

# Wondai State School

## 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

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



**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

