



Goodna State School Annual Implementation Plan 2026



Goal

To ensure a dynamic *First Practice* is consistently delivered at Goodna State School

Background / Context

In our first year of a new Strategic Plan, we are focussed on ensuring clarity and a shared understanding about what is a dynamic *First Practice*, and then ensuring this practice exists in every classroom. *First Practice* is how we teach, to maximise the engagement of our learners.

Understanding the dynamic *First Practice* meaning:

- A dynamic *First Practice* sits in the Tier 1 (Universal) level of support, as articulated in the *Maximising Learning Framework* at Goodna State School. The clear expectation is that this strategy is everyone's responsibility, and an understanding that maximising impact in this manner reduces a reliance on potentially reactive or high-demand resourcing approaches.
- All staff optimise the array of teaching skills, strategies and routines to maximise the engagement and deepen the learning of students at Goodna State School.
- All teachers continue to embed the *Visible Learning* characteristics (collaboratively developed at Goodna State School) with fidelity and rigour.
- Teachers continue to personalise learning experiences through Visible Learning frameworks (goals), and specific feedback.
- Teachers encourage children's voice in the learning journey, through deliberately building a learning metalanguage, and then incorporating many opportunities for peer conferencing, feedback and re-do to use this metalanguage effectively.
- Teachers continue to leverage the foundations of the *Third Teacher* mindset when establishing their learning environments.
- *Teacher Judgement* is consistently interpreted when tracking achievement standards and associated marking guides.
- Teachers continue to maximise the opportunities of our *Intentional Collaboration* structures in building their shared understanding of a dynamic *First Practice*.

Targets / Outcomes

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
<ul style="list-style-type: none"> × 100% teachers understanding the benefit of effective retrieval practices, the relevant “Brain Science” involved in retrieval practices and how to develop this effectively in the students. × All teachers involved in a Triad development process to refine their instructional routines and retrieval practices. <i>(Literacy Blocks as initial focus)</i> × 100% teachers co-constructing initial Success Criteria with students in Visible Learning. × 100% Students accessing principles of Visible Learning to monitor and achieve personalised goals; children able to articulate goals on demand (Reading, Writing). × Students effectively using content of Visible Learning in a developmentally appropriate manner to support HERO Conferencing (new Parent / Teacher interview process). × 100% Class Teachers implementing DIBELS to track literacy development, and use as an informing source of planning and teacher judgement. × 100% Class teachers continuing to utilise formative (micro) data to track and target teaching and to inform teacher judgement. × 100% teachers involved developing a shared understanding of an effective Explicit Instruction Model in delivering Maths (explicitly via CADs and CRG forums). × Consistent use of common metalanguage in three specific areas <ol style="list-style-type: none"> 1. Visible Learning 2. Accountable Learner 3. Learning Warm-ups × Improvement in A-B LOA data in Indigenous Students in English, Maths and Science. 	<p>Class Teacher participation via CADs, Staff Meetings and Strategic Forums (CRG, SET, SWISH, GIGs)</p> <p>Differentiated / Focussed PD – new staff</p> <p>SLP involved with Cohorts – CADs</p> <p>All classes using VRF (age appropriate)</p> <p>V.9 ACARA – revised English Units enacted in all classrooms</p> <p>Whole School Approach to Marking Guides – English</p> <p>Triads – HOD x Two Teachers</p> <p>Retention of TDAs by HOD for longitudinal tracking</p> <p>GTC Term Meetings</p> <p>Parent / Teacher Interviews (Term 3)</p> <p>Leadership Walkthroughs</p> <p>Leadership Check-ins</p> <p>Leadership 1 on 1s</p> <p>CADs Agenda / Minutes (Professional Focus – <i>Just Tell Them</i>)</p>

Belonging & Engagement

Relevant Success Criteria	Tracking / Methodology
<ul style="list-style-type: none"> × School building a sense of belonging with families, through targeted and celebrated partnerships and events. × Re-develop community engagement strategies – promoting student voice and student engagement. Specifically <ul style="list-style-type: none"> ○ Whole School Parades ○ HERO Day ○ Parent / Teacher Interviews (Term 3 start) ○ Student Learning Achievement celebrations ○ Introduce <i>QParents</i> capability × Create new Parent engagement pathway via Think Tank forum (via external consultant). × Refine Inclusion Guidelines, articulating roles and responsibilities for stakeholders; commence <i>Intervention Support Review Form</i> to track input and impact of support provisions (engagement, learning outcomes). × 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. × Staff actively involved in Committee undertakings (meetings, events and protocols). × A culture of trust exists between staff and students. × Staff continue to access relevant / personalised professional growth opportunities, then return to share with colleagues (EFI Un-plugged) × Cohorts tracking and influencing attendance data through differentiated incentive programs. × Create dedicated (expansive) First Nations program <ul style="list-style-type: none"> ○ Build relevant cultural capital in First Nations children ○ Maximise attendance ○ New activities – Community performance / connection 	<p>Community attendance levels at Events</p> <p>Community confidence determined by planned consultation and feedback processes – SOS, Think Tank, QParents</p> <p>Productivity of Community Partnerships (determined by consultation and feedback)</p> <p>Class Teacher participation via CADs, Staff Meetings and Strategic Forums (CRG, SET, SWISH, GIGs)</p> <p>Tracking class (age appropriate) use of VRF with associated goal setting</p> <p>CADs Agenda / Minutes</p> <p>GTC Term Meetings</p> <p>Leadership Walkthroughs / Leadership Check-ins</p> <p>Leadership 1 on 1s</p> <p>SOS / SORD Data</p> <p>Social Media / Newsletter Tracking (engagement levels and responses)</p> <p>Parent Think Tank outputs</p> <p>Council of Heroes Agenda / Minutes</p> <p>EFI Patronage</p>

Endorsement

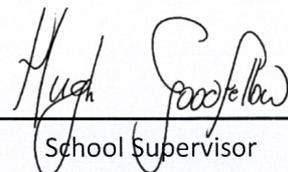
This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



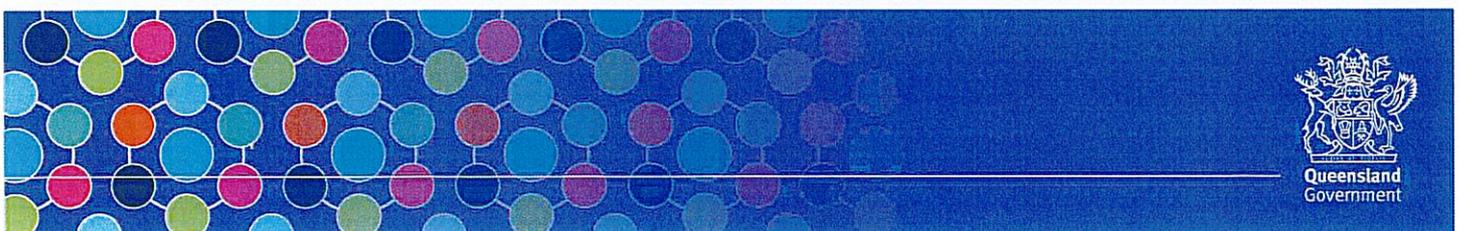
Principal



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 Integrated 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
SHINE	Super Heroes – Information, Notices and Events (Weekly 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