



EL ARISH STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN



OUR SCHOOL VISION

Growing a stronger, more sustainable future by providing an enjoyable, innovative and meaningful education for students of all abilities

Our focus areas



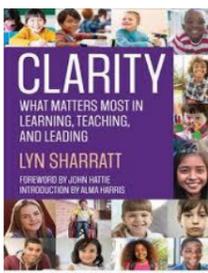
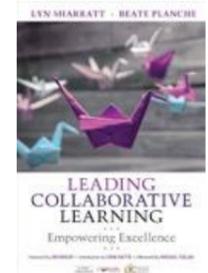
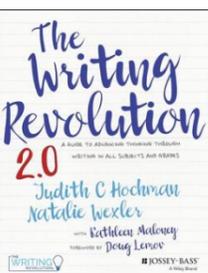
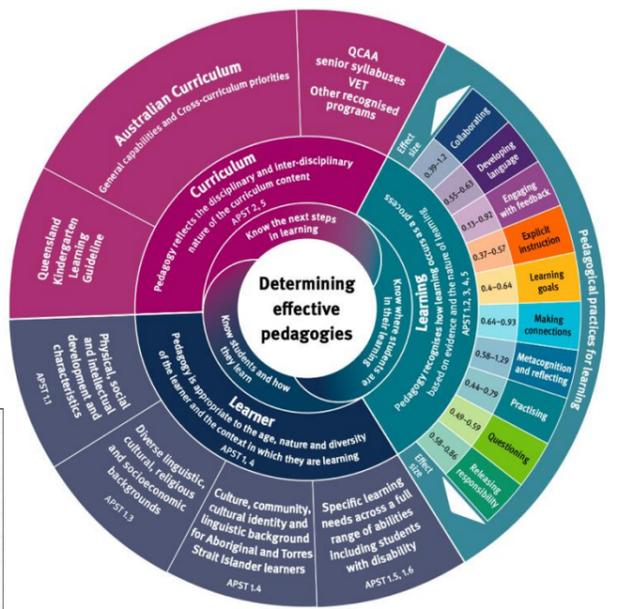
Educational achievement

Knowing and responding to each student's learning needs is essential to making sure they are on track to achieve their educational goals. Our common goal is for every student to progress in their learning each year to achieve individual excellence, and to invest in the capability and expertise of our people to support them.



Belonging and engagement

Welcoming every student and supporting their unique needs creates a positive culture that promotes a sense of belonging, wellbeing and safety to support their engagement in learning. Our common goal is to create positive and inclusive teaching and learning environments where all staff and students feel confident, resilient and supported to thrive.

School Priority	At El A, we know our students and curriculum and apply effective pedagogical practices with consistency, using small, innovative steps to deliver meaningful learning and empower critical and creative thinkers of all abilities, lifting outcomes for all learners.
Link to school improvement strategies:	<ul style="list-style-type: none"> Collaboratively develop and embed an agreed suite of high-impact pedagogical strategies and a shared understanding by all staff. Implement an agreed whole-school observation and feedback process for staff, in line with school priorities. Enhance formal moderation processes, within and beyond the school, to build further consistency and confidence in teacher judgement relating to student LOA and providing greater teacher clarity of the AC at A-B LOA. Enhance opportunities for specialist and support staff to meet regularly, to maximise the opportunity to plan and strategies for student learning. Explore and integrate further opportunities to utilise ICT as a means of engaging students in learning and innovative modes of assessment.
Strategies	<p>S1 - Systematically facilitate professional conversations to develop shared understanding of writing pedagogy S2 - Establish a whole-school approach to pedagogy consistently enacted in all classrooms S3 - Identify and align writing pedagogy with current reading and writing practices S4 - Know our students and their next learning steps through targeted data analysis S5 - Build teacher capability in a range of evidence-informed writing pedagogies S6 - Collaboratively plan curriculum and delivery with HOD-C, implementing three levels of planning and moderation aligned to the Australian Curriculum v9 S7 - Provide structured opportunities for modelling, observation, feedback, and reflection within and beyond the school S8 - Strengthen school-based and cluster moderation at key points in the teaching cycle to inform instruction S9 - Build a learning culture focused on engaging, relevant practice that enhances innovation, creativity, and student success in writing</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  Develop a shared understanding and language about pedagogy </div> <div style="text-align: center;">  Use data to inform a review of pedagogy </div> <div style="text-align: center;">  Determine pedagogies most effective in relation to the three principles </div> <div style="text-align: center;">  Employ pedagogies to meet diverse learning needs of students </div> <div style="text-align: center;">  Monitor and measure the evidence of impact for improvement </div> </div> <div style="margin-top: 20px;"> <p>Effective pedagogical practices</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 10px;">  <small>A whole-school approach to pedagogies</small> </div> <div style="font-size: 2em; margin-right: 10px;">+</div> <div style="text-align: center; margin-right: 10px;">  <small>Student empowerment</small> </div> <div style="font-size: 2em; margin-right: 10px;">+</div> <div style="text-align: center; margin-right: 10px;">  <small>Professional learning</small> </div> <div style="font-size: 2em; margin-right: 10px;">=</div> <div style="text-align: center;"> Effective pedagogical practices and improved student learning outcomes </div> </div> </div> <div style="margin-top: 20px; display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="margin-top: 20px; text-align: right;">  </div>

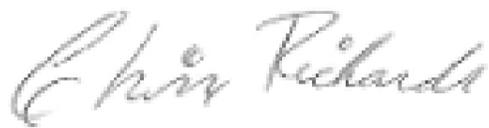
Actions: (including Responsible Officer/s)		Resources		
<ul style="list-style-type: none"> • Provide regular opportunities in PLCs and teaching teams for professional conversations about writing pedagogy and sharing best practice → S1 • Require one piece of classroom evidence to be brought to each writing-focused PLC (lesson plan, feedback sample, Learning Wall photo) → S1 • Use “try–share–refine” cycles where teachers test one agreed writing practice and report back → S1 • Create consistent learning environments across the school with a shared pedagogical approach, including explicit instruction → S2 • Provide coaching and support to ensure consistent implementation of the structured literacy block in all classrooms → S2, S7 • Provide professional development on the Sharratt work, including effective use of descriptive feedback → S2, S5, S7 • Refine the use of Learning Walls → S3 • Refine assessment modification processes to ensure all students can demonstrate their learning through writing → S3, S9 • Develop agreed expectations and processes for the use of feedback to improve writing outcomes → S3, S9 • Collaborate to develop agreed processes and expectations for cold write pre-assessments → S4, S6 • Provide time in PLCs for teachers to analyse cold write data to inform teaching sequences → S4 • Use LOA data and formative assessment to set and review explicit individual learning goals in writing → S4 • Teachers work with students to develop writing goals linked to cold writes, assessment tasks, and the Learning Wall → S4, S9 • Analyse comparative A–C data from Semester 2, 2025 and Semester 1, 2026 to measure impact and inform next steps → S4, S8 • Continue professional development to build staff understanding of the ACv9 → S5 • Facilitate targeted professional development to strengthen teacher capability in the teaching of writing → S5 • Update school curriculum documentation, including the Whole School Data Plan, EASS CARP, moderation schedules, year-level plans, unit templates, and transition to ACv9 planning → S6 • Work with HOD-C to modify assessment tasks for consistency of implementation across the school → S6 • Design writing tasks with real-world purposes and audiences → S6, S9 • Introduce regular opportunities for student voice to select writing topics, audiences, or assessment formats within units → S6, S9 • Implement a coaching cycle focused on analysing writing data and aligning planning to student needs → S7, S4 • Conduct Learning Walks and Talks to monitor practice and provide timely feedback → S7 • Provide professional development on moderation processes, including the Before–After–After–End model aligned to ACv9 → S8 • Strengthen school-based moderation at key points in the teaching cycle to inform writing instruction → S8 • Strengthen cluster moderation opportunities to support shared expectations and consistency → S8 • Explicitly teach students the purpose of feedback and how to use it to improve their writing → S9 • Encourage teachers to pilot one innovative writing strategy per semester and share outcomes → S9 		<p>Human Resources – Utilise the roles of SEP teacher, HOD-C, Regional Personnel, outside expertise, teachers, neighbouring schools</p> <p>Financial Resources - Allocate funding for professional development in staff release time for curriculum planning and moderation, and Professional development on curriculum implementation (ACv9 training and support), and Sharratt training, Learning Wall resources (visual aids), Explicit instruction resources (Lesson plans, teaching guides, and professional learning materials), The Writing Revolution (Hochman Method), InitialLit / MultiLit</p> <p>Technological Resources – iPads, software, apps, websites, VR/AR equipment</p> <p>Informational Resources - Curriculum Planning and Delivery Alignment ACv9 planning documents (Unit, year, and whole-school planning templates), Data-Informed Individualised Learning Student data tracking tools (LOA data, formative assessment records, goal-setting templates)</p> <p>Time Resources - Time for goal setting and reflection, Time for Learning Walks and Talks (Scheduled observations and reflective practice sessions), Teacher feedback sessions (Reflective discussions to enhance pedagogy)</p>		
End of Semester 1	Measurable Outcomes	Success Criteria	Artefacts	Monitoring
	<p>Staff Participation & Pedagogy</p> <ul style="list-style-type: none"> • Writing-focused PLC attendance consistently ≥90% of staff • Lesson observations show ≥50% of classrooms implementing agreed pedagogical strategies, including explicit instruction, structured literacy, and descriptive feedback • At least one “try–share–refine” cycle completed and documented per teacher • Learning Walks conducted in ≥50% of classrooms with actionable feedback recorded <p>Student Engagement & Feedback</p> <ul style="list-style-type: none"> • ≥80% of students can articulate how they use feedback to improve writing, and ≥50% act on feedback (via work samples or conferences) • ≥50% of students can explain the purpose of the Learning Wall • ≥50% of students have identified writing goals linked to cold write or assessment tasks <p>Curriculum & Learning Walls</p> <ul style="list-style-type: none"> • ≥50% of classrooms have functional, updated Learning Walls linked to current writing units 	<p>Students can/will:</p> <ul style="list-style-type: none"> • Articulate their initial learning goals and describe the steps needed to achieve them, using teacher feedback • Engage with Learning Walls as a reference for progress tracking and goal setting • Begin using marking guides and success criteria to reflect on their learning and next steps • Explain how the Learning Wall guides their writing • Show evidence of explicit instruction strategies being applied in their writing • Demonstrate improved engagement, motivation, and creativity in writing tasks <p>Teachers can/will:</p> <ul style="list-style-type: none"> • Implement Unit 1 and 2 in English, Maths, and HASS from ACv9, ensuring alignment with curriculum planning documents • Collect cold write data for all students at agreed points • Use student LOA data and formative assessments to set and review explicit learning goals • Actively participate in Learning Walks and Talks, reflecting on feedback and adjusting teaching practices accordingly. • Establish and regularly update Learning Walls in classrooms with clear curriculum links and student goals 	<p>Professional development attendance records and session notes, documenting teacher engagement in curriculum planning, data analysis, and instructional strategies</p> <p>Student learning goals documented and reviewed, with evidence of students articulating their progress</p> <p>Learning Walks and Talks feedback records, including observation notes and identified areas for instructional improvement</p> <p>Photographs and samples of Learning Walls, showcasing</p>	<p>Green –on track</p> <p>Yellow – underway</p> <p>Magenta – yet to commence</p>

	<ul style="list-style-type: none"> Key curriculum documents (Whole School Data Plan, moderation schedules, unit templates) updated for ≥80% of school Writing tasks with real-world purposes and student choice piloted in at least one unit per class <p>Data & Moderation</p> <ul style="list-style-type: none"> Teachers have analysed cold write data for ≥70% of students and documented follow-up plans School-based moderation conducted at least once per term; cluster moderation conducted with ≥1 session completed and documentation of shared expectations 	<ul style="list-style-type: none"> Articulate and demonstrate implementation of shared writing practices Deliver structured literacy blocks daily, following the agreed format Demonstrate understanding and application of descriptive feedback in student work Modify assessment tasks appropriately for all students, enabling access and success Show increased accuracy and consistency in scoring/judgments of writing Attempt at least one new practice which shows positive impact on student writing or engagement <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> Assist teachers and students with classroom implementation Participate in information sessions to understand Acv9 expectations and support aligned interventions Provide targeted intervention using case management strategies communicated by the teacher Understand Acv9 expectations through the Learning Wall and support students in using it Receive feedback and professional development via Learning Walks & Talks, APDP meetings, and observations. <p>Principal can/will:</p> <ul style="list-style-type: none"> Organise and lead professional development sessions focused on curriculum planning, differentiation, and assessment literacy Facilitate and engage in Learning Walks and Talks, providing actionable feedback to teachers, with coaching records documenting support and follow-ups Review student achievement data and teaching practices to ensure alignment with school-wide improvement goals Ensure curriculum documents (data plans, moderation schedules, unit templates) are current, accessible, and used by staff Conduct coaching sessions for all staff with documented follow-ups 	<p>explicit learning goals, success criteria, and curriculum links</p> <p>Moderation records for English and Maths, demonstrating consistency in assessment and student achievement analysis</p> <p>Student LOA data reports, tracking progress and informing next steps for targeted intervention</p>	
End of Semester 2	<p>Measurable Outcomes</p> <p>Staff Participation & Pedagogy</p> <ul style="list-style-type: none"> Writing-focused PLC attendance ≥95% of staff ≥85% of classrooms consistently implementing agreed pedagogical strategies (explicit instruction, structured literacy, and descriptive feedback) Each teacher has completed and documented at least two “try–share–refine” cycles Learning Walks conducted in 100% of classrooms with documented actionable feedback acted upon by teachers <p>Student Engagement & Feedback</p> <ul style="list-style-type: none"> ≥90% of students can articulate how they use feedback to improve writing ≥75% of students demonstrate application of feedback in their work (via samples or conferences) ≥75% of students can explain the purpose and use of the Learning Wall ≥70% of students have identified personal writing goals linked to cold write or assessment tasks 	<p>Success Criteria</p> <p>Students can/will:</p> <ul style="list-style-type: none"> Articulate personal learning and writing goals and describe steps to achieve them Use teacher feedback and Learning Walls to independently track progress and improve writing, reading, and numeracy Demonstrate consistent growth in writing across genres, showing structure, clarity, creativity, and purpose Engage with authentic writing tasks, making choices about topics, audiences, or formats Explain and apply the purpose of Learning Walls to guide their learning <p>Teachers can/will:</p> <ul style="list-style-type: none"> Implement a consistent teaching and learning cycle aligned to curriculum planning documents Apply agreed writing pedagogy consistently, including structured literacy blocks, explicit instruction, and descriptive feedback Analyse student data (cold writes, formative, summative) to plan targeted interventions and adjust teaching sequences Use Learning Walls and other visual supports to scaffold learning and track student progress 	<p>Artefacts</p> <p>Three levels of planning (unit, year, whole school) documented and used consistently by all teachers</p> <p>Learning Walls in every classroom, displaying current student learning, goals, and success criteria</p> <p>Student LOA data tracking improvement and demonstrating alignment with explicit learning goals</p> <p>Observation logs from Learning Walks and Talks, with recorded feedback and instructional improvements</p>	<p>Monitoring</p> <p>Green –on track Yellow – underway Magenta – yet to commence</p>

	<p>Curriculum & Learning Walls</p> <ul style="list-style-type: none"> • 100% of classrooms have functional, updated Learning Walls aligned to current writing units • Key curriculum documents (Whole School Data Plan, moderation schedules, unit templates) fully implemented and used in ≥100% of classrooms • Writing tasks with real-world purposes and opportunities for student choice implemented in ≥80% of units across the school <p>Data & Moderation</p> <ul style="list-style-type: none"> • Teachers have analysed cold write data for ≥90% of students and documented follow-up plans • School-based moderation conducted at least three per year; cluster moderation completed with documentation of shared expectations in ≥90% of participating schools 	<ul style="list-style-type: none"> • Lead and participate in PLC cycles, including “try–share–refine,” moderation, and reflection on trialled strategies • Design and implement real-world writing tasks, incorporating student choice where appropriate • Pilot innovative writing strategies and share outcomes to improve practice across the school <p>Teacher Aides can/will:</p> <ul style="list-style-type: none"> • Support students in accessing modified or scaffolded writing tasks according to individual needs • Assist in implementing structured literacy blocks and explicit writing instruction under teacher guidance • Help students apply feedback and monitor progress toward writing goals • Contribute to classroom routines that support consistent Learning Wall use • Participate in observations and provide insights to teachers on student engagement or difficulties in writing <p>Principal can/will:</p> <ul style="list-style-type: none"> • Model instructional leadership through active professional learning and classroom engagement • Lead Learning Walks and Talks, providing targeted feedback to improve teaching quality and monitor student outcomes • Use school-wide data to inform decisions, track progress, and drive improvements in teaching and writing priorities • Facilitate PLCs, coaching cycles, and professional development aligned to school priorities • Ensure curriculum, assessment, and moderation processes are current, accessible, and aligned to ACv9 • Provide timely feedback, coaching, and support to teachers and aides to build capacity and maintain instructional quality 	<p>Professional development plan, outlining staff participation in curriculum planning, data analysis, and instructional strategies</p> <p>Moderation records, showing collaborative review of student work samples to ensure consistency in assessment and grading</p> <p>Student goal setting records, demonstrating student engagement with personalised learning goals</p>	
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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