

Goodwood State School

2025 ANNUAL IMPLEMENTATION PLAN

Educational
achievementWellbeing and
engagementCulture and
inclusion

School priority 1: <i>Deliver the English and Maths curriculum aligned to the AC Version 9 achievement standards with documentation aligned to P-12 Framework.</i>		Monitoring	Link to school review improvement strategy: <ul style="list-style-type: none">Collaboratively develop a school curriculum plan to clearly outline the units of work enacted each term/semester in each key learning area identifying Version 9 changes in English and Mathematics.Review and refine curriculum planning documents, to meet the requirements of the P-12 Framework and the implementation of V9.Create and implement schedules for leaders to routinely co-plan and discuss curriculum and teaching with teachers, complemented by walkthroughs, to develop their line of sight over curriculum implementation.	AIP measurable/desired outcomes: <ul style="list-style-type: none">100% of students achieving C or above in English and Mathematics❑ P-2: 50% (9) of students achieving an A or B in English with 15%(2) achieving an A3 -6: 50% (8) of students achieving an A or B in English with 15% (2) achieving an AP-2: 50% (9) of students achieving an A or B in Math with 15% (2) achieving an A3-6: 50% (8) of students achieving an A or B in Math with 15% (2) achieving an A <p>SOS: > 90% of students and parents satisfied – a good education/interest in learning LOA: 100% A-C Behaviour and Effort Staff: 100% engage in moderation opportunities and collaborative curriculum planning 100 % English and Maths Planning documentation uploaded to the curriculum folder Attendance above 90%</p>
	Sem 1	Developing		
	Sem 2			
Success Criteria: Students are: <ul style="list-style-type: none">engaged in a curriculum aligned to the Australian Curriculum as per the implementation schedule (V9 – English and Maths). Teachers are: <ul style="list-style-type: none">demonstrating their understanding of the AC by implementing an engaging curriculum for students.routinely engaged in collaborative planning with the SKCAG's networknavigating the Curriculum Gateway Leadership team are: <ul style="list-style-type: none">routinely engaged in collaborative planning with the SKCAG's networkroutinely engaging in walkthroughs ensuring line of sightFacilitating PLC Sessions & Moderation M1-M4Developing a school-wide/partner school approach to moderation to strengthen understanding with the SKCAG's network.				
Actions: <ul style="list-style-type: none">Leaders and teachers engage in collaborative practices to strengthen knowledge of the Australian Curriculum to inform practice. PLC Planner/CalendarTeachers deliver engaging lessons aligned to the Australian Curriculum V9.Teachers contribute to pre and post moderation at the endo of each term.Enactment of Moderation (M1 – M4) in learning teams & with Partner School.Targeted professional learning through PLC	Responsible officer(s): Principal, Curriculum Leader Classroom Teachers		Artefacts: <ul style="list-style-type: none">Creation of “A” level, “B” level, “C” level exemplars for each unit of work in English and MathsGTMJ – annotated (Highlight A, B, C Levels)3 Levels of planning (p-12 CARF)Bump it Up WallsLearning ‘Walks & Talks’ dataPrincipal's Data Wall (updated each term)	Resources: <p>Financial: Each teacher 1 Full Day Release for Pre-moderation 8 TRS Days= (Term 1, Wk 9: 2 CTs TRS = \$1000 T2 Wk 9: 2 CTs TRS = \$1000 T3 Wk 9: 2 CT TRS = \$1000 T4 Wk 8: 2 CT TRS = \$1000) Curriuclum Leader Network Days: 4 TRS = \$2000 Curriculum Resources: \$2000</p> <p>Curriculum Gateway, Education Futures Institute</p>
School priority 2: <i>Adopt contemporary evidence-based teaching of reading practices.</i>		Monitoring	Link to school review improvement strategy: Domain 6: Systematic curriculum delivery Refine formal processes for discussing student learning portfolios to support teachers to monitor student learning and differentiate teaching. Domain 7: Differentiated teaching and learning Collaboratively develop the capability of classroom teachers to design, embed and document classroom differentiation strategies to address the diverse learning needs of all students.	AIP measurable/desired outcomes: <ul style="list-style-type: none">100% of Students achieving a 'c' and above in English100% of Students in Prep – 2 tracked using National Phonics Screener and weekly spelling tests. To ensure students are demonstrating growth over 12 months (LOA English)All Students demonstrating growth from year 3 – 5 in NAPLAN Reading & Language Conventions
	Sem 1	Developing		
	Sem 2			
Success Criteria: Students are: <ul style="list-style-type: none">Understanding and verbalising literacy goalsBuilding word reading and language comprehension to progress towards effective reading comprehension. Identifying growth through age-appropriate text literal and inferential comprehension questioning.Decoding sounds at levelDemonstrate 1 year's growth in 1 year for English and Maths. Teachers are: <ul style="list-style-type: none">Planning and teaching literacy rotations in line with literacy hub's Phonics scope and sequenceConducting literacy hub phonics screener with all students in p-2 (and identified reading difficulties)Setting a priority focus in APDP aligned to SSP Leadership team are: <ul style="list-style-type: none">Leading staff meetings to review student data and progress. This will intervention and future teaching strategies.Providing opportunities for all staff to be upskilled through reading PD (Soundwaves, Jolly Phonics, Regional Reading Masterclasses)Referring to Evidence based practices when identifying areas of improvement (SSP, Science of Reading)				

Actions:

- Implementing a learning to read scope and sequence to align with a SSP approach to reading – Orthographic mapping, phonemic knowledge
- Whole of reading program for the school – documented and reflected upon each term to
- Develop consistency between Decodable texts that link with sequence for home readers.
- Using decodables to support student growth; mapped to readers ability.
- 100% completion of early start P-2
- Develop opportunities for staff to collaborative plan to meet learner needs
- All staff ensure literacy demands are drawn from the Australian Curriculum across all subjects

Responsible officer(s):

Principal, Curriculum Leader
Classroom Teachers

Artefacts:

- Semester 1 & 2 report cards
- Student Spelling results
- NAPLAN Data
- Staff meeting minutes
- Phonics Screening Data

Resources:

- Curriculum Gateway
- Education Futures Institute
- Speech Pathologist
- Literacy Hub Phonics progression
- Soundwaves Spelling
- Decodable Readers
- Targeted funds for staff PD
- Time allocation for staff to collaborate

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



Colin Crowther