

# Tin Can Bay State School 2026 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1	Build Teacher Capability to Plan and Implement V9 AC in English and Maths to Improve Student Outcomes	Phase	Embedding	School priority 2	Improve Reading Outcomes Across P-10	Phase	Embedding
<b>Link to school review improvement strategy:</b>	Strengthen teacher capability in curriculum planning, differentiation, and assessment to improve student outcomes. Ensure consistent, evidence-based teaching practices aligned to Version 9 of the Australian Curriculum (English and Maths). Establish clear processes for monitoring student progress and providing timely feedback.			<b>Link to school review improvement strategy:</b>	Strengthen the teaching of reading through consistent whole-school practices. Embed evidence-based pedagogies (e.g., modelled, guided, and independent reading, phonics/phonemic awareness, comprehension strategies). Use systematic data collection and analysis to inform next-step teaching. Increase student engagement and achievement in reading across all year levels.		
<b>Strategy/ies</b>	Provide targeted professional learning in V9 AC curriculum intent, planning, and assessment in English and Maths. Embed collaborative planning, calibration and moderation processes within weekly curriculum teaching and learning meetings (CT&L) Strengthen instructional coaching and observation/feedback cycles. Use data walls, formative assessment, and short-cycle data review to monitor learning to inform teaching. Embed consistent, evidence-based pedagogical approaches that make learning engaging, interesting and actively involve students in the learning process.			<b>Strategy/ies</b>	<b>Build teacher capability in evidence-based reading instruction, using the Simple View of Reading (decoding + language comprehension).</b> <b>Implement PLD Routines with Fidelity Using the School-Developed Template</b> Development of a whole-school reading framework aligned with the Science of Reading. Embed regular collection and analysis of reading data ( PAT-R, NAPLAN, benchmarking, AC Reading Assessment). Provide targeted intervention and extension programs for identified students. Foster a culture of reading for pleasure and purpose across the school community.		

<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>Deliver whole-school PL on unpacking V9 AC English and Maths achievement standards and content descriptors.</li> <li>Schedule weekly meetings to unpack units and assessments, focusing on differentiation, formative assessment, feedback and evidence of learning utilising a plan, teach, reflect, plan cycle</li> <li>Implement walk through's: leaders observe classrooms, provide feedback, and model practice.</li> <li>Embed the use of a data wall for English and Maths with regular review cycles (every 5 weeks).</li> <li>Leaders to provide curriculum planning templates and exemplars aligned to V9 AC.</li> <li>implement high-engagement teaching routines (explicit teaching, clear learning intentions/success criteria, checks for understanding, and collaborative, hands-on learning structures) to create classrooms where learning is stimulating, enjoyable and purposeful.</li> </ul>	<p>HOD C HOD S HOSES SWD Teacher Teacher Release TRS CARP</p>	<ul style="list-style-type: none"> <li>Establish a PLC that applies the Cycle of Inquiry process to lead reading initiatives and strengthen stakeholder collaboration.</li> <li>Embed the school-developed PLD lesson template and routine into daily literacy blocks in all P-6 classrooms, supported through professional development, modelling, walkthroughs, and ongoing feedback cycles.</li> <li>Deliver targeted PL on the Simple View of Reading and Science of Reading research, focusing on phonological awareness, decoding, vocabulary, fluency, and comprehension.</li> <li>Establish whole-school systematic phonics and decoding routines in P-2 and structured comprehension and vocabulary instruction in Years 3-10.</li> <li>Schedule termly data review meetings (phonics screen, running records, PAT-R, NAPLAN) to track growth and inform teaching.</li> <li>Development of tiered reading intervention</li> <li>Implement daily structured reading blocks with explicit focus on both word recognition and language comprehension.</li> <li>Leaders to observe and provide feedback on reading instruction through coaching and walkthroughs.</li> <li>Launch a school-wide reading culture initiative (reading challenges, library engagement, community partnerships).</li> </ul>	<p>HOD C HOD S HOSES SWD Teacher Teacher Release TRS CARP</p>
<p>End Term 4</p>	<p><b>Measurable outcomes</b></p> <ul style="list-style-type: none"> <li>100% of teachers use V9 AC-aligned planning templates.</li> <li>Increase percentage of students achieving C or above in English and Maths</li> <li>All teachers participate in at least 2 moderation and calibration sessions per term.</li> <li>Evidence from walkthroughs demonstrates consistent use of explicit teaching and formative assessment.</li> <li>Students demonstrate the ability to articulate their current level of achievement and outline targeted next steps to improve their learning outcomes.</li> </ul>	<p><b>Measurable outcomes</b></p> <ul style="list-style-type: none"> <li>100% of teachers implement the school's reading framework aligned with SoR/SVR.</li> <li>Increase percentage of students meeting/exceeding year-level benchmarks in reading by</li> <li>Students in intervention programs demonstrate expected or above-expected growth.</li> <li>Walkthroughs show consistency in explicit reading instruction (phonics, fluency, vocabulary, comprehension).</li> <li>Reduce the percentage of students in "Needs Additional Support" for Reading from 29.2% (2025) to <math>\leq 20\%</math>.</li> </ul>	<p>End Term 4</p>

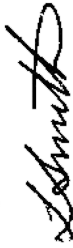
	<ul style="list-style-type: none"> <li>• Increase student agreement with "I am interested in my schoolwork" from 43% (2025) to <math>\geq 60\%</math> (2026).</li> <li>• Increase student agreement with "My school gives me opportunities to do interesting things" from 77.9% (2025) to <math>\geq 85\%</math> (2026).</li> </ul>		<ul style="list-style-type: none"> <li>• Increase the proportion of students achieving "Strong" or "Exceeding" in Reading from 41.7% (2025) to <math>\geq 52\%</math>.</li> <li>• Improve NAPLAN Reading Mean Scale Score from 343.4 (2025) to <math>\geq 353.4</math>.</li> </ul>
<p><b>Success criteria</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Engage in learning that is explicitly aligned to V9 AC in English and Maths.</li> <li>• Know how they are going and understand their next steps in their learning</li> <li>• Utilise feedback to improve their work</li> <li>• Actively and enthusiastically participate in lessons, showing on-task behaviour, engagement in routines, and a growing sense of enjoyment and ownership in their learning.</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Plan, teach, and assess using V9 AC-aligned templates and exemplars.</li> <li>• Participate actively in CT&amp;L meetings and moderation processes to embed a plan, teach, reflect, plan cycle</li> <li>• Use student data/formative assessment/evidence of learning to monitor and inform the plan, teach, reflect, plan cycle</li> <li>• Provide ongoing, specific, and curriculum-aligned feedback to students based on task expectations and marking guides to inform next-step teaching and learning.</li> <li>• Use high-engagement pedagogical practices to deliver lessons that are clear, purposeful and enjoyable, incorporating explicit instruction, success criteria, interactive routines and timely feedback to make learning interesting and fun.</li> </ul> <p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>• Provide and quality assure curriculum planning templates and processes.</li> <li>• Lead and monitor curriculum teaching and learning sessions, PLCs, moderation, and coaching cycles.</li> <li>• Facilitate data discussions and track whole-school improvement against targets.</li> </ul>	<p><b>Success criteria</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate increased confidence and accuracy in phonological awareness, phonics, and decoding through active engagement in daily PLD routines.</li> <li>• Apply both decoding and comprehension strategies to make meaning from text.</li> <li>• Identify where they are in their reading development and articulate what they need to do to improve.</li> <li>• Show measurable growth in reading achievement and confidence.</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Plan for and explicitly deliver PLD routines using the school-developed template with consistency and fidelity, actively using feedback from walkthroughs, coaching, and data to refine practice.</li> <li>• Implement evidence-based practices consistent with the Simple View of Reading and Science of Reading.</li> <li>• Use data to differentiate instruction and target student reading needs.</li> <li>• Provide explicit, systematic reading instruction daily.</li> <li>• Engage in PL and coaching to refine reading pedagogy.</li> </ul> <p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>• Provide modelling, coaching, and regular walkthroughs focused on fidelity to the PLD template, using data to monitor implementation, guide capability development, and celebrate growth.</li> <li>• Provide and monitor professional learning in SoR/SVR practices.</li> <li>• Oversee consistent implementation of systematic phonics and comprehension instruction.</li> <li>• Lead data discussions and allocate resources for intervention and extension.</li> </ul>		

	<ul style="list-style-type: none"> <li>Ensure accountability through regular check-ins, walkthroughs, and feedback loops.</li> <li>Support and monitor engaging teaching practices through learning walks, coaching and professional learning, ensuring classrooms are vibrant, enjoyable and aligned to the school's evidence-based pedagogical approach.</li> </ul>	<p><b>Artefacts</b></p> <ul style="list-style-type: none"> <li>SharePoint- curriculum documents</li> <li>CARP</li> <li>Data Plan</li> <li>Walk and Talk Feedback documentation</li> <li>Class Learning Walls</li> <li>Formative Assessment</li> <li>CASW documentation</li> <li>APDPs</li> <li>Student Folios</li> <li>SORD Data</li> <li>Class data placemats</li> </ul>	<ul style="list-style-type: none"> <li>Celebrate reading progress and maintain accountability for improvement targets.</li> </ul>
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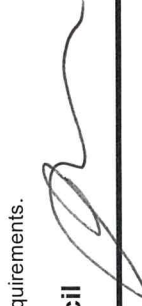
**Approvals**

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

Principal Supervisor



P&C/School Council



School

