



Annual Implementation Plan 2025

Focus: Clarity and Consistency of Teaching and Learning.

Strategies	Actions
Develop the school's signature pedagogical practices including opportunities for modelling, coaching and co-teaching connected to agreed pedagogical practices.	<p>Teachers and Teacher Aides</p> <ul style="list-style-type: none"> Implement the school's signature pedagogical practices outlined in the Wavell Heights SS Signature Pedagogies in particular Teach Like a Champion and Reading through the curriculum with a focus on instructional routines for Reading and Phonics instruction. Implement the Collegial Observation and Feedback form during 'Watching Others Work' opportunities. Strengthen case management and provide opportunities for teams to work collaboratively to share high impact teaching strategies and monitor their impact on student learning. Implement the literacy block throughout each week with a focus on explicit instruction of systematic phonics and, shared and dialogic reading. <p>Students</p> <ul style="list-style-type: none"> Articulate their learning goals, what they need to do to improve from the feedback they receive. Understand their role in the learning by following created routines and using available learning supports to assist them to reach their goals. <p>Leaders</p> <ul style="list-style-type: none"> Provide increased formal opportunities for teaching staff and leaders to engage in Professional Learning communities and observe best practice. Provide professional development opportunities to build capability of staff to cater for a range of student behaviour.
Strengthen teacher knowledge of the Australian Curriculum to support the development and implementation of quality assured and streamlined curriculum units.	<p>Teachers</p> <ul style="list-style-type: none"> Participate in the Wavell Heights State School Moderation Process to enhance their knowledge of the Australian Curriculum and ensure their judgements are consistent with colleagues. Make deliberate pedagogical decision based on data to lift student outcomes in English. Develop a deep understanding of English (reading and writing). <p>Students</p> <ul style="list-style-type: none"> Understand the lesson intention and success criteria for each lesson to assist them in learning across the Australian Curriculum subject areas. Understand and use their guide to making judgement for each learning area to guide them in their learning achievement. <p>Leaders</p> <ul style="list-style-type: none"> Strengthen school-wide moderation processes across the four phases of moderation to further develop teachers knowledge of the Curriculum. Develop, with teachers, class targets aligned to the school's Improvement Agenda and school targets. Develop, with teachers, systems and processes for using data to monitor the progress of students during fortnightly team moderation meetings and implementation of high yield instructions from discussion. Develop strategies to engage with families to build their capability and confidence as co-educators of their child. Review the school's collection of data to ensure it matches its purpose, and informs quality teaching and learning and school initiatives.

Outcomes

English achievement data			English achievement data			Artefacts created
2024	All Students	2025 Target	2024	First Nations	2025 Target	<ul style="list-style-type: none"> Signature pedagogies updated with support documentation developed (Teach Like a Champion – school wide expectations, explicit lesson overview), Three levels of planning, school, teacher unit and daily plans – focus on teaching sequence for English Class targets and maker students selected for targeted observation of progress Student Code of Conduct and behaviour processes developed Instructional Manual – updated with school-wide practices. The collegial lesson observation and feedback form based on Signature Pedagogies, APR conversation or instructional routines.
76%	C or better	80%	51%	C or better	55%	
46%	A or B	50%	23%	A or B	25%	
	Year 3 - 6			SWD		
76%	C or better	80%	49%	C or better	52%	
44%	A or B	50%	16%	A or B	20%	
	Prep to year 2			EAL/D		<p>Endorsement and Approvals</p> <p>Principal <u>G. Rickess</u> P&C President _____ School Supervisor <u>Heqal</u></p>
80%	C or Better	85%	78%	C or better	80%	
51%	A or B	55%	57%	A or B	60%	