



GINDIE STATE SCHOOL

Annual Implementation Plan 2025

WHOLE SCHOOL REVIEW FINDINGS				
Key improvement strategies identified by the Whole School Review undertaken by the Education Improvement Branch at Gindie State School between 18 th and 20 th June 2024	-	Domain 6: Leading systematic curriculum implementation Prioritise a review of whole-school curriculum provision planning to ensure systematic implementation of the Australian Curriculum.		
	-	Domain 8: Implementing effective pedagogical practices Broaden opportunities for staff to engage in professional learning, conversations and instructional coaching to foster a shared understanding and language about effective pedagogy.		
	-	Domain 1: Driving an explicit improvement agenda Collaboratively sharpen targets aligned to the Explicit Improvement Agenda (EIA), with accompanying timelines and measure, to reinforce high expectations and shared responsibility for next steps in school improvement.		
	-	Domain 1: Driving an explicit improvement agenda Review and refine strategic and operational roles and accountabilities, aligned to the EIA, to empower staff in driving and monitoring school improvement priorities.		
SCHOOL IMPROVEMENT PHASE				
2024 Whole School Review Conducted	2025 Phase 1	2026 Phase 2	2027 Phase 3	2028 Phase 4 Whole School Review Due
EXPLICIT IMPROVEMENT AGENDA (GINDIE GOAL FOR 2025)				
Improvement of student outcomes in English through high-quality pedagogical practices and coaching within our team and across our cluster.				

Improvement Priority #1: *Strong curriculum understanding and planning processes to provide every student with the opportunity to realise their potential.*

END OF YEAR TARGETS		
<ul style="list-style-type: none"> - 90% of all students achieving C or better in English (86% in 2024). - 60% of all students achieving A or B in English (50% in 2024). - 90% of all students achieving C or better in Maths (90% in 2024). - 80% of all students achieving A or B in Maths (80% in 2024). - 100% of students not achieving A-C in English and Maths have enacted personalised learning plans. - 100% of teaching staff engaged in instructional coaching. - 100% of teaching staff prepared for implementation of further Australian Curriculum Version 9 subjects. 		
Strategy – Embed the requirements of the K-12 Framework.		
Actions	Timeline	Impact Measures
Update Level 1 Planning to reflect Version 9 of the Australian Curriculum.	Term 1	End Term 1 <ul style="list-style-type: none"> - <u>Leadership</u> updates Level 1 Planning. - <u>Teachers</u> review and update Level 2 Planning. - <u>Leadership</u> prepares moderation plan. - <u>Leadership</u> initiates ICPs to support targeted students.
Review and update Level 2 and 3 Planning.	Ongoing	
Engage with Small Schools Cluster HOC for Before Moderation.	Termly	
Engage in school based and CH Small School Cluster After Moderation.	Termly	
Lead and engage in more rigorous data conversations with all staff focussing on next steps.	Ongoing	End Term 2 <ul style="list-style-type: none"> - <u>Teachers</u> identify grammar and punctuation scope and sequence. - <u>Teachers</u> develop whole school warm-ups in writing, grammar and punctuation. - <u>Senior Class staff</u> engaged with 3-6 Reading Masterclass PD
Strengthen staff understanding of AC Version 9.	Ongoing	
Provide teaching staff with access to professional development to support the implementation of AC Version 9.	Ongoing	
Continue monitoring student achievement in reading.	Ongoing	Termly <ul style="list-style-type: none"> - <u>Teachers and Teacher Aides</u> engage in twice termly data meetings, supported by school data plan and instructional coaching monitoring circles with a focus on student next steps. - <u>Teachers</u> engage in school and cluster moderation. - <u>Teachers</u> use 'Student Profiles' to inform judgements and end of unit moderation. - <u>Teachers</u> use agreed monitoring tools to track student achievement in reading (phonics progression and comprehension). - <u>Teachers</u> plan intervention for targeted students in English. - <u>Teacher Aides</u> implement intervention for targeted students in English. - <u>Teachers</u> support targeted students through the provision of ICPs.
Engage in 3-6 Reading Masterclass Professional Development.	Term 2	
Align the teaching of reading in Year 3-6 with Reading Through the Australian Curriculum.	Term 3	
Provide targeted intervention in English one day per week.	Ongoing	
Implement whole school warm-ups for English in the areas of writing, and grammar and punctuation.	Term 2	



Strategy – Embed and extend the agreed instructional coaching model.

Actions	Timeline	Impact Measures
Schedule instructional coaching opportunities with all teaching staff.	Ongoing	Termly <ul style="list-style-type: none"> - <u>Teachers and Teacher Aides</u> engage in instructional coaching (part time teachers on a semester basis). - <u>Full time teaching staff</u> engage in instructional coaching in English. - <u>Teachers</u> complete instructional coaching template after each cycle identifying intended curriculum outcomes, pedagogical decisions, and student achievement. - <u>Staff</u> use student data when engaging in planning conversations and when planning pedagogy and differentiation.
Include teacher aides in instructional coaching cycles.	Ongoing	
Document using the agreed template and use student data for reflection and discussion during instructional coaching opportunities.	Ongoing	
Embed discussions on pedagogical choices as part of instructional coaching cycle.	Term 1	
Engage in data conversations with a focus on next steps.	Ongoing	

Improvement Priority #2: Embedded and enacted whole school approach to pedagogy to support implementation of the Australian Curriculum.

END OF YEAR TARGETS		
<ul style="list-style-type: none"> - 90% of all students achieving C or better in English (86% in 2024). - 60% of all students achieving A or B in English (50% in 2024). - 90% of all students achieving C or better in Maths (90% in 2024). - 80% of all students achieving A or B in Maths (80% in 2024). - 100% of teaching staff confident in making pedagogical choices to lift student achievement. 		
Strategy – Collaboratively develop and embed a whole school approach to pedagogy.		
Actions	Timeline	Impact Measures
Adapt existing instructional coaching template to include pedagogical choices.	Term 1	End Term 2 <ul style="list-style-type: none"> - <u>Staff</u> have consistent understanding of language of pedagogy. - <u>Teachers</u> use instructional coaching template including identification of pedagogical choices. Termly <ul style="list-style-type: none"> - <u>Teachers</u> use data when considering pedagogical choices. - <u>Teachers</u> engaging in pedagogical discussions to lift student achievement.
Develop a shared understanding and language about pedagogy.	Term 2	
Use data to inform a review of pedagogy.	Term 2	
Determine and employ pedagogies most effective to meet the diverse learning needs of students.	Ongoing	
Monitor and measure the evidence of pedagogical impact for improvement through student achievement data.	Ongoing	
Record pedagogical discussions and impact as part of instructional coaching cycles.	Ongoing	

Endorsement

Developed in consultation with the Gindie State School community, this plan meets the needs and systemic requirements of the school.

Stakeholder	Role	Signature	Date
Joel Davis	Principal		28.07.25
Rachel Sullivan	P&C President		28.07.25
Dale Magner	School Supervisor		