teaching required from Marking Guides. Purchase research-based Teaching and Learning materials. Implement a whole-school, evidence-based approach to Intervention that includes: <ul style="list-style-type: none"> Data-driven literacy intervention Explicit teaching of reading, writing, speaking and listening. Meets the learning needs of all students, by identifying and documenting systems, processes, roles and responsibilities. Develop capabilities of teachers to enact the intend English Curriculum through the Collegial Engagement Framework including Learning Walks and Talks, Observations and Feedback and Watching Other Work. 		<p><u>Physical</u></p> <ul style="list-style-type: none"> CARP Whole School Professional Development Plan CTL and Staff Meetings Reading Placement inc. daily instruction routines School Budget -curriculum cost centre <p><u>Virtual</u></p> <ul style="list-style-type: none"> Reading Portal Curriculum Gateway EFI <p><u>Human</u></p> <ul style="list-style-type: none"> Principal HOD-E HOSES GO Teaching staff <p><u>Responsible Officer</u></p> <ul style="list-style-type: none"> Principal HOD-E HOSES 				<ul style="list-style-type: none"> Develop a shared understanding of Kagan Cooperative Learning -principles and structures. Establish and define expectations for behaviour change related to values, systems, symbols and consistent implementation of policies and procedures. Identify Kagan champions/coaches. Intentionally plan for and teach Kagan Cooperative Learning to further strengthen school wide programs -PBL and Zones of Regulation. Public relations roll out Kagan Cooperative Learning. 		<p>Resources:</p> <p><u>Physical</u></p> <ul style="list-style-type: none"> Whole School Professional Development Plan CTL and Staff Meetings School Budget -PBL, Curriculum, PD cost centre Kagan Australia <p><u>Virtual</u></p> <ul style="list-style-type: none"> Kagan Australian website <p><u>Human</u></p> <ul style="list-style-type: none"> Principal HOD-E HOSES GO Kagan Australia facilitator Kagan Champion/Coach Teaching Staff <p><u>Responsible Officer</u></p> <ul style="list-style-type: none"> Principal HOD-E HOSES Kagan Champion/Coach 			
End of Year Success	Measures	Performance:				End of Year Success	Measures	Performance:			
		<ul style="list-style-type: none"> P-2: <ul style="list-style-type: none"> 78% students achieving C or better in English. 50% students achieving an A or B in English. 3-6: <ul style="list-style-type: none"> 85% students achieving C or better in English. 40% of students achieving an A or B in English. NAPLAN: Inter-assessment agreement in Year 3 and 5 -English -Reading, Writing, Spelling and Grammar and Punctuation. 100% classroom delivering daily instructional routines including non-negotiable literacy components. 100% staff: <ul style="list-style-type: none"> Attended or watched Reading Masterclasses, Read reading modules and Literature Review Attend or watch segments of Explicit Instruction Masterclass 						<ul style="list-style-type: none"> 100% classroom delivering using Kagan Cooperative Learning principles and structures 3-5 times per week. 100% staff attended Kagan Cooperative Learning professional development. SOS: <ul style="list-style-type: none"> >70% of students -I am interested in my schoolwork. >55% of staff -I feel that staff morale is positive at this school. Behaviour Incidents: <ul style="list-style-type: none"> Reduce severity of behaviour incidents occurring in Morning Session <15%. 			

	<p>Behaviour Students can/will:</p> <ul style="list-style-type: none"> Engage in daily instructional routines -including non-negotiable literacy components. Articulate what they are leaning and how it aligns to the marking guide, how they are going and where to go for help (5 Qs for students) Identify their progress and next steps in learning through learning goals, success criteria, formative assessment and feedback <p>Teachers can/will:</p> <ul style="list-style-type: none"> Articulate the moral purpose. Apply each stage of the T & L cycle to align curriculum, pedagogy and assessment practices. Access student data to identify and implement differentiation strategies that support students' needs. Routinely engage in CTL meetings to: <ul style="list-style-type: none"> use Monitoring Circles and PTAR model to inform the next steps. participate in timetabled collaborative learning communities through CASW, analysing student samples on reading and writing to know where students are in their learning, identify next steps in learning. Articulate what they are teaching and how it aligns to the marking guide, how they are going and where to go for help (5 Qs for teachers) SPGs: set x1 Profession Goal in line with Annual Implementation Plan using Australian Professional Standards for Teachers identifying progress and next steps in their learning. <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> Articulate the moral purpose. Assist the delivery of daily instructional routines -including non-negotiable literacy components- in classrooms. Articulate what they are teaching and how it aligns to the intended curriculum (5 Qs). Delivery literacy intervention. Develop resources for intervention program. PDP: set x1 Profession Goals in line with Annual Implementation Plan using Australian Professional Standards for Teachers identifying progress and next steps in their learning. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Establish a whole-school literacy vision aligned to the Australian Curriculum English strands: Language, Literature and Literacy. Provide professional development on curriculum alignment, evidence-based literacy instruction and data analysis processes. Allocate staff and resources for intervention programs. Lead professional discussion using student achievement data and use data as a primary driver for decision making. Prioritise literacy improvement across all subject areas. Monitor curriculum consistency through Collegial Engagement Framework. Lead collaborative moderation M1-M4 processes. Quality assure M1, marking guides, CT&L and visible learning practices from the intended to the planned and enacted curriculum. 	<p>Behaviour Students can/will:</p> <ul style="list-style-type: none"> Articulate understanding of Kagan Cooperative Learning. High engagement and accountability. Have strong collaboration and communication skills -increased confidence, voice and leadership. Have the skills to promote healthy respectful relationship within the school and wider community. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Articulate the moral purpose of Cooperative Learning. Attend 2-day Kagan Cooperative Learning professional development. Rethink and reframe their enactment of curriculum engagement. Explicitly teach and reinforce Cooperative Learning -principles and structures. Design lessons with intentional team roles and match structure to learning intentions in response to SOS and whole school behaviour data. <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> Articulate the moral purpose of Cooperative Learning. Attend Kagan Cooperative Learning professional development. Rethink and reframe their enactment of curriculum engagement. Reinforce Cooperative Learning -principles and structures. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Establish a whole-school Cooperative Learning vision. Identify Kagan Champion/ Coach and allocate time for training, peer observations and reflection. Model Cooperative Learning principles and structures in staff meetings and classes. Using Cooperative Learning evidence in Instructional discussions. Enact with Kagan Champion Cooperative Learning implementation plan. Monitor curriculum engagement through Collegial Engagement Framework.
Artefacts	<ul style="list-style-type: none"> T&L cycle Data Plan CTL and M1-M4 protocols Whole school data wall (Academic and Whole Child) Instructional routine -non-negotiables literacy components. 	Artefacts

Reduction of red tape in day-to-day work, planning and processes include:

- Audit current processes and remove duplication across Curriculum, Teaching and Learning and Behaviour.
- Limit the number of digital systems to a single source with clear navigation.
- Determine the common 'core' of the Australian Curriculum and provide ready-to-go resources including assessment tasks, marking guides and templates across core learning areas.
- Develop a Communication Policy/Procedure with clear expectations to support effective parent communication.



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