Mary Valley State College
Annual Implementation Plan 2026

At Mary Valley State College, our **2026 Annual Implementation Plan (AIP)** is designed to enhance student learning outcomes by focusing on **differentiation, school improvement, and high-quality curriculum delivery**. Through a commitment to **systematic curriculum implementation** and **effective pedagogical practices**, we aim to provide every student with engaging and meaningful learning experiences. This plan aligns with the **Australian Curriculum (Version 9)** and the **P-12 Curriculum, Assessment, and Reporting Framework (CARF)** to ensure a consistent, evidence-based approach to teaching and learning.

A key priority for 2026 is the implementation of an engaging **curriculum** that meets the achievement standards of the Australian Curriculum. Our goal is to maintain a benchmark of **90% A–C and 40% A–B** in these core subjects. To achieve this, we will strengthen collaborative curriculum planning, embed a structured **moderation process (M1–M4)**, and develop a **whole-school approach to differentiation**. These strategies will ensure that all students, regardless of their learning needs, have access to high-quality, **tailored instruction and support**.

The **Marking Guides** will play a central role in our assessment and feedback processes. By using **explicit success criteria**, students will develop a clear understanding of their current achievement levels and the steps needed for improvement. Teachers will embed **learning walls, exemplars, and feedback strategies** to empower students to take ownership of their learning. Leaders will support this process through **targeted professional development, classroom walkthroughs, and regular data discussions** to ensure alignment with the curriculum and effective differentiation practices.

Through **ongoing reflection and data analysis**, we will refine our approaches to support the diverse needs of our students. By fostering a culture of **collaboration, high expectations, and continuous improvement**, we are committed to ensuring **every student achieves success** in 2026 and beyond.

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Mary Valley State College
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Wellbeing and engagement   Culture and inclusion

School priority 1	Implement an engaging curriculum (V9) that aligns with the Australian Curriculum (AC) achievement standards and is documented in accordance with the P-12 Framework, aiming to meet and maintain the benchmark of 90% A-C and 50% A-B in these subjects.	**Phase**	*Developing – D Implementing – I Embedding – E Reviewing - R*	School priority 2	**School priority 4:** All teacher staff adopting college-wide approach, aligned to DoE, to teach and assess reading through the curriculum.	**Phase**	*Developing – D Implementing – I Embedding – E Reviewing - R*
Link to school review improvement strategy:	*D6: Leading systematic curriculum implementation. Develop consistent practices that align to the P-12 CARF to ensure the implementation of the enacted curriculum is consistent with these expectations.* **Domain 6: Leading systematic curriculum implementation** • Review and refine curriculum planning documents, to meet the requirements of the P-12 curriculum, assessment and reporting framework (P-12 Framework) and support improved systematic curriculum delivery across the college. • Prioritise opportunities for leaders to routinely co-plan and discuss curriculum with teachers, complemented by classroom walkthroughs, to build on their line of sight over curriculum implementation.			**Link to school review improvement strategy:**	**Domain 8: Implementing effective pedagogical** o Collaboratively develop a college-wide approach to the teaching and assessing of reading through the AC, to ensure every student receives effective reading instruction.		
Strategies	o Review and refine curriculum planning documents to meet P–12 Framework and AC V9 implementation requirements. o Twilight sessions each term to focus monitoring student progress against the marking guide in all subjects o Implement V9 Science and HPE curriculum o Establish schedules for HOD/HOD-C to routinely co-plan and discuss curriculum enactment with teachers, supported by walkthroughs to strengthen line of sight. o Develop a consistent, college-wide moderation approach that strengthens teacher understanding of achievement standards. o Build staff capability to provide useful feedback, monitor learning, and ensure evidence of learning is visible in workbooks and planning.			**Strategies**	**Strategies** o Extend the Literacy Implementation Team to include secondary reading leadership (expert reading leader), with assessment informing intervention and intensive teaching. o Strengthen teacher capability to explicitly teach reading through all learning areas, including phonics, **word study, word reading,** fluency, **vocabulary** and **language comprehension**, and writing about reading. o Build teacher and leader expertise in enacting school-wide reading processes, including differentiation, intervention pathways, and evidence-based routines.		

Actions including Responsible officer(s)		**Resources**	Actions including Responsible officer(s)		**Resources**
o HOD/ HOD-C to implement a clear planning and moderation schedule (Before Assessment, After Assessment), with collaborative planning embedded each term. o Enact Marker Students approach and focus on identified students who are at risk of not maintaining achievement levels as well subgroups) to sharpen teacher judgement and planning. o Extend Sharratt's 5 Questions from students to teachers to strengthen enactment of the intended curriculum. o Ensure visible evidence of learning in workbooks across learning areas. o Strengthen schoolwide practices for frequent monitoring of learning, including PTAR. o Implement a leadership schedule for learning walks, talks and walkthroughs with explicit line of sight to curriculum implementation. o Store all curriculum documents according to schoolwide procedures for access and consistency.		HoD-C: Primary and Secondary. Scheduled collaborative planning lessons Staff meetings Walkthroughs with leadership team Professional Development on PTAR model Mark Student template Feedback to staff around learning walks and talks	• Enact the Mary Valley State College Data Plan to build data literacy and inform differentiated teaching. • Develop whole-school reading placemats for Years 3–6 and Years 7–10 aligned to Reading through the Curriculum signposts. • Implement instructional routines for phonics (InitialLit/MultiLit) in P–2. • Establish consistent vocabulary instruction P–10 (Tier 2 academic vocabulary and Tier 3 subject-specific vocabulary). • Build staff capability through targeted coaching, WOW, modelling and PD. • Use support staff to deliver intervention, enable classroom differentiation and strengthen reading instruction. • Implement DIBELS (P–8) each semester; students below benchmark assessed termly. • Implement the Year 1 Phonics Check. • Strengthen community engagement in reading—sharing progress, strategies, and school approach. • Use OnePortal and the Reading Eggs program student readiness guides to inform and align NAPLAN to reading placemat		Staff meetings and twilight sessions Reading leader/s Collection and review of data for interventions Teacher Aids to support the implementation of the teaching of reading Upskilling Teacher Aides Professional Development linked to Reading (EFI) DIBELS Readers for year 2 Home readers? Spellex Year 5-6

	Measurable outcomes	Success criteria		Measurable outcomes	Success criteria
End Term 4	SOS: > 90% of students and parents satisfied – a good education. 80% of students interest in learning LOA: > 90% A-C, 55% A-B LOA: 100% A-C Behaviour and Effort Staff: 100% engage in moderation opportunities and collaborative curriculum planning 100 % English and Maths Planning documentation uploaded to the curriculum folder on One Note (Primary)	**Students can/will:** o Answer the 5 Sharratt Questions during learning walks/talks, referencing their workbook or learning wall. o Respond to teacher feedback to improve their work. o Engage in daily writing. **Teacher Aides can/will:** o Engage in PD to deepen knowledge of purpose statements and marking guides. o Support students to achieve learning goals. o Provide feedback to teachers about student progress. **Teachers can/will:** o Answer the 5 Sharratt Questions during learning walks/talks. o Provide timely feedback aligned to the marking guide visible in student workbook o Use the PTAR model to monitor learning (visible in planning/workbooks). o Engage in moderation before assessment, after assessment, and at end-of-year reporting. **Leadership Team can/will:** o Conduct regular learning walks, talks and walkthroughs with clear line of sight to college practices. o Provide timely feedback to teachers. o Maintain visibility in classrooms-talking to students about the 5 Sharratt Questions. o Routinely lead moderation processes.	**End Term 4**	LOA- English A-C 90% A-B- 55% NAPLAN 2027 Data- inter assessment agreement 100% units include targeted reading routines that strengthen language comprehension. 100% secondary units Tier 3 vocabulary across learning areas. 100% teachers can identify and enact reading pedagogy within their curriculum.	**Students can/will:** o Read and respond to texts daily across learning areas using the placemat. o Engage confidently with a range of texts with strong language comprehension and vocabulary. o Demonstrate growth in academic language. **Teacher Aides can/will:** o Engage in ongoing PD to deepen data literacy and reading knowledge. o Work with teachers to deliver targeted intervention. o Support teachers to enact reading-through-the-curriculum routines. **Teachers can/will:** o Plan for daily reading (primary) or weekly subject-based reading lessons (secondary). o Provide explicit vocabulary instruction in all learning areas. o Plan fluency and comprehension routines suited to text complexity. o Communicate reading progress to parents. o Analyse reading data to plan for differentiation and intervention **Leadership Team can/will:** o Provide PD to upskill staff in reading through the curriculum. o Allocate resources to multi-tiered systems of support. o Conduct learning walks/talks with a clear reading focus. o Collaboratively plan reading components of unit plans (HOD/HOD-C, reading leader).

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SharePoint (Secondary)							
Artefacts	Unit plan, meeting minutes/reflections, moderation artifacts, A-E data, learning walls, PLR- progress notes, adjustments			**Artefacts**	Unit plans, data collection (Year 1 phonics test, DIBELS, Multilit/InitialLit, A-E), intervention plans, support provisions, PLR, Professional development plan 2026		

	Measurable outcomes	**Success criteria**	**Artefacts**	**Monitoring**		**Measurable outcomes**	**Success criteria**	**Artefacts**	**Monitoring**
End Term 1	Unit plans for V9 subjects Learning walls present in all classrooms Focused walk-through data and feedback Mid term monitoring of student work across p-10	**Students can/will:** o Answer the 5 Sharratt Questions using the learning wall/workbook as reference. o Improve writing stamina through daily writing across subjects. **Teacher Aides can/will:** o Engage in PD on purpose statements, marking guides and Sharratt Questions. o Support students to work towards their learning goals. **Teachers can/will:** o Engage in Before Assessment Moderation and refine practice using 2025 reflections. o Use feedback on student work to adjust next lessons. o Provide daily writing opportunities across learning areas. o Identify marker students and set clear learning goals. o Provide a sample of students work to be marked against the guide at the twilight PD session and develop a next steps approach from this evidence. **Leadership Team can/will:** o Conduct walkthroughs with an explicit line of sight and provide feedback. o Facilitate collaborative planning focusing on embedding AC V9 English and Maths and implementing AC v9 Science and HPE.	Unit plan Learning walls Student workbooks PLR's	*Green –on track* *Yellow – underway* *Magenta – yet to commence*	**End Term 1**	Some staff trained in DIBELS All students assessed using DIBELS P-8 (9-10 based on A-E data) 100 % Year 1 Phonics Test Appointment of reading leader/s	**Students can/will:** o Engage with explicit vocabulary and language comprehension routines across learning areas. o Participate in home reading and discuss reading goals. **Teacher Aides can/will:** o Use reading data (DIBELS, class data) to support learning goals. o Participate in PD: reading through the curriculum, DIBELS administration. **Teachers can/will:** o Use reading data to set clear, measurable student goals. o Identify students requiring support using DIBELS, classroom evidence. o Identify Tier 3 vocabulary in curriculum demands and plan for explicit teaching. o Use the collaboratively developed reading placemat supplied by HOD/HOD-C using high quality texts identified by class teachers. **Leadership Team can/will:** o Facilitate PD on DIBELS, Year 1 Phonics Check, PD on reading through the curriculum. o Engage in collaborative planning—embedding reading (Language comprehension and vocabulary) in Term 2-unit plans. o Build teacher and teacher aide data literacy. o Co-design MVSC Reading Placemats (3–6 and 7–10) with staff and reading leaders. o Develop exemplar reading tasks for weeks 3-7	Unit Plan Reading leader role descriptor Data records Professional Development Plan Reading Leader Role Descriptor Reading Placemat 3-6 and 7-10	
End Term 2	A-E data – Semester 1 Student workbooks Students using learning walls Focused walk-through data and feedback	**Students can/will:** o Explain the purpose of feedback using the learning wall/marking guide. o Identify where they are up to and their next steps. **Teacher Aides can/will:** o Collaborate with teachers to support learning goals. o Build understanding of assessment tasks, learning walls and Sharratt Questions. **Teachers can/will:** o Use evidence to plan engaging daily writing linked to learning goals. o Provide ongoing, explicit feedback and teach students how to interpret and use it. o Create engaging, well-sequenced learning experiences aligned to AC V9. **Leadership Team can/will:** o Continue collaborative planning to refine AC V9 curriculum documents. o Conduct data-informed learning walks and talks; provide feedback to staff.	Unit plan Learning walls Student workbooks Tracker students PLR- adjustments and progress notes		**End Term 2**	Development of reading placemat 3-6, 7-10 Draft of a whole school intervention plan including letter to parents Parent teacher interviews- communication about reading results	**Students can/will:** o Communicate their reading level and next steps. o Use the school reading placemat (3–6, 7–10) during lessons. **Teacher Aides can/will:** o Deliver evidence-based language and literacy intervention aligned to student needs. o Extend knowledge of reading practices to support classroom routines. **Teachers can/will:** o Use reading placemats to plan high-quality texts and comprehension routines. o Embed explicit vocabulary instruction in all unit plans. o Communicate reading progress with families. o Analyse data to identify strengths/needs and plan intervention. **Leadership Team can/will:** o Engage families in understanding how reading is taught through the AC v9. o Plan future directions for reading (support, engagement, frequency). o Lead development of a whole-school intervention plan (processes, cycles, parent communication).	Unit Plan Intervention cycles documentation Data records Ongoing monitoring- annotated plans, data PLR	
End Term 3	A-E Data Student workbooks Students using learning walls Annotated unit plans	**Students can/will:** o Articulate next steps using language from purpose statements/marking guides. o Respond to feedback during lessons. o Participate in purposeful daily writing. **Teacher Aides can/will:** o Know student learning goals and how to support progress. o Document reasonable adjustments to support learning. **Teachers can/will:** o Document/annotate differentiation in planning (PTAR). o Model giving and responding to feedback in lessons. **Leadership Team can/will:** o Provide PD on implementing the PTAR model. o Continue collaborative planning to refine AC V9 documents. o Conduct data-informed learning walks and talks with feedback loops.	Unit plans Learning walls Student workbook- writing and feedback Curriculum documents Tracker students PLR- adjustments/ progress notes		**End Term 3**	DIBELS assessment results Updated whole school intervention plan Engagement with community and parents- Facebook, parent teacher interviews, local businesses, intervention letters to parents	**Students can/will:** o Use a range of reading strategies to understand increasingly complex texts. o Demonstrate growth in comprehension, vocabulary and fluency. **Teacher Aides can/will:** o Implement multi-tiered interventions consistently. o Support teachers to track progress and monitor student goals. **Teachers can/will:** o Plan for high-quality discussions using increasingly complex texts. o Use modelled and scaffolded reading to build background knowledge. o Implement shared reading routines and comprehension strategies across units. **Leadership Team can/will:** o Monitor reading practices (learning walks/talks) to enable timely intervention. o Establish a consistent whole-school approach to intervention. o Collaborate intentionally with staff and the reading leader.	Unit plan Intervention plan Data records Annotated plans- strengths and needs PLR Learning walks and talks- reflection and feedback notes	

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.
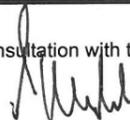
Principal   **P&C/School Council**   **School Supervisor**