

Wondai State School
2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p>School priority 1: Systematic delivery of V9 Australian Curriculum</p>	<p>Monitoring</p> <table border="1"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes: All staff build a shared understanding and ownership of the AIP to collaboratively work towards creating a preferred future. A School-wide culture of evidence-informed decision-making reflects a relentless focus on the purposeful use of data to improve practice. The school embeds an evidence-based teaching, learning and assessment plan for the implementation of the Australian Curriculum that ensures consistent teaching and learning expectations and a clear reference for monitoring and communicating learning progress.</p>	<p>Resources: IT review Head of Curriculum P-9 supporting all classroom teachers. Additional NCT to plan for curriculum SSP literacy resources Teaching of reading resources Critical friend P-9 Cluster Schools Resources to enable cisiter moderation Effective methods for data collection, analysis, review and reflection</p>
Term 1	Term 2	Term 3	Term 4				
<p>Strategies Establish quality systems and processes for 3 levels of planning Establish a whole school approach to the teaching of reading Ensure the effective use of triangulation of data to inform planning and teaching Conduct school and cluster moderation to ensure consistent judgements and accurate reporting against the achievement standards</p>	<p>Actions: Co-construct a whole school approach to the teaching of reading (Princ, HOD, Teaching staff) Teaching of reading review & embed agreed strategies/approaches & measures of impact (Dibels) within planning (HOD, Lead Teacher) Embed low variance routines in delivery of systematic synthetic phonics (HOD, Lead Teacher) Develop staff capability in aligning curriculum achievement standards & content descriptors to develop deep understanding of curriculum and identifying any misconceptions (HOD) Familiarisation with Science, Technologies and HaSS for implementation in 2026 (HOD & Key Staff) Audit facilities and resourcing for future implementation of Technologies across P-9 (Princ, HOD, Key Staff) Revisit whole school resources with a focus on PP4L's (Princ, HOD, Key staff) Build expert teaching teams, to support staff with appropriate differentiation and subject specific PP4L's. (Princ, HOD, Key staff) Establish triangulation of rigorous data, analysis and actions, aligned to high impact Pedagogy (PP4L) to provide excellence in teaching and monitor learning. (Princ, HOD, Key staff) Review, monitor and assess and refine the implementation of V9</p>	<p>Long term measurable/desired outcomes: Pedagogical Practices for Learning will be documented and enacted in all classrooms</p>	<p>Resources: IT review School improvement team Effective methods for data collection, analysis, review and reflection</p>				
<p>School priority 2: Whole School Pedagogy Framework</p>	<p>Monitoring</p> <table border="1"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes: Pedagogical Practices for Learning will be documented and enacted in all classrooms</p>	<p>Resources: IT review School improvement team Effective methods for data collection, analysis, review and reflection</p>
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<p>Strategies Implement a suite of agreed research-informed, subject specific pedagogical approaches to foster improved student engagement for learning, informed by whole school approach to pedagogy. Teachers make deliberate, responsive and timely pedagogical decisions within planning and to differentiate teaching and learning. Build expert teaching teams to support teachers to plan for high impact pedagogy & understand how to differentiate for students needs.</p>	<p>Actions: Employ Sharratt's 5 questions – supported by co-constructed learning walls & bump it up walls with success criteria. Students actively engaged throughout these processes. (Princ, HOD, Sector Leaders) Co-develop expectations, processes and timetables for Learning walls & Bump it up walls in every classroom for English, Maths (HOD, Teaching staff) Co constructed learning walls in each classroom – all KLA's. (Teaching staff) Bump it up walls in every classroom for English, Maths. (Teaching staff) Co-develop agreed processes to display Learning Intentions and Success Criteria for every lessons, for every KLA. (HOD, Sector Leaders) Documented subject specific pedagogy - evidenced in planning (HOD, teachers) Unit planning documenting pedagogical approaches – PP4L's (HOD, teachers) Build staff capability through ongoing professional learning, MOWS and coaching to ensure the most effective pedagogies to maximise the achievement, engagement and wellbeing of all students. (Princ, HOD, Sector Leaders) Audit IT facilities to compliment school pedagogy and PP4L's (Princ, HOD, BM) Co-construct a whole approach to the effective use of IT and ICT capabilities to support school pedagogy and PP4L (Princ, HOD, Sector Leaders & staff)</p>	<p>Long term measurable/desired outcomes: There is a school ethos around high expectations and a commitment to excellence and all staff take collective responsibility to optimise student outcomes. There is a shared understanding between school leaders and staff that demonstrate a strong conviction that improved pedagogical practice is the key to improved student learning. Improvement in student attendance. Improvement in wellbeing of staff in School Opinion Survey.</p>	<p>Resources:</p>				
<p>School priority 3: Collegial Engagement Framework</p>	<p>Monitoring</p> <table border="1"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p>Long term measurable/desired outcomes: There is a shared understanding between school leaders and staff that demonstrate a strong conviction that improved pedagogical practice is the key to improved student learning. Improvement in student attendance. Improvement in wellbeing of staff in School Opinion Survey.</p>	<p>Resources:</p>
Term 1	Term 2	Term 3	Term 4				
<p>Strategies Collaboratively develop a Collegial Engagement Framework to document how teaching staff and instructional leaders will leverage the collective knowledge and expertise of all staff to develop and embed priority school practices In alignment with School Pedagogical Framework, co-construct agreed priorities for WOW's, Observations and feedback</p>	<p>Resources:</p>						

- Actions:**
- ✓ Co-construct with staff the feedback process in alignment with agreed observation focus (Princ, HOD, Teachers)
 - ✓ Consultation with staff to collaboratively develop collegial engagement framework. (Princ, HOD, Teachers)
 - ✓ Conduct instructional leaders' walkthroughs, intentional and agreed observations and feedback and watching others work (Princ, HOD, Sector Leaders)
 - ✓ Staff setting professional goals linked directly to the development and implementation of personal goal, School AIP and Collegial Engagement Framework is reviewed (Princ)
 - ✓ Build staff capability through ongoing professional learning and coaching to ensure consistent pedagogical practices across all year levels (Princ, HOD)

Responsible officer(s):
Principal
Head of Department
Teachers
Teacher Aides

AIP measurable/desired outcomes:

- 90% or above attendance
- 90% staff respond that staff morale is good at Wondai SS
- 85% or above parents respond that Wondai is a good school

Academic desired outcomes

	A-C English	A-C Maths	A-B English	A-B Maths
P - 2	85%	95%	38%	70%
3 - 6	85%	85%	50%	52%
7 - 9	90%	90%	48%	32%

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

