



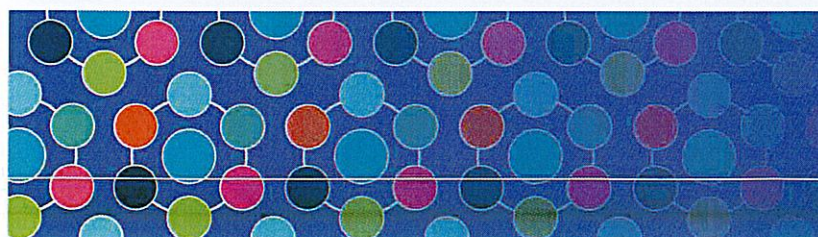
Goodna State School Annual Implementation Plan 2025



Goal

To ensure an *aligned* and *engaging* Curriculum is embedded at Goodna State School

Background / Context	Targets / Outcomes
In our final year of the Strategic Plan cycle, we are focussed on quality assuring and tracking the intended curriculum to the embedded curriculum. <i>Aligned</i> meaning - To ensure that a Curriculum contextualised to our Community and learners, and consistent with the V.9 system rollout expectations, is delivered with whole-school alignment (horizontal and vertical). - That <i>Teacher Judgement</i> is consistently interpreted when tracking achievement standards and associated marking guides. - That teachers continue to maximise the opportunities of our <i>Intentional Collaboration</i> structures in their shared practice. <i>Engaging</i> meaning - All teachers continue to embed the <i>Visible Learning</i> characteristics (collaboratively developed at Goodna State School) with fidelity and rigour. - When all staff optimise the array of <i>Maximising Learning</i> Strategies current available at Goodna State School. - Teachers continue to leverage the foundations of the <i>Third Teacher</i> mindset when establishing their learning environments.	Three Strategic Goals remain our constant tracking focus. 80% Students achieving A-C LOA in English, Maths and Science 90% Students attending above 90% at school 95% Staff Satisfaction regarding Professional Engagement



Educational Achievement

Relevant Success Criteria	Tracking / Methodology
× 100% Students accessing principles of Visible Learning to monitor and achieve personalised goals; children able to articulate goals on demand (Reading, Writing). × 100% Class Teachers implementing Soundwrite scope and sequence across year levels as per SLP plan. × All teachers able to understand and interpret achievement standard correlation with the associated marking guides. × 100% Class teachers utilising formative (micro) data to track and target teaching and to inform teacher judgement. × Build proportional student capability in accountability and autonomy of learning, consistent with Accountable Learner mindset. × Build consistency in metalanguage in three specific areas 1. Visible Learning 2. Soundwrite 3. Accountable Learner × Improvement in A-B LOA data in Indigenous Students in English, Maths and Science.	Class Teacher participation via CADs, Staff Meetings and Strategic Forums (CRG, SET, SWISH, GIGs) Differentiated / Focussed PD – new staff SLP involved with Cohorts – CADs All classes using VRF (age appropriate) V.9 ACARA – revised English Units enacted in all classrooms Whole School Approach to Marking Guides – English Retention of TDAs by HOD for longitudinal tracking GTC Term Meetings Leadership Walkthroughs Leadership Check-ins Leadership 1 on 1s CADs Agenda / Minutes

Culture & Inclusion

Relevant Success Criteria	Tracking / Methodology
× School building a sense of belonging through targeted and celebrated partnerships and events. × Staff proactively involved in Strategic Committees and Reference Groups (SET, CRG, SWISH); creating rich outcomes, deeper understanding and increased buy-in (through shared voices). × Formalise the <i>Maximising Learning – Multi-Tiered Levels of Support Framework</i> to ensure awareness of strategies and consistent staff mental model of oversight. × Track within this framework a productive Pilot / Co-Pilot dynamic; ensure clarity and consistency in relevant roles and responsibilities. × Staff / Students recognising individual successes and learning gains throughout the year. × Differentiation recognised in learning journeys through personalised goals (Visible Learning). × Continual reflection of Units / Literature / Reference Material / Assessment Tasks to ensure removal of barriers to learning. × SORD data conversations each term with GTCs and Principal will continue to provoke / guide teaching responses. × All staff continue to adopt bias-free lens when interpreting student data; all staff continue to adopt a non-fixed mindset.	Community attendance levels at Events; Community confidence determined by planned consultation and feedback processes Productivity of Community Partnerships (determined by consultation and feedback) Class Teacher participation via CADs, Staff Meetings and Strategic Forums (CRG, SET, SWISH, GIGs) All classes using VRE (age appropriate) with associated goal setting CADs Agenda / Minutes GTC Term Meetings Leadership Walkthroughs Leadership Check-ins Leadership 1 on 1s SOS / SORD Data

Well-being & Engagement

Relevant Success Criteria	Tracking / Methodology
× Staff actively involved in SWISH undertakings (meetings, events and protocols). × Increase in community engagement at events and through communication platforms; continue to build website capability for effective communication. × 11 Before 11 Activities and PBL fortnightly lessons continue to build higher order thinking / social capital / Accountable Learner; SET maximises use of OneSchool platform and Council of Heroes to track progress and respond to emerging data. × 100% teachers co-constructing Success Criteria with students in Visible Learning. × Students are able to self-identify zones of regulation. × A culture of trust exists between staff and students. × Staff continue to access relevant professional growth opportunities, then return to share with colleagues. × Cohorts tracking and influencing attendance data through differentiated incentive programs. × Continue to utilise HERO Care program to maximise learning. × All Teachers continue to engage learners with a dynamic first-practice; reflective of a broad range of active engagement strategies / high response rate from learners.	Social Media / Newsletter Tracking (engagement levels and responses) Community attendance levels at Events; Community confidence determined by consultation and feedback Productivity of Community Partnerships (determined by consultation and feedback) Class Teacher participation via CADs, Staff Meetings and Strategic Forums (CRG, SET, SWISH, GIGs) All classes using VRF and Bump-it-up Walls (age appropriate) with associated goal setting CADs Agenda / Minutes Council of Heroes Agenda / Minutes GTC Term Meetings Leadership Walkthroughs Leadership Check-ins Leadership 1 on 1s SOS / SORD Data

Endorsement

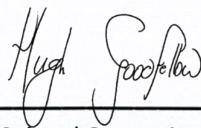
This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Principal



P and C Representative



School Supervisor

Goodna State School – Acronyms

CADs	Curriculum and Development Session
SET	Social Ethics Team
CRG	Curriculum Reference Group
VRF	Visual Reading Framework
BIU	Bump-it-up
GTCs	Goodna Team Coordinators
LOA	Level of Achievement
SOS	School Opinion Survey
YSC	Youth Support Coordinator
GO	Guidance Officer
CTs	Class Teachers
HOSES	Head of Special Education Services
DP	Deputy Principal
CEC	Community Education Councillor
SLP	Speech Language Pathologist
BST	Behaviour Specialist Teacher
GIFs	Goodna Inter-agency Family Support
PBL	Positive Behaviour for Learning
EAL/D	English as an Alternative Language / Dialect
NDIS	National Disability Insurance Scheme
SOF	Social Outcomes Framework
SDAs	Student Disciplinary Absences
ACARA	Australian Curriculum, Assessment and Reporting Authority
GIGs	Goodna Investing in Greatness (Workshops)
WOWs	Watching Others Work
GOSS	Getting Our Stuff Sorted (Staff Memo)
CEF	Collegial Engagement Framework
SWISH	Staff Wellbeing Improves Student Happiness
TDA	Teacher Developed Assessment (Monitoring Task)
MALP	Metro Aspiring Leader's Program
SORD	School On-line Reporting Dashboard