



## Gumdale State School 2026 Annual Implementation Plan

Monitoring	Term 1	Term 2	Term 3	Term 4
<p><b>School priority 1: Academic Excellence in English</b> Goal: Improve student outcomes in English.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Implement explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary and comprehension, mapped to the Australian Curriculum reading continuum.</li> <li>Use screening and diagnostic data to identify students requiring differentiated, focused or intensive support in word reading and/or language comprehension.</li> <li>Ensure targeted intervention is connected to core classroom instruction, so students below benchmark and students working towards A/B achievement are supported to grow.</li> <li>Implement targeted intervention programs for students below benchmark levels.</li> <li>Enhance professional development for teachers in evidence-based literacy instruction.</li> <li>Utilise data-driven instruction to tailor teaching strategies to individual student needs.</li> </ul>				
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li><b>Literacy Intervention Programs</b> <ul style="list-style-type: none"> <li>Timeline: Term 1-4 - Identify students; Term 1-4 - Implement programs.</li> </ul> </li> <li><b>Professional Development Workshops:</b> Head of Curriculum/ Priority Specialist Support Staff, Curriculum, Teaching and Learning Team           <ul style="list-style-type: none"> <li>Timeline: Term 1 - 3 - Conduct workshops</li> </ul> </li> <li><b>Data Analysis and Instructional Planning:</b> Classroom Teachers           <ul style="list-style-type: none"> <li>Timeline: ongoing throughout the year</li> </ul> </li> </ul>				
<p><b>School priority 2: Student Wellbeing, Attendance, and Engagement</b></p> <p><b>Goal:</b> Foster a positive and supportive school environment and improve student attendance and engagement.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Expand the school's wellbeing programs and mental health resources.</li> <li>Continue school-wide positive behaviour support framework.</li> <li>Increase student participation in extracurricular activities.</li> <li>Ensure consistent language, expectations and practices linked to Great Learners, Respectful, Organised and Working Together Safely across classrooms and non-classroom settings.</li> <li>Use regular recognition (e.g. GROW Well awards) to reinforce positive behaviours, belonging and engagement.</li> <li>Establish predictable routines, relationship-based classroom practices and restorative responses to behaviour to increase engagement and reduce disengagement.</li> <li>Build staff capability to proactively support students with complex needs through trauma-informed, strengths-based approaches.</li> <li>Embed practices that foster belonging, connection and inclusion, ensuring every student feels welcome, known, supported and valued within the school community.</li> </ul>				
<p><b>Long term measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>End Term 4 Measurable Outcomes:           <ul style="list-style-type: none"> <li>Higher percentage of students achieving A or B grades in English.</li> </ul> </li> <li>Success Criteria:           <ul style="list-style-type: none"> <li>Students can/will: Demonstrate improved literacy skills.</li> <li>Teachers can/will: Apply data-driven instructional strategies effectively.</li> <li>Leadership team can/will: Monitor and support the implementation of intervention programs.</li> </ul> </li> <li>Artefacts:           <ul style="list-style-type: none"> <li>Student assessment data</li> <li>Professional development attendance records</li> <li>Intervention program reports</li> </ul> </li> </ul> <p><b>Responsible officer(s):</b></p> <ul style="list-style-type: none"> <li>Literacy Intervention Programs: Teachers, Student Support Team</li> <li>Professional Development Workshops: Head of Curriculum/ Priority Specialist Support Staff, Curriculum, Teaching and Learning Team</li> <li>Data Analysis and Instructional Planning: Classroom Teachers</li> </ul>				
<p><b>AIP measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>100% of students know what they are learning and know what they need to do to improve.</li> <li>100% of students with diverse needs, including disability, First Nations students and OHCS are supported to succeed.</li> <li>75% of students achieving an A or B in English.</li> <li>75% of students involved in targeted intervention meeting benchmark standards.</li> </ul>				
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Funding for intervention programs</li> <li>Professional development budget</li> <li>Data analysis tools and software</li> </ul>				
<p><b>Long term measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>End Term 4 Measurable Outcomes:           <ul style="list-style-type: none"> <li>Improved student satisfaction and wellbeing survey results.</li> <li>Reduction in behavioural incidents and suspensions.</li> </ul> </li> <li>Success Criteria:           <ul style="list-style-type: none"> <li>Students can/will: Engage positively in school activities and demonstrate improved wellbeing.</li> <li>Teachers can/will: Support and promote positive behaviour and student wellbeing.</li> <li>Leadership team can/will: Oversee the implementation of wellbeing initiatives.</li> </ul> </li> <li>Artefacts:           <ul style="list-style-type: none"> <li>Wellbeing survey results</li> <li>Behavioural incident reports</li> <li>Participation records in extracurricular activities</li> </ul> </li> </ul>				
<p><b>AIP measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>100% of students and staff participate in the school wide wellbeing program - GROW Well.</li> <li>Increase the overall student attendance to 95%.</li> <li>100% of eligible students engaged in Signature Program.</li> </ul>				



<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Wellbeing Programs: GROW Well Team             <ul style="list-style-type: none"> <li>Timeline: Term 1-4 - Expand and implement new programs</li> </ul> </li> <li>Wellbeing Support Framework: GROW Well Team             <ul style="list-style-type: none"> <li>Timeline: Term 1-4 - Implement and monitor</li> </ul> </li> <li>Extracurricular Activities Coordination: Signature Program Leader, Deputy Principal             <ul style="list-style-type: none"> <li>Timeline: Term 1-4 - Implement and promote participation</li> </ul> </li> </ul>	<p><b>Responsible officer(s):</b></p> <ul style="list-style-type: none"> <li>Wellbeing Programs: GROW Well Team</li> <li>Wellbeing Support Framework: GROW Well Team</li> <li>Extracurricular Activities Coordination: Signature Program Leader, Deputy Principal</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Mental health resources and training</li> <li>Funding for extracurricular programs</li> <li>Wellbeing support materials</li> </ul>				
<p><b>School priority 3: Reading Implementation through the Australian Curriculum</b></p> <p><b>Monitoring</b></p> <table border="1" data-bbox="657 1123 698 1386"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table> <p><b>Goal:</b> Enhance reading skills across all year levels.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Implement the Australian Curriculum's reading components.</li> <li>Provide professional development for teachers focused on reading instruction.</li> <li>Explicitly plan for and teach the core components of reading within English units, using curriculum-aligned texts:             <ul style="list-style-type: none"> <li><b>Word reading</b> (phonics, morphology, automaticity)</li> <li><b>Language comprehension</b> (oral language, vocabulary, background knowledge, reasoning)</li> </ul> </li> <li>Use shared, guided and independent reading routines that align with Reading through the Australian Curriculum expectations at each year level.</li> <li>Ensure reading instruction supports both students below benchmark and students working towards high achievement (A/B).</li> </ul>	Term 1	Term 2	Term 3	Term 4	<p><b>Long term measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li><b>End Term 4 Measurable Outcomes:</b> <ul style="list-style-type: none"> <li>Improved reading assessment scores.</li> <li>Increased teacher confidence in delivering reading instruction.</li> </ul> </li> <li><b>Success Criteria:</b> <ul style="list-style-type: none"> <li><b>Students can/will:</b> Demonstrate improved reading skills.</li> <li><b>Teachers can/will:</b> Deliver effective reading instruction.</li> <li><b>Leadership team can/will:</b> Support and monitor reading initiatives.</li> </ul> </li> <li><b>Artefacts:</b> <ul style="list-style-type: none"> <li>Reading assessment data</li> <li>Professional development attendance records</li> </ul> </li> </ul>	<p><b>AIP measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>Improved reading assessment scores.</li> <li>Increased teacher confidence in delivering reading instruction.</li> </ul>
Term 1	Term 2	Term 3	Term 4			
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li><b>Reading Curriculum Implementation:</b> Curriculum, Teaching and Learning Team             <ul style="list-style-type: none"> <li>Timeline: Term 1-4 - Execute and monitor</li> </ul> </li> <li><b>Professional Development for Reading Instruction:</b> Curriculum Teaching and Learning Team.             <ul style="list-style-type: none"> <li>Timeline: Term 1-4 - Conduct PD sessions</li> </ul> </li> </ul> <p><b>School priority 4: NAPLAN Readiness</b></p> <p><b>Monitoring</b></p> <table border="1" data-bbox="1258 1123 1299 1386"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table> <p><b>Goal:</b> Ensure students are confident and familiar with the online testing environment.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Conduct practice tests and familiarize students with the online platform.</li> <li>Provide targeted support for students needing additional assistance.</li> </ul>	Term 1	Term 2	Term 3	Term 4	<p><b>Responsible officer(s):</b></p> <ul style="list-style-type: none"> <li><b>Reading Curriculum Implementation:</b> Curriculum, Teaching and Learning Team</li> <li><b>Professional Development for Reading Instruction:</b> Curriculum Teaching and Learning Team.</li> </ul> <p><b>Long term measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li><b>End Term 1 Measurable Outcomes:</b> <ul style="list-style-type: none"> <li>Increased student confidence in using the online testing platform.</li> <li>Improved NAPLAN participation and performance.</li> </ul> </li> <li><b>Success Criteria:</b> <ul style="list-style-type: none"> <li><b>Students can/will:</b> Confidently participate in online NAPLAN tests.</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Curriculum materials</li> <li>Professional development budget</li> </ul> <p><b>AIP measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased student confidence in using the online testing platform.</li> <li>Improved NAPLAN participation and performance.</li> </ul>
Term 1	Term 2	Term 3	Term 4			



<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Practice Tests: NAPLAN Coordinator             <ul style="list-style-type: none"> <li>Timeline: Term 1 - Conduct practice tests</li> </ul> </li> <li>Targeted Support: Classroom Teachers             <ul style="list-style-type: none"> <li>Timeline: Term 1 - Identify and support students</li> </ul> </li> </ul>	<p><b>Teachers can/will:</b> Provide effective support for NAPLAN readiness.</p> <ul style="list-style-type: none"> <li>Leadership team can/will: Monitor and support NAPLAN preparation.</li> </ul> <p><b>Artefacts:</b></p> <ul style="list-style-type: none"> <li>Practice test results</li> <li>Student feedback</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Online testing platform</li> <li>Support materials</li> </ul>
<p><b>School priority 5: Red Tape Reduction (Workload &amp; Impact)</b></p> <p><b>Goal:</b> Reduce administrative burden so teachers spend more time on high impact teaching.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Consolidate duplicative data collections and streamline evidence capture into one dashboard and evidence log.</li> <li>Replace manual reports with automated exports from school systems wherever feasible.</li> <li>Standardise Meeting artefacts (one page) and use templated agendas/minutes.</li> </ul>	<p><b>Long term measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>2 admin hours per teacher/week on routine paperwork (termly pulse).</li> <li>identified duplicative collections removed and consolidated by T4.</li> <li>identified reports replaced by automated outputs.</li> <li>increase in staff workload satisfaction (termly pulse).</li> </ul>	<p><b>AIP measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased implementation of innovative and purposeful teaching practices.</li> </ul>
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Support: Curriculum Teaching and Learning (CT&amp;L) Team             <ul style="list-style-type: none"> <li>Timeline: Ongoing throughout the year</li> </ul> </li> </ul>	<p><b>Responsible officer(s):</b></p> <ul style="list-style-type: none"> <li>Curriculum Teaching and Learning (CT&amp;L) Team</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>CT&amp;L funding.</li> </ul>
<p><b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal <i>Phil Saviuk</i> 6/3/26 P&amp;C/School Council <i>Abigail</i> 13/3/26 School Supervisor <i>[Signature]</i> 21/04/2026</p>		