




# Woolooga State School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

School priority 1	School Priority 1 <b>Implementation of Version 9 of the Australian Curriculum English P-6, supported by the development of rigorous moderation processes and evidence-based reading strategies delivered across all learning areas.</b>	Monitoring <small>Green=on track, Yellow=moderately, Red/Amber= yet to commence, Str.=strategic, Refl.=reflection based on progress.</small> Term 1 Term 2 Term 3 Term 4	School priority 2	School Priority 2 <b>Create a positive and inclusive teaching and learning environment where all staff and students feel confident, resilient and supported to thrive.</b>	Monitoring <small>Green=on track, Yellow=moderately, Red/Amber= yet to commence, Str.=strategic, Refl.=reflection based on progress.</small> Term 1 Term 2 Term 3 Term 4
<p><b>Link to school improvement strategy:</b></p> <p><b>Domain 1: Driving an explicit improvement agenda</b></p> <ul style="list-style-type: none"> <li>Establish quantitative student outcome targets within the AIP to help guide and measure the impact of curriculum initiatives on student learning. Ensure a clear curriculum focus within strategic planning to guide continual student outcome improvement.</li> </ul> <p><b>Domain 2: Analysing and discussing data</b></p> <ul style="list-style-type: none"> <li>Develop staff data literacy to effectively progress the use of data from a measure of student achievement to an indicator of how to provide the next steps for student learning to regularly inform classroom practice. Develop a sense of collective ownership and encourage all staff to be responsible for student data.</li> </ul> <p><b>Domain 6: Leading systematic curriculum implementation</b></p> <ul style="list-style-type: none"> <li>Identify opportunities for ongoing curriculum PD for leaders and staff members to ensure alignment of the curriculum to school demographics, and a deep understanding of the multi-age plan to deliver the AC with fidelity. Collaboratively establish processes for the full implementation of the four-stage moderation cycle, which includes other schools, to quality assure the school curriculum program and ensure alignment to the AC.</li> </ul>	<p><b>Link to school improvement strategy:</b></p> <p><b>Domain 3: Promoting a culture of learning +</b></p> <ul style="list-style-type: none"> <li>Further develop staff capability to effectively support diverse learners within the classroom, by creating a common philosophy and vision of inclusion, and the ongoing support of staff to deliver practices within these</li> </ul> <p><b>Domain 5: Building an Expert Teaching Team</b></p> <ul style="list-style-type: none"> <li>Strengthen collective teacher capability through targeted professional learning, shared pedagogical approaches, and a common vision for inclusive practice.</li> </ul> <p><b>Domain 7: Differentiating teaching and learning</b></p> <ul style="list-style-type: none"> <li>Enhance teacher capability to effectively differentiate and support diverse learners within an inclusive, multi-age context.</li> </ul> <p><b>Domain 8: Implementing effective pedagogical practices</b></p> <ul style="list-style-type: none"> <li>Collaboratively determine, define and document the school's pedagogical approaches that address the diverse learners and the range of learning areas, including the EI</li> </ul>	<p><b>Strategic/ies</b></p> <ol style="list-style-type: none"> <li>1. Implement a consistent approach to the teaching of reading via evidence-based strategies, aligned with the department's Reading Position Statement.</li> <li>2. Establish consistent moderation processes to monitor alignment of the curriculum from 'intended' to 'planned' to 'enacted'.</li> <li>3. Embed routine instructional leadership practices across the school, ensuring Curriculum Teaching and Learning drive all decision-making.</li> </ol>	<p><b>Strategic/ies</b></p> <ol style="list-style-type: none"> <li>1. Collaboratively embed a culture of high expectations for student engagement within a clearly articulated inclusive philosophy.</li> <li>2. Build the knowledge and understanding of staff, students and the community regarding students' complex needs, and strengthen capacity to support everyone effectively within the school context.</li> </ol>	<p><b>Strategic/ies</b></p> <ol style="list-style-type: none"> <li>1. Collaboratively embed a culture of high expectations for student engagement within a clearly articulated inclusive philosophy.</li> <li>2. Build the knowledge and understanding of staff, students and the community regarding students' complex needs, and strengthen capacity to support everyone effectively within the school context.</li> </ol>	<p><b>Monitoring</b></p> <p>Term 1 Term 2 Term 3 Term 4</p>
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<p><b>3. Embed routine instructional leadership practices across the school, ensuring Curriculum Teaching and Learning drive all decision-making.</b></p> <ul style="list-style-type: none"> <li>Clearly and widely communicate AIP priorities, strategies, actions and measurable outcomes.</li> <li>Align school resources to prioritise capability building assigned to the AIP.</li> <li>Establish a clear Line of Sight into classrooms through routine Learning Walks and Talks aligned to AIP observable behaviours to inform next steps.</li> </ul>	<p><b>Financial Resources:</b></p> <ul style="list-style-type: none"> <li>Budget allocation for resources and materials (decodables, sound cards).</li> <li>PLD Training</li> <li>Purchase Heggerty's</li> <li>TRS to release staff for mentoring, classroom observation, and induction sessions.</li> </ul> <p><b>Human Resources:</b></p> <ul style="list-style-type: none"> <li>Release time to set up decodables and organise resources</li> <li>Mentor teachers on V9 English across all KLA's</li> <li>All staff further training in PLD – School visits</li> </ul> <p><b>Physical / Virtual Resources:</b></p> <ul style="list-style-type: none"> <li>Classroom phonics displays, and sound walls.</li> <li>Data tracking tools and digital spreadsheets.</li> </ul>	<p><b>Performance:</b></p> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>Maintain NAPAN MSS trend as above the state in Reading</li> </ul> <p><b>Medium Term</b></p> <ul style="list-style-type: none"> <li>Maintain or improve LOA English results P-6</li> </ul> <p><b>Short term</b></p> <ul style="list-style-type: none"> <li>80% of students noted as minimal risk support or above on Dibels middle of year benchmark</li> <li>100% of students noted as minimal risk support or above on beginning of year benchmark</li> </ul>	<p><b>End of Year Success Criteria</b></p> <p><b>Measures</b></p> <p><b>Behaviour (practices we anticipate seeing in place when this is working well)</b></p> <p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>Demonstrate increased automaticity and fluency in decoding and reading unfamiliar words using phonics knowledge. Apply comprehension strategies explicitly taught through the Simple View of Reading (shared and dialogic reading). Engage actively in reading lessons, demonstrating understanding of lesson objectives and success criteria.</li> <li>Participate in reading practice and application tasks with increasing independence and confidence with decoding.</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>Consistently plan and deliver reading lessons using Explicit Instructional Design (EID): <b>Review – Teach – Practice – Apply</b>. Clearly communicate learning intentions, success criteria, and engagement norms during reading lessons.</li> <li>Implement Structured Synthetic Phonics (SSP) lessons with fidelity to the agreed school model. Use DIBELS and other diagnostic data routinely to monitor student progress and adapt instruction. Collaborate with staff to analyse reading data and share effective strategies.</li> <li>Engage in ongoing professional learning and mentoring to strengthen practice in SVR and SSP.</li> </ul> <p><b>Teacher aides can/will:</b></p> <ul style="list-style-type: none"> <li>Deliver or support small-group and individual reading and phonics sessions using agreed SSP practices.</li> <li>Apply consistent language, routines, and prompts aligned with the school's reading model. Collect and record data from intervention sessions for teacher and Reading Team review. Participate in professional learning and mentoring related to Explicit Instruction and SSP.</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Model and reinforce high-quality Explicit Instruction and SSP practices through coaching, walkthroughs, and feedback. Lead, sustain and drive whole-school implementation and monitoring.</li> <li>Facilitate data discussions and ensure reading data informs targeted intervention and professional learning. Provide time, resources, and professional learning opportunities for all staff to deepen capability.</li> <li>Celebrate progress and share success stories to build collective efficacy and commitment to the reading agenda.</li> </ul> <p><b>Artifacts</b></p> <ul style="list-style-type: none"> <li>Three levels of planning documents (Year, Term, Weekly/Unit), DIBELS</li> <li>Yr-1 screener - data sets and analysis summaries. Staff professional learning records and observation notes.</li> <li>Whole-school reading data wall or dashboard.</li> <li>SSP Scope and Sequence documents and classroom resources.</li> <li>Learning walls – GTMJ, Work samples, Impromptu learnings, Assessments, Year at a glance, Assessment overviews.</li> </ul> <p><b>Reduction of red tape in day-to-day work, planning and processes include:</b></p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Three Levels of Planning documents (Yearly, Term, Unit) are all on SharePoint that all staff can access and add to.</li> <li>Weekly / Daily planning visible for all to access / contribute to. Use standard templates for lesson observation, feedback, and planning reflections to simplify documentation.</li> </ul> <p><b>Processes</b></p> <ul style="list-style-type: none"> <li>Align assessment schedules (e.g., DIBELS, diagnostic checks) with existing reporting cycles to reduce multiple data collection points.</li> <li>Develop a clear and concise Reading Implementation Guide outlining agreed practices, routines, and expectations — reducing the need for staff to search across multiple documents. Consolidate meeting structures (e.g., combine data discussions and coaching debriefs) Reduce excessive face-to-face meetings; replace some with short digital updates</li> <li>Maintain one school-wide reading data tracker instead of multiple spreadsheets across year levels.</li> <li>Use existing communication platforms (e.g., SharePoint, OneNote) for storing and sharing resources, coaching feedback, and data, avoiding duplication and version confusion.</li> <li>Use ICT tools e.g. One School to reduce manual data entry.</li> <li>Clear moderation process using a consistent cycle (4 phases).</li> </ul>
<p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>Increase SOS 66.7% to 80% - 'Student behaviour is well managed at this school'</li> <li>Increase SOS from 66.7% to 80% - 'The expectations and rules are clear at this school'</li> <li>Staff and P &amp; C – Collaborate and sign off on reviewed Code of Conduct and Behaviour plan</li> </ul>	<p><b>End of Year Success Criteria</b></p> <p><b>Measures</b></p> <p><b>Behaviour (practices we anticipate seeing in place when this is working well)</b></p> <p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of the school expectation and rules</li> <li>Participate with positive engagement in all aspects of school life</li> <li>Apply inclusive behaviour choices</li> <li>Agree to the school code of conduct</li> </ul> <p><b>Teachers and Teacher aides can/will:</b></p> <ul style="list-style-type: none"> <li>Explicitly teach School Expectations and Rules</li> <li>Consistently model inclusive positive behaviour</li> <li>Collaborate with the review of the Student Code of Conduct</li> <li>Engage in ongoing professional discussions about student engagement and behaviour</li> <li>Create learning environments that students want to be a part of</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Model, Lead, Sustain, Drive and reinforce inclusive positive behaviour through coaching, staff meetings, walkthroughs, and feedback.</li> <li>Observe the implementation of Engagement Norms in every classroom.</li> <li>Facilitate data discussions of SOS review success and areas for improvement</li> <li>Provide time, resources, and professional learning opportunities for all staff to deepen capability.</li> <li>Celebrate progress with the school community</li> </ul> <p><b>Wellbeing Coach can/will:</b></p> <ul style="list-style-type: none"> <li>Consistently model and reinforce Inclusive Positive Behaviour, School Expectations and Rules</li> <li>Collaborate with the review of the Student Code of Conduct</li> <li>Engage in ongoing professional discussions about student engagement and behaviour</li> <li>Create learning environments and experiences that students want to be a part of</li> <li>Plan targeted wellbeing opportunities - all students - various needs Safety/Belonging/ Emotional Skills/ Engagement/ Inclusion/ Voice/ Partnership</li> </ul> <p><b>Artifacts</b></p> <ul style="list-style-type: none"> <li>Student Code of Conduct</li> <li>School Rules</li> <li>Behaviour Plan</li> <li>Well Being Coach Work plan</li> <li>School Opinion Survey</li> <li>text: Distressed or Deliberately Defiant</li> </ul>	<p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Prioritise in-house, targeted professional learning led by the Reading Team to reduce reliance on external sessions and travel time.</li> <li>Embed short, bite-sized professional learning during staff or team meetings rather than creating additional sessions.</li> <li>Use mentoring structures to build capacity on-site, reducing time away from classrooms.</li> </ul> <p><b>Administration and Communication</b></p> <ul style="list-style-type: none"> <li>Streamline communication through weekly curriculum updates summarising key actions, deadlines, and professional learning instead of multiple emails.</li> <li>Focus administrative on evidence that supports student outcomes (e.g., lesson observation notes, reading data) rather than compliance paperwork.</li> </ul> <p><b>Outcome of Red Tape Reduction</b></p> <p><b>By implementing these measures:</b></p> <ul style="list-style-type: none"> <li>Staff will have greater clarity and reduced duplication in planning, data, and professional learning.</li> <li>Leadership and Reading Teams can focus their time on instructional leadership and coaching, not document management.</li> <li>Teachers and teacher aides can dedicate more time to high-impact teaching and less to administrative tasks.</li> <li>School-wide consistency will lead to improved quality of practice with reduced workload.</li> </ul>	
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Participate in professional learning and mentoring related to Explicit Instruction and SSP.</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Model and reinforce high-quality Explicit Instruction and SSP practices through coaching, walkthroughs, and feedback. Lead, sustain and drive whole-school implementation and monitoring.</li> <li>Facilitate data discussions and ensure reading data informs targeted intervention and professional learning. Provide time, resources, and professional learning opportunities for all staff to deepen capability.</li> <li>Celebrate progress and share success stories to build collective efficacy and commitment to the reading agenda.</li> </ul> <p><b>Artifacts</b></p> <ul style="list-style-type: none"> <li>Three levels of planning documents (Year, Term, Weekly/Unit), DIBELS</li> <li>Yr-1 screener - data sets and analysis summaries. 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Lead, sustain and drive whole-school implementation and monitoring.</li> <li>Facilitate data discussions and ensure reading data informs targeted intervention and professional learning. Provide time, resources, and professional learning opportunities for all staff to deepen capability.</li> <li>Celebrate progress and share success stories to build collective efficacy and commitment to the reading agenda.</li> </ul> <p><b>Artifacts</b></p> <ul style="list-style-type: none"> <li>Three levels of planning documents (Year, Term, Weekly/Unit), DIBELS</li> <li>Yr-1 screener - data sets and analysis summaries. Staff professional learning records and observation notes.</li> <li>Whole-school reading data wall or dashboard.</li> <li>SSP Scope and Sequence documents and classroom resources.</li> <li>Learning walls – GTMJ, Work samples, Impromptu learnings, Assessments, Year at a glance, Assessment overviews.</li> </ul> <p><b>Reduction of red tape in day-to-day work, planning and processes include:</b></p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Three Levels of Planning documents (Yearly, Term, Unit) are all on SharePoint that all staff can access and add to.</li> <li>Weekly / Daily planning visible for all to access / contribute to. Use standard templates for lesson observation, feedback, and planning reflections to simplify documentation.</li> </ul> <p><b>Processes</b></p> <ul style="list-style-type: none"> <li>Align assessment schedules (e.g., DIBELS, diagnostic checks) with existing reporting cycles to reduce multiple data collection points.</li> <li>Develop a clear and concise Reading Implementation Guide outlining agreed practices, routines, and expectations — reducing the need for staff to search across multiple documents. Consolidate meeting structures (e.g., combine data discussions and coaching debriefs) Reduce excessive face-to-face meetings; replace some with short digital updates</li> <li>Maintain one school-wide reading data tracker instead of multiple spreadsheets across year levels.</li> <li>Use existing communication platforms (e.g., SharePoint, OneNote) for storing and sharing resources, coaching feedback, and data, avoiding duplication and version confusion.</li> <li>Use ICT tools e.g. One School to reduce manual data entry.</li> <li>Clear moderation process using a consistent cycle (4 phases).</li> </ul>	<p><b>Approvals</b></p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p style="text-align: right;">Principal </p> <p style="text-align: right;">P&amp;C/School Council </p> <p style="text-align: right;">School Supervisor </p>	