



Wondai State School AIP 2026



OUR WHY

Educational achievement
 Knowing and responding to each student's learning needs is essential to making sure they are on track to achieve their educational goals. Our common goal is for every student to progress in their learning each year to achieve individual excellence, and to invest in the capability and expertise of our people to support them

Belonging and engagement
 Welcoming every student and supporting their unique needs creates a positive culture that promotes a sense of belonging, wellbeing and safety to support their engagement in learning. Our common goal is to create positive and inclusive teaching and learning environments where all staff and students feel confident, resilient and supported to thrive.

School Priorities

Reading through the Australian Curriculum <i>Develop a whole school approach to the teaching of reading within the implementation of Australian Curriculum V9.0</i>	Pedagogies for Learning <i>Know our students, Know the curriculum, Know how to teach effectively – Priority areas English, Maths, Science & Jnr Secondary</i>	Wellbeing, Belonging and Engagement <i>Work collaboratively to design and implement consistent, school-wide practices that prioritise student wellbeing, build a strong sense of belonging, and create engaging learning environments where every learner feels supported, valued and connected.</i>
<p>Differentiated Teaching and Learning An expert Teaching Team</p> <ul style="list-style-type: none"> Co-construct a whole-school approach to the teaching of reading V9 (including low-variance instructional routines) to ensure consistent, evidence-informed literacy practices. (Principal, HODs, Key Staff, Teaching Staff) Strengthen staff capability in aligning achievement standards and content descriptors to deepen curriculum understanding and identify potential student misconceptions. (HOD) Build expert teaching teams to support staff with effective differentiation and subject-specific WWOV pedagogies. (Principal, HODs, Key Staff) Establish systematic triangulation of rigorous data, analysis, and action planning, aligned with high-impact pedagogies (WWOV), to enhance instructional quality and monitor student learning. (Principal, HODs, Key Staff) Build staff capacity in data literacy to improve student outcomes, incorporating measures of impact (e.g. CASW, DIBELS, PLD, AC A-E) within the TLAR process. (HOD, Key Teacher) Support staff to actively engage in CASW and moderation processes to strengthen professional capability and improve student achievement. (Principal, HODs, Teaching Staff) Ensure explicit evidence of the teaching of reading is embedded within all three levels of curriculum planning. (HOD, Teaching Staff) 	<p>Effective Pedagogical Practices</p> <ul style="list-style-type: none"> Co-construct Pedagogy Framework, Wondai's Ways of Working (WWoW), using trauma-informed practice, TLAC, PP4L, Sharratt's Clarity and Five Questions. (Principal, HOD, Sector Leaders, Teaching Staff) Collaborate to design digital innovations and an IT plan that maximises student learning outcomes aligned to Wondai's Ways of Working. (Principal, HOD, Key Teachers) Establish an agreed collegial engagement framework that supports the Ways of Working and staff professional development. (Principal, HOD, Sector Leaders, Teaching Staff) Build staff capability in implementing co-constructed learning walls and "bump-it-up" walls with clear success criteria across English, Maths, and Science. (HOD, Sector Leaders, Teaching Staff) Co-develop expectations, processes, and timelines for implementing learning walls and bump-it-up walls in all English, Maths, and Science classrooms. (HOD, Teaching Staff) Provide professional learning to enhance teachers' capacity to deliver differentiated and innovative learning experiences for all learners. Document subject-specific pedagogy within planning, aligned to Wondai's Ways of Working. (HOD, Teachers) Strengthen staff capability through ongoing professional learning, walkthroughs (WOWs), and coaching to ensure effective pedagogies that maximise student learning, achievement, engagement, and wellbeing. (Principal, HOD, Sector Leaders) Review and optimise school resources with a focus on Wondai's ways of working. (Principal, HOD, Key Staff) Establish Expert Teaching Teams to lead Reading, Wellbeing, Belonging and Engagement, Junior Secondary, Digital Resources, and Maths/STEM to enhance pedagogical practice. (Principal, HOD, Key Staff) 	<p>School & Community Partnerships A culture that promotes learning</p> <ul style="list-style-type: none"> Ensure all staff are trained in trauma-informed practices to support safe, predictable and responsive learning environments. Establish a whole-school framework for wellbeing, belonging and engagement that aligns with school priorities and supports the holistic development of all students. Foster a whole-school culture that promotes positive learning behaviours and supports high levels of student engagement. Co-construct a consistent whole-school approach to systems, practices, procedures and routines that align with differentiation, wellbeing, belonging and engagement, as articulated in Wondai's Ways of Working. Collaboratively develop and implement systematic processes to monitor and track attendance, behaviour and academic achievement across Primary and Junior Secondary cohorts.

AIP measurable/desired outcomes

Academic desired outcomes

	A-C English	A-C Maths	A-B English	A-B Maths	A-C Science	A-B Science
P-2	85%	85%	45%	60%	85%	50%
3-6	80%	75%	45%	45%	85%	43%
7-9	80%	85%	45%	45%	87%	55%

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 *Tania Angus*