

CLEVELAND STATE SCHOOL - 2026 ANNUAL IMPLEMENTATION PLAN

School priority

Refine unit planning processes to ensure alignment between curriculum, teaching, and assessment while deepening teachers' understanding of the achievement standards. (Domain 6 – Leading systematic curriculum implementation)

KIS	Domain 6: Leading systematic curriculum implementation Review the 3 levels of planning, with regional support, to ensure alignment with system requirements and support systematic curriculum delivery. Domain 6: Leading systematic curriculum implementation - Further refine unit planning processes to align curriculum, teaching and assessment, and broaden teachers' understanding of the relevant achievement standards being assessed.	
Strategies	➤ Embed short, focused instructional walkthroughs aligned to the refined plans to check for clarity, pacing, and use of exemplars. ➤ Create a bank of annotated student work samples across achievement levels to support teacher judgement and unit design. ➤ Introduce micro-PD sessions (10–15 mins) within CTMs focused on specific curriculum language, assessment alignment, or writing learning intentions and success criteria. ➤ Implement short data reviews 3 times during each term, focusing on what worked, what didn't, and what adaptations should be made for the next cycle.	
Actions		\$\$
1. Complete a full review of all three-level plans using insights from instructional walkthroughs, student work sample trends, and data reviews. Ensure yearly, term, and unit plans incorporate annotated exemplars and sequence learning to support consistent, high-quality delivery. 2. Develop and refine a bank of annotated student work samples (A–E) and embed these into planning, feedback practices, micro-PD sessions, and instructional walkthrough criteria. Update and refine exemplar tasks, annotated samples, and benchmarks so teachers and support staff have a clear picture of what each standard (A–E) looks like. Ensure these exemplars are embedded in planning and feedback practices. 3. Use CTMs for targeted micro-PD, planning analysis, curriculum alignment checks, and student work reviews. Leverage CTM discussions to act on findings from data reviews and walkthroughs. 4. Implement consistent moderation cycles, building a shared bank of annotated samples. Use moderation trends to guide instructional adjustments, walkthrough priorities, and term-based data reviews. 5. Deliver targeted, bite-sized PD within CTMs focused on achievement standards, curriculum refinement, and assessment design. Celebrate growth highlighted through data reviews, walkthroughs, and improvements in student work samples to build momentum and collective efficacy.		PD / TRS / Resourcing - \$200,000
Measurable outcomes (Lag Measures)		
Starting Strong P-2 – 85% A-C in English / Building on Foundations 3-6 – 90% A-C in English		
End Semester 1	Success criteria (Lead Measures)	Semester 1 Actions (Foundations & Alignment) Students Demonstrate early growth in learning through tasks that reflect the refined three-level plans and clearly communicated success criteria. Begin compiling a portfolio of annotated work samples to support on balance teacher judgements and tracking of progress. Teachers Use CTMs to refine planning, analyse student work, and participate in micro-PD focused on achievement standards and assessment alignment. Engage in initial 3 levels of planning (English priority) and use trends to adjust instruction, supported by data review discussions. Leadership Lead beginning-of-year 3 levels of planning sessions, instructional walkthroughs, and early data reviews to set expectations for consistency. Set and communicate clear semester priorities for curriculum refinement and A–E consistency. Support Staff Provide initial feedback on alignment between curriculum delivery, support programs, and student needs.
End Semester 2	Success criteria (Lead Measures)	Semester 2 Actions (Embedding, Refining & Celebrating) Students Demonstrate continued growth by engaging in increasingly complex tasks aligned with refined curriculum plans and exemplars. Provide a strong body of moderated work samples that show progress across the year. Teachers Further refine exemplars, benchmarks, and annotated student samples for Semester 2 units and end-of-year assessments. Use CTMs for deeper moderation, data-informed reflection, and collaborative adjustments to planning and instruction. Leadership Lead ongoing moderation rounds, data reviews, and walkthroughs to monitor growth and ensure alignment with achievement standards. Celebrate teacher and student successes based on clear evidence—work samples, walkthrough observations, and data trends. Support Staff Contribute targeted feedback on the impact of support strategies and how well they align with refined curriculum expectations.
Principal	Approvals. This plan was developed in consultation with the school community and meets school needs and systemic requirements. P&C/School Council	
	School Supervisor	