Woodstock State School
2024 ANNUAL IMPLEMENTATION PLAN

⭐ Educational achievement   🌐 Wellbeing and engagement   🙌 Culture and inclusion

School priority 1: Educational Achievement	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Build the capability of teachers to implement an inquiry approach to the teaching of Mathematics to cultivate deep thinking amongst students in solving complex problems.	Term 1	Term 2	Term 3	Term 4	LOA Data shows improvement in the area of solving complex problems in Mathematics with a higher representation of students working in the upper 2 bands.	80% of P-2 students and 90% of 3-6 students achieving A/B in mathematics.

Strategy/ies:

Build the capability of teachers to implement an inquiry approach to the teaching of Mathematics to cultivate deep thinking amongst students in solving complex problems
Impact Maths Inquiry
Learning Through Doing
Moderation
Professional development
Learning Walls
5Q4 students and teachers
Data Analysis

Long term measurable/desired outcomes (continued):

Students being able to articulate how they are doing and how they can improve through consistent feedback.

Real world mathematics problems utilised that are school and community context specific.

Learners engaged in learning – Each student has specific targeted goals.

AIP measurable/desired outcomes (continued):

Any students not achieving a C – showing improvement with a LOA.

100% of teaching and support staff involved in professional learning about mathematical inquiry.

Actions:

- Engage learners in inspiring and challenging problem solving lessons using the Discover, Devise, Develop and Defend model.
- Engage teachers in building curriculum expertise and advanced skills through professional development for inquiry based learning.
- Engage staff – build curriculum clarity and capability in the teaching of Mathematics (understanding of what teachers need to teach and students need to know to be successful in their learning using before moderation practices).
- Teachers develop and strengthen own pedagogical approaches in delivering inquiry Maths lessons and share learnings with support staff.
- Employing additional teacher time to support planning and curricululum delivery and assessment with use of I4S funding to pay for wages.
- Differentiaiton provided for individual student success – use of Learning Through Doing program and mixed ability group work.
- Consistent Maths learning walls across both classrooms with agreed upon look fors (learning intentions, success criteria, marking guides, student work etc).
- School and community culture and context considered in problem solving scenarios.
- Support students to respond and articulate learning to respond to the 5Q4 questions and build assessment literacy so they can articulate what they need to be able to know and do to be successful (in particular, how are you doing and how can you improve) through consistent feedback.
- Ongoing data analysis to check effectiveness of student learning throughout the year – Marker students - focusing on the upper 2 Bands.

Responsible officer(s):
Principal
Classroom Teachers
Support Staff
STLaN

Resources:
I4S (Wages)
Use of the Virtual Platform Impact – Maths Inquiry
Use of the Learning Through Doing materials

School priority 2: Educational Achievement	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Refine and embed a Whole School Approach to provide equity and excellence in the use of marker students to improve student achievement in English and Mathematics (focusing on the upper 2 bands).	Term 1	Term 2	Term 3	Term 4	Marker students achievement levels showing progression – This will benefit other students through differentiation.	Marker students

Strategy/ies:

Prioritise planning and moderation conversations both internal and external, about how to help students demonstrate A-standard work to support teachers using the AC to stretch students to better performance.

Strenghten the capability of teaching staff to provide targeted feedback associated with learning walls to guide students in their next steps for learning.

Further refine student learning goals process and strengthen targeted teaching, to ensure differentiated instruction is provided to progress individual student learning and achievement.

Strengthen the moderation processes, including external moderation, to support consistent teacher judgements and the alignment between curriculum, teaching assessment and reporting.

Prioritise planning and moderation conversations about how to help students demonstrate A-standard of work to support teachers using the AC to stretch students to better performance.

Marker students – 3 per class
Individual inquiry cycles
Differientiation
Student feedback
Student goals
Learning walls
Case management
Professional development
5Q4 students and teachers
Moderation processes both internal and external

Long term measurable/desired outcomes (cont.):

Whole school accountability for data collection, analysis and student progression.

Students able to articulate how they are doing and how they can improve.

Learners engaged in learning – Each student has specific targeted goals.

AIP measurable/desired outcomes (cont.):

80% (P-2) and maintain 90% (3-6) of students achieving A/B in mathematics.

70% (P-2) and 70% (3-6) of students achieving an A/B in English.

100% of staff involved in case management meetings and moderation.

Actions:
- Engage learners through the use of high yielding teaching practices including differentiation and targeted teaching.
- Case management and ongoing data analysis meetings 5 – week cycles (3 students per class, per term).
- Use of a range of data (LOA, Literacy Continuum, NCR Diagnostic and Impact Diagnostic).
- Employing additional teacher time to support planning and curricululum delivery and assessment with use of I4S funding to pay for wages.
- Engage staff – build curriculum clarity and capability in the teaching of English and Mathematics (understanding of what teachers need to teach and students need to know to be successful in their learning using before moderation practices).
- Consistent learning walls across both classrooms with agreed upon look fors (learning intentions, success criteria, marking guides, student work etc).
- Support students to respond and articulate learning to respond to the 5Q4 questions and build assessment literacy so they can articulate what they need to be able to know and do to be successful (in particular, how are you doing and how can you improve?).

Responsible officer(s):
Principal
Classroom Teachers
Support Staff
STLaN

Resources:
14S (Wages) for before and external moderation
Use of inquiry cycle template
School moderation policy
Before Moderation Action Plan

- Develop a school wide feedback process associated with student learning goals.
- Ensure students have and can articulate their personal learning goals to aim for their next steps for learning.
- Regularly review planned actions to ensure they are being enacted and continue to reflect the needs of the individual student.
- Build on Before Moderation stage and engage in external moderation practices with other schools of similar size and context – with the aim of quality assurance and teacher understanding.

School priority 3: Educational Achievement	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
Familiarise and engage staff with materials from Version 9 of the Australian Curriculum in Mathematics and English. Build staff capacity in understanding the demands of Version 9 of the Australian Curriculum in Mathematics and English and plan for its implementation.	Term 1	Term 2	Term 3	Term 4	Staff have the capability to plan units of work that reflect their understanding of and align to Version 9 of the Australian Curriculum	SOS/Staff Confidence in Australian Curriculum

Strategy/ies:
Professional development.
Develop CARP for 2025.
5Q4 Teachers and students.
Co-planning (Principal with teachers) in Maths and English.
Evidence research Early Years Reading Approach.

Long term measurable/desired outcomes:

School context is considered in all three levels of school planning

AIP measurable/desired outcomes:

100% of Teaching Staff involved in capability development of Version 9

By Term 4, 100% of support staff have engaged in professional development focussed on Version 9

100% of staff identifed Maths and English Version 9 as an area for professional development

Actions:
- Principal to explicitly unpack the Mathematics and English demands of the Australian Curriculum Version 9 with staff.
- Access professional development to build staff capacity – Engage with reading modules (simple view of reading) from the Reading Hub and online modules provided by ACARA and Regional Support staff.
- Engage staff – build curriculum clarity and capability in the teaching of English and Mathematics Version 9 (understanding what teachers need to teach and students need to know and do to be successful in their learning using the 5Q4T and 5Q4S).
- Employ additional teacher time to support planning of curriculum units with a focus on co-planning between the Principal and Teachers using I4S funding.
- Ensure that the year level structure and context of the school is considered when planning units of work.
- Develop a new Curriculum, Assessment and Reporting Plan for the beginning of 2025.
- Review planned actions regularly to ensure that they are able to be enacted upon.

Responsible officer(s):

Principal
Classroom Teachers
Support Staff
STLaN

Resources:

14S (Wages)
Reading Hub
ACARA website
V9 Cirriculum Gateway

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

Principal
School Supervisor

P&C/School Council