# Delaneys Creek State School
# 2026 ANNUAL IMPLEMENTATION PLAN
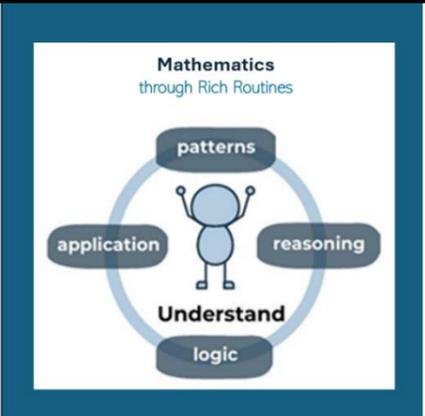
**Educational achievement**

**Belonging and engagement**

## School profile

*Delaneys Creek State School is a semi-rural school, nestled at the foot of the picturesque D'Aguilar Ranges. Established in 1892, our school has been a cornerstone of education for generations, with some of our current students proudly representing the fourth generation of their families to attend. Surrounded by a beautiful blend of native Australian bushland and farmland, our school offers a unique and nurturing environment for learning.*
*At Delaneys Creek State School we are deeply committed to cultural inclusivity, with an emerging Indigenous program that includes both modern technology and outdoor learning. Upon enrolling, your child becomes part of the "Creek Family," fostering a strong sense of belonging and connection among students, parents, staff, and the wider community.*
*At Delaneys Creek, we believe every child can succeed in their learning journey. We celebrate each student's individuality, supporting their progress with tailored learning experiences that engage and inspire. Our Positive Behaviour Learning program encourages students to be respectful, responsible, and safe, equipping them with the skills to become valued, contributing members of society.*
*We highly value the role of our community in shaping children's education and encourage parents to build positive partnerships with our school. Together, we create a collaborative and supportive environment where your child can thrive.*

## Vision and values



| School priority 1 | To strengthen and embed appropriate pedagogies aligning to the Australian Curriculum V9 English and mathematics. | Monitoring | | | |
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| Link to school improvement strategy: | • Driving an explicit improvement agenda<br>• Leading systematic curriculum delivery<br>• Implement effective pedagogical practices<br>• Differentiate teaching and learning |
|---|---|
| Strategy/ies | **Broaden current approaches for building teachers' understanding of curriculum learning areas and appropriate pedagogies practices across mathematics and reading by-**<br>- Developing a shared understanding and language about pedagogy<br>- Use data to inform a review of pedagogy<br>- Determine pedagogies most effective in relation to the three principles<br>- Employ pedagogies to meet diverse learning needs of students<br>- Monitor and measure the evidence of impact for improvement. |

| Responsible Officer/s | Actions: including Responsible role(s) | Resources | Reponsible Officer/s | Actions: including Responsible role(s) | Resources |
|---|---|---|---|---|---|
| Principal<br>Maths Team | Continue Inquiry Cycle, using learnings from NCR Collaborative Learning Community (Reading).<br>• Review Plan for The Learner First implementation and document actions, targets, roles and responsibilities.<br>• Add timeline targets to Strategic Calendar eg when will numeracy be timetabled into staff meetings, PLCs etc<br>Maths Team to meet 2-3 times per term to reflect and plan forward. | Timetabling – Maths Team meetings, CASW (numeracy) | HoD-C<br>(reading team) | Continue Inquiry Cycle from 2025, using learnings from NCR Collaborative Learning Community (Reading).<br>**Focus Area**<br>Fluency- build a collective understanding of how to build fluency across the school.<br>Reading leaders to model fluency routines in classrooms | Staff meeting time allocation |

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| Role | Actions | Resources | Role | Actions | Resources |
|---|---|---|---|---|---|
| Principal Maths Team | Commence embedding The Learner First Rich Routines into daily practice<br>Term 1- Move n Prove, Define n Defend<br>Term 2- Recall n Retain, Open Ended Questions<br>Term 3 and 4- Problem Solving<br><br>Maths team members to continue building knowledge and understanding of how The Learner First Rich Routines can support the implementation of V9 Mathematics.<br><br>Term 1-4- Maths Team to attend The Learner First PD once a term. | Maths Leaders- payback NCT when modelling routines for other teachers.<br>TRS = 4 tch per term<br>TLF Annual Fees- $10000 | HoD- C Reading Teams | Commence building an English playbook that can be used as a teaching reference and induction artefact, including agreed non-negotiables for quality Tier 1 teaching (e.g. daily review, explicit teaching, guided practice, independent practice, use of learning intentions and success criteria). | TRS/NCT to support reading and leaders to come offline to build. Staff meeting allocation- Playbook |
| HoD-C | Professional Learning Community (PLC) time to reflect and plan forward for rich routines. Professional development needs and opportunities to be identified during this time. | PLC timetable – twice per term. | HoD-C | Moderation Cycle (Pre moderation, Collaborative Assessment of Student Work) to include a focus on pedagogy specific to English and the teaching of reading<br>- Whole School Approach to Pedagogy – English<br>Review resourcing to ensure pedagogies can be implemented and used to support all students. | TRS to support teachers coming offline to work with HoD-C- once a term.<br>Use of the Digital Capabilities resources<br>Purchase of additional technology |
| HoD-C | Moderation Cycle (Pre moderation, Collaborative Assessment of Student Work) to include a focus on pedagogy..<br>- Whole School Approach to Pedagogy – use of Rich Routines<br>- Review resourcing to ensure pedagogies can be implemented. EG ipads, maths equipment. | TRS to support teachers coming offline to work with HoD-C- once a term.<br>Use of the Digital Capabilities resources<br>Purchase of additional technology | HoD- C Reading Team | Inquiry Cycle- continue to use the Inquiry Cycle to review and monitor the implementation of English (reading and writing).<br>• Use of survey data<br>• Observation/Feedback data. | Reading team to survey school using questions developed from Signpost document. |
| Principal | Learning Walks and Taks- commence LW & T relating to students' knowledge and understanding of their mathematical ability. Look fors to be identified from CASW discussions. | | HoD-C | Implement Phonics Learning Development (PLD) school wide. | Professional Learning Community (PLC) time to monitor progress.<br>Use of NCT to fund PLC time.<br>Timetable teaching pairs to have 45min additional time.<br>TA support for priority year levels to implement. |
| Maths Team | Continue to support colleagues through modelled lessons/observation feedback. | Payback time for Maths Leaders who use their NCT to support colleagues with PD. | HoD-C | Administer Dibels and Year One Phonics and Numeracy Screener to monitor learning. | TRS x 4 Year One Dibel's squad- Kaila Draper (Inc Tch), Jodie Cousins (HoD-C) TAs x 2 |
| Principal | Commence building a mathematics playbook that can be used as a teaching reference and induction artefact, including agreed non-negotiables for quality Tier 1 teaching or Rich Routines. | | HoD-C | Learning Walks and Talks to focus on all elements of English, with a particular focus on reading. | Timetabling- LW & T time, reflection time. |
| Principal (Maths Team members) | Continue to build parent understanding and capability through information sessions and workshops- The Learner First Rich Routines. | Photocopy budget- parent hand out. | HoD-C Reading Leaders | Observation/Feedback- continue reading rounds with a focus on consistency of practice-<br>• Daily shared and dialogic reading (language and literacy) including opportunities for sentence level writing about texts; and<br>• Daily phonics, word reading and spelling. | NCT payback to release for both observation and feedback. |
| Principal | Monitor and review student data mathematics (see Whole School Data Plan)<br>- Data discussions beginning and end of term<br>- CASW (Scrap Paper Questions) twice a term<br>- A- E Semesterly | PLC time allocation to meet with Incl Tch to discuss data placemats and adjustments<br>Staff meeting time allocation - CASW | Principal | Align priorities to teacher Setting Professional Goals discussions. | |
| HoD- C Maths Team members | Audit mathematics resources and storage. What is required for each unit being taught? | Timetable teachers to meet 3 times a year to discuss, monitor and review SPGs. | | - | Additional HoSES purchase to support implementation of MTSS |
| Principal | Align priorities to teacher Setting Professional Goals discussions. | Additional HoSES purchase to support implementation of MTSS | | | Timetable teachers to meet 3 times a year to discuss, monitor and review SPGs. |

**End of Year Success Criteria / Measures**

Performance:

| Subject Mathematics | Semester 2, 2025 % | Semester 1, 2026 % | Semester 2, 2026 % |
|---|---|---|---|
| Prep-Year 2 A-C | 88.4 | 89 | 90 |
| Prep-Year A/B | 63.7 | 64 | 65 |
| Year 3-6 A-C | 90.5 | 91 | 92 |
| Year 3-6 A/B | 63.7 | 64 | 65 |

**Other**
**Attendance -** 94% with an increased attendance on a Friday

**End of Year Success Criteria / Measures**

Performance:

| Subject English | Semester 2, 2025 % | Semester 1, 2026 % | Semester 2, 2026 % |
|---|---|---|---|
| Prep-Year 2 A-C | 86.4 | 87 | 89 |
| Prep-Year 2 A/B | 51 | 52 | 53 |
| Year 3-6 A-C | 96.4 | 97 | 98 |
| Year 3-6 A/B | 47.4 | 48 | 49 |

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**Behaviour**

Students can/will:

- Can name and explain the rich routines?
- Can talk about how they are progressing with their mathematics?
- Use specific tools or strategies provided for them to support their learning.

Teachers can/will:
- Clearly articulate the school improvement priorities and how their role contributes.
- Team meetings will use the AIP priorities as a reference point to their meeting agenda ("This links to Priority 1 – mathematics reasoning").
- Discuss the changes noted in their student's disposition towards mathematics.
- Collect and discuss data against agreed targets; set and revisit short-cycle goals for their class.
- Monitor the impact of their teaching against whole school targets.
- Use a shared language across the school.
- Know who is responsible for what (e.g. which leader supports which aspect of the plan) and use them.
- Participate in observation/feedback rounds and take advantage of school based coaching/mentoring.
- Forefront pedagogy when planning.

Teacher aides can/will:
- Clearly articulate the school improvement priorities and how their role contributes to supporting the class and individual.
- Use the same language as the teacher and school when talking about learning goals and behaviour expectations.
- Refer to learning intentions/success criteria with students during small-group or 1:1 support.
- Use agreed pedagogies eg rich routines, when working with students.
- Attend, where possible, targeted meetings/briefings that build their understanding of the school's preferred pedagogies in maths and reading.

Leadership team can/will:
- Regularly reference the Annual Improvement Plan in staff meetings, professional learning sessions, Staff Professional Goal discussions, P & C Meetings, newsletters and 1:1 conversation.
- Provide a clear line of sight from system priorities → school priorities → team/student actions.
- Use scheduled data conversations to monitor progress against targets and agree next teaching/leadership moves.
- Allocate resources (release time, PD budgets, coaching, extracurricular activities) explicitly in line with the priorities.
- Staff can describe their own role in the improvement agenda because leaders have clarified and revisited it.
- Meeting agendas and minutes show a consistent cycle of *plan – do – review* rather than one-off initiatives.

**Behaviour**

Students can/will:

- Can explain what they're learning and why- specifically relating to reading within their English unit of work.
- Use classroom learning walls with modelled examples to support their learning.
- Students can discuss their learning goals and progress, evidencing teacher and peer feedback.
- Student work samples demonstrate their own independent thinking.
- Know what to do if they're stuck with learning.
- Use specific tools or strategies provided for them.

Teachers can/will:
- Clearly articulate the school improvement priorities and how their role contributes.
- Team meetings will use the AIP priorities as a reference point to their meeting agenda ("This links to Priority 2 – Reading Through Aust Curriculum").
- Collect and discuss data against agreed targets; set and revisit short-cycle goals for their class.
- Monitor the impact of their teaching against whole school targets.
- Use a shared language across the school.
- Know who is responsible for what (e.g. which leader supports which aspect of the plan) and use them.
- Participate in observation/feedback rounds and take advantage of school-based coaching/mentoring.
- Forefront pedagogy when planning.

Teacher aides can/will:
- Clearly articulate the school improvement priorities and how their role contributes to supporting the class and individual.
- Use the same language as the teacher and school when talking about learning goals and behaviour expectations.
- Refer to learning intentions/success criteria with students during small-group or 1:1 support.
- Provide observational feedback to the teacher about how targeted students are progressing towards class/individual goals.
- Use agreed pedagogies (reading, mathematics) when working with students.
- Attend, where possible, targeted meetings/briefings that build their understanding of the school's preferred pedagogies in maths and reading.

Leadership team can/will:
- Regularly reference the Annual Improvement Plan in staff meetings, professional learning sessions, Staff Professional Goal discussions, P & C Meetings, newsletters and 1:1 conversation.
- Provide a clear line of sight from system priorities → school priorities → team/student actions.
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**Artefacts**

Three Levels of Planning
Survey data- teacher and student disposition
Scrap Paper Question- data

Playbooks for Maths
School Data Plan
Whole School Approach to Pedagogy

**Artefacts**

English Playbook
Three Levels of Planning
Whole School Approach to Pedagogy

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**Reduction of red tape in day-to-day work, planning and processes include:**
- *Set clear expectations for curriculum implementation and recording supports for students.*
- *Set clear expectations for communication with and by schools*
- *Deliver innovative, integrated and responsive digital systems for schools*
- *De-implementation of V8 English and maths*
- *Refinement of MTSS to ensure student's needs are met in a timely manner*

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**Approvals**

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

Martin Leech

**Principal**                    **P&C/School Council**                    **School Supervisor**

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