FITZGERALD STATE SCHOOL

OUR VISION – Every day, in every classroom, every student is succeeding.

OUR VALUES – Compassion, Courtesy, Communication

SPOTLIGHT FOCI



EVERY STUDENT SUCCEEDING

Every student successfully accesses a connected and engaging curriculum, has a positive attitude to learning and articulates next steps in their individualised learning.



EVERY EDUCATOR EFFECTIVE

Every educator working collaboratively towards the consistent implementation of a three-dimensional, quality assured curriculum and research-based pedagogies, focussed on success for every 21st century student.



EVERY PERSON SAFE VALUED AND WELL

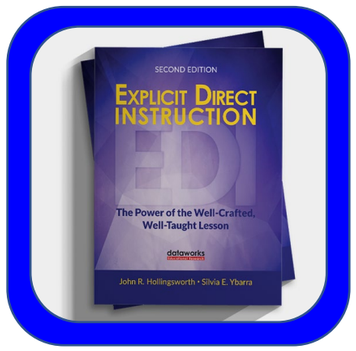
Every person within the school community positively contributes to an inclusive environment that is welcoming, safe and respectful.

SCHOOL PRIORITIES



Science of Learning

To provide all educators at Fitzgerald State School with an understanding of the research and theory behind conditions that promote academic success within the classroom for all students.



Pedagogical Approach – Explicit Direct Instruction

To provide all educators with the understanding of Explicit Direct Instruction using the Review, Teach, Practice Apply model with embedded Engagement Norms and Checking for Understanding questions.



Instructional Routines for SSP / Spelling

Develop instructional routines for the teaching of the spelling aspect of Literacy block structured around the Simple View of Reading: Word Reading (WR) X Language Comprehension (LC)

Fitzgerald State School
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement | Belonging and engagement

School priority 1	***Science of Learning*** *To provide all educators at Fitzgerald State School with an understanding of the research and theory behind the conditions that promote academic success within the classroom for all students.*	**Monitoring** *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				**School priority 2**	***Explicit Direct Instruction*** *To provide all educators with the understanding of Explicit Direct Instruction using the Review, Teach, Practice and Apply model with embedded Engagement Norms and Checking for Understanding questions.*	**Monitoring** *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*	
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Identify the improvement strategies in the most recent school review, evaluation and annual performance data aligned to this priority and/or strategy. The Science of Learning was not a consideration in the most recent school review. The Science of Learning has been selected as a focus as it links to current Regional and Central priorities.					**Link to school improvement strategy:**	Strengthen teacher knowledge and understanding of the school's expected pedagogical approaches, including a Quality Assurance (QA) process to monitor consistent implementation across the school.				
Strategy/ies	- Provide teachers with an understanding of the principles of the Science of Learning, as a basis for the use of appropriate pedagogical practices to support both teachers and students to reach their full potential. - Reinforce the connections between the Science of Learning and the key priorities of Explicit Instruction and a Structured Literacy Block.					**Strategy/ies**	1. Implement a Consistent Whole-School EDI Lesson Structure (Review → Teach → Practice → Apply) 2. Embed Key Engagement Norms School-Wide 3. Require Frequent Checking for Understanding (CFU) in Every Lesson Phase 4. Provide Targeted Professional Learning and Coaching Aligned to the EDI Model 5. Use Short-Cycle Data to Inform Instruction and Adjust Practice				
Actions: including Responsible role(s)		**Resources**				**Actions:** including Responsible role(s)		**Resources**			
• Deliver professional learning on cognitive load theory, modelling, scaffolding, retrieval practice, and effective feedback. • Ensure lesson design aligns with Science of Learning principles with a focus on English. • Implement coaching, walkthroughs, and collaborative reflection (within the context of Explicit Instruction and Reading Practices) to ensure consistency across classrooms.		*Harnessing The Science of Learning by Nathaniel Swain – Copies provided to all teaching staff.* *Classroom resources that support EI, the Teaching of Reading and Science Of Learning strategies*				• Adopt and implement a whole-school R.T.P.A. lesson structure through anchor charts, modelling, and planning routines. • Embed core Engagement Norms across all classrooms through training, modelling, and walkthrough expectations. • Use consistent Checking for Understanding strategies in every lesson, supported by explicit planning and observation. • Deliver targeted Professional Learning and coaching focused on the phases of RTPA and effective EDI routines. • Use short-cycle data (CFU, exit tickets, walkthroughs) to monitor impact and refine instruction. • Deliver highly sequenced lessons with clear learning intentions, guided practice, engagement norms, continual checking for understanding practices and opportunities for independent application • Use collaborative planning, walkthroughs, and coaching to embed fidelity to RTPA.		- Dept of Education Explicit Instruction resources. - *Harnessing Science of Learning*- Nathaniel Swain - *Explicit Direct Instruction*- *Hollingsworth and Ybarra* - *Just Tell Them*- Groshell - *Explicit Instruction*- Archer & Hughes			

End of Year Success Criteria / **Measures**	**Performance:**
	• Relative proportion of students achieving in English and mathematics:
	  ○ C and above
	  ○ A or B
	• NAPLAN participation and performance
	• Classroom practice shows consistent use of modelling, scaffolding, guided practice, and retrieval.
	• Increased student retention and transfer of prior learning.
	• Shared staff understanding and use of Science of Learning language and routines.
						End of Year Success Criteria / **Measures**	**Performance:**
							• Consistent RTPA lesson structure visible in all classrooms.
							• Considered and responsive use of elements of an EI lesson including delivery procedures and instructional design.
							• Improved student outcomes demonstrated through assessment data.
							• 90% of teachers demonstrate correct use of RTPA model in walkthroughs by the end of 2026.
							• 90% use of the Consistent Use of School-wide Engagement Norms observed in walkthrough.
							• 90% teachers plan for an implement CFU strategies per Explicit Instruction lesson.
							• Observation of teachers making accurate instructional adjustments based on 'live' CFU data in observed lessons.
							• Ongoing staff commitment to scheduled Professional Development
							• Uptake of teachers applying new learnings from feedback after lesson observations or walkthroughs.
							• Teachers participate in peer coaching/sharing
							• All teachers participate in collaborative planning using school's agreed EI/RTPA lesson framework.				

		Behaviour
		Students can/will:
		• Engage consistently during explicit instruction routines.
		• Demonstrate accurate retrieval of previously taught English content.
		• Apply scaffolds (sentence stems, exemplars, anchor charts) with increasing independence.
		• Demonstrate improved fluency, accuracy, and comprehension in reading tasks.
		
		Teachers can/will:
		• Plan English lessons using Explicit Instruction.
		• Manage cognitive load through structured sequencing and worked examples.
		• Embed daily retrieval and review.
		• Use consistent reading instruction routines aligned across year levels.
		• Engage in collaborative reflection processes.
		
		Teacher Aides can/will:
		• Reinforce explicit instruction routines during support sessions.
		• Use agreed instructional language and scaffolds.
		• Support retrieval and guided reading routines consistently.
		
		Leadership Team can/will:
		• Deliver sequenced professional learning on:
		  ○ Cognitive Load Theory
		  ○ Modelling and scaffolding
		  ○ Retrieval practice
		  ○ Effective feedback
		• Conduct structured walkthroughs focused on Explicit Instruction and Reading Practices.
		• Monitor planning alignment and student data trends.
		• Facilitate collaborative reflection using formative and summative data.
					Behaviour
					Students can/will:
					• Articulate the learning intention and success criteria
					• Activate prior knowledge
					• Participate using agreed Engagement Norms
					• Respond to CFU prompts
					
					Teachers can/will:
					• Plan and deliver lessons in the RTPA sequence
					• Model new learning clearly (think alouds, worked examples etc)
					• Embed a small set of school-wide engagement norms every lesson
					• Used planned CFU strategies
					• Provide timely specific feedback
					• Align success criteria so they demonstrate intended learning and inform next steps.
					
					Teacher aides can/will:
					• Use RTPA language and routines
					• Reinforce Engagement Norms
					• Support CFU strategies
					• Deliver feedback to students aligned to the teacher's model
					
					Leadership team can/will:
					• Set and communicate non-negotiables
					• Provide ongoing capability building
					• Conduct regular walkthroughs
					• Align planning and assessment to RTPA
					• Continually align to Brighter Futures

	Artefacts	**Planning & Documentation Artefacts**
		
		1. In planning folders / shared drives:
		• English unit and lesson plans with:
		  ○ Clear Learning Intentions & Success Criteria
		  ○ Planned retrieval practice (daily/weekly review identified)
		  ○ Worked examples included
		  ○ Explicit vocabulary instruction noted
		• Cognitive load considerations documented
		• Annotated planning adjustments based on formative assessment.
		
		2. Classroom Environment Artefacts
		
		On walls / whiteboards:
		
		• Learning Intentions and Success Criteria displayed and referenced.
		• Worked examples or model texts visible.
		• Anchor charts aligned to current English focus (sentence structure, decoding strategy, comprehension strategy).
		
		3. Student Work Artefacts
		
		In student books / digital portfolios:
		
		• Evidence of daily review or retrieval tasks.
		• Structured practice before independent writing.
		• Consistent correction codes or feedback language across classes.

	Artefacts	**Planning & Documentation Artefacts** As outlined in the Department of Education's **"Brighter Futures"** vision: Explicit Direct Instruction (EDI), with its structured sequence (Review → Teach → Practice → Apply) and embedded Checking for Understanding, directly supports this by: **Excellence in Teaching and Learning:** • Providing a consistent, high-clarity instructional approach across classrooms. • Ensuring teachers use evidence-based practice to enhance student progress. • Building teacher capability —essential for a *confident and professional workforce*. **High Expectations for Every Students:** • Ensuring explicit modelling and guided practice, enabling all students — regardless of background or starting point — to access the curriculum. • Using Checking for Understanding routines to identify and respond to learning needs in real time, promoting ongoing progress for every learner. **Educational Achievement:** • The structured Review → Teach → Practice → Apply model ensures mastery of core knowledge and skills. • Engagement Norms increase participation, which contributes to improved literacy, numeracy, and learning growth. • Formative checking strengthens monitoring of "days of learning" and achievement measures identified across all year levels. **Belonging and Engagement:** • Embedded Engagement Norms, which support predictable routines that build student confidence and a sense of safety. • Explicit expectations and guided learning that create inclusive, structured classrooms — particularly beneficial for students who need clarity and routine. **Starting Strong & Building on Foundations:** • Providing consistent, developmentally appropriate instructional routines. • Building long-term skill acquisition through explicit modelling and practice. • Supporting learning continuity and reducing variation in instructional quality across year levels.

Reduction of red tape in day-to-day work, planning and processes include:

Supporting red tape reduction in Queensland state schools

School priority 3	***Instructional Routines related to Systematic Synthetic Phonics and Spelling*** To provide all educators at Fitzgerald State School with the capability to implement a cohesive, evidence-informed approach to word reading and spelling instruction, enabling consistent, high-impact teaching practices that enhance student spelling achievement across the school.	**Monitoring** *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				**School priority**	*State the identified school priority for the next 12 months as identified in the **School Strategic Plan**.* ***Add more columns or duplicate this page to address the required number of priorities, as required by the school context.***	**Monitoring** *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Alignment with Brighter Futures and the Department of Education Reading Priority of Reading Through the Australian Curriculum.					**Link to school improvement strategy:**	*Identify the improvement strategies in the most recent school review , evaluation and annual performance data aligned to this priority and/or strategy.*				
Strategy/ies	• Adopt and embed consistent, explicit whole-school spelling instructional routines across Prep–Year 6. • Align spelling instruction to the school's Systematic Synthetic Phonics (SSP) sequence in Prep–Year 2 to strengthen early decoding and phoneme–grapheme knowledge. • Implement a morphology-rich sequence in Years 3–6 (syllable types, prefixes, suffixes, base words, roots, and etymology) to deepen word meaning and support advanced decoding and vocabulary growth. • Use a consistent instructional routine: review → teach → practice → apply, ensuring explicit teaching of new concepts and opportunities for guided and independent application. • Ensure cumulative practice and spaced retrieval through daily and weekly review to build long-term retention and strengthen orthographic mapping. • Provide repeated opportunities for students to apply spelling and encoding (sound–to–print) knowledge in authentic reading and writing contexts to reinforce transfer of learning.					**Strategy/ies**	***Strategies are evidence and data-informed approaches to achieve the priority.*** ***State the evidence and data-informed strategy/ies to support each key priority as identified in the School Strategic Plan.*** *Refer to AIP guide for advice on constructing an improvement strategy.*				

Actions: including Responsible role(s) -	**Resources**	**Actions:** including Responsible role(s)	**Resources**
Key actions **1. Establish the routine** • Daily Review (5–8 min): spaced retrieval of previously taught grapheme–phoneme correspondence links, high-frequency morphemes, and common error patterns. • Teach (10 min): model the week's target pattern/morpheme with mouth/articulation cues; connect to reading and spelling. • Practice (10–15 min): contrast/sort words, blend/segment with letters, word build/transform (e.g., *sign* → *signal* → *signature*), with teacher prompts and immediate corrections. • Apply (10–15 min): dictation (words/sentences/short paragraph; apply target spellings in authentic writing with feedback. **2. Align content P–6** • Prep–Y2: instructional routines follow the SSP scope and sequence; spelling focuses on phoneme–grapheme mapping, simple morphography (-s, -ed, -ing) and high-utility words that are decodable. • Years 3–6: instructional routines which include advanced code, multisyllabic strategies, morphology (bases/affixes), etymology/origins, spelling generalisation; aligned to Spelling and Morphology Spine. **3. Assessment & Intervention** • Assessment: phonics/decoding diagnostic assessment, dictated spelling by pattern/morphology, writing samples; identify error patterns; Year 1 Phonic Check; unit Summative assessment Spelling monitoring strategy. • Targeted intervention: Investigation and development of Tier 2 small-groups (15–30 min, 3–5×/week) and Tier 3 individual intervention for specific gaps (e.g., vowel teams, schwa, suffix spellings). This will be a focus in Semester 2. • Explore the use of Dibels in term 2 as a data set to inform Tier 2 and Tier 3 intensive groups. **4. Capability building** • Termly professional learning on orthographic mapping, high fidelity to instructional routine, effective corrections, and morphology instruction (Years 3–6). • Coaching/walk-throughs using Rosenshein-aligned Look-Fors. **5. Resources & alignment** • P–6 spelling and morphology spine aligned to the Fitzgerald SS SSP (SSP → morphology) and AC v9; decodable/controlled word lists and sentences; dictation scripts; word-study cards; classroom sound walls.	*Spelling and Morphology Spine* *Reading hub Instructional routine script* *Fitzgerald P – Year 2 SSP* *Fitzgerald Spelling Program* *Fitzgerald Spelling Script* *Fitzgerald Spelling PowerPoint* *Jocelyn Seamer Spelling* *Jocelyn Seamer Phonics Scripts* *Rosenshein's Look- Fors*	***Actions are how the strategy will be applied or achieved. Which role is responsible for the action*** *Record the actions needed to implement the identified strategy along with the responsible roles.*	*List the financial, human, physical or virtual resources required to support the actions and implement the identified strategy.*

End of Year Success Criteria	Measures		End of Year Success Criteria	Measures	

		Performance:
		
		• 90% of students achieving a C or better by the end of the Semester 2 reporting period.
		• Increase in the percentage of students achieving Strong/Exceeding in NAPLAN Spelling to 50% of Year 3 and Year 5 cohorts with growth in both areas of exceeding and strong.
		• Greater than 90% of Prep–Yr 2 (Starting Strong) classrooms aligned to Fitzgerald State School's SSP sequence (review → explicit teach → guided practice → apply), confirmed through coaching and instructional walkthroughs – *look-fors examples may include: daily review protocols, articulation/phoneme routine, decoding and encoding practice, explicit practise of new GPC aligned to the SSP.*
		• Greater than 90% of Year 3 – 6 (On Track for Success) classrooms aligned to the use of agreed instructional routines (review → explicit teach → guided practice → apply) to teach spelling daily as seen through instructional walkthroughs – *look fors examples may include: daily review protocols, morphology explicit lessons, word study, spiral review and timeframe (e.g. daily 15 – 20 mins).*
		• All classroom teachers engage in professional learning on explicit spelling routines and engage in WOW (Watching Others Work) opportunities with focus areas (e.g. orthography/morphology) and impact measures (pre/post confidence, practice adoption, and student outcome lift).
					Performance:
					Include the measurable/desired outcomes after 12 months as identified in the School data plan. These may include
					• *Relative proportion of students achieving in English and mathematics:*
					  ○ *C and above*
					  ○ *A or B*
					• *NAPLAN participation and performance*
					• *Days of Learning*
					• *Years 10 to 12 pathways*
					• *Year 12 outcomes and destinations*
					• *Other relevant school determined measures eg: Dibels*

		Behaviour **Students can/will:** • Articulate the spelling learning intention and success criteria for each phase of the routine. • Activate prior spelling knowledge during the Review phase (sounds, patterns, morphemes, rules). • Participate in explicit instruction during the Teach phase (modelling, demonstrations, examples). • Engage in guided Practise using spelling routines such as word building, morpheme analysis or syllabification. • Apply spelling knowledge in independent writing, editing and word-level tasks. • Respond to Checks for Understanding across Review, Teach and Practise phases. **Teachers can/will:** • Plan and deliver spelling lessons using the full Review, Teach, Practice and Apply instructional routine. • Review previously taught phonological, orthographic, morphological and etymological knowledge each lesson. • Teach new spelling content explicitly using think-alouds, worked examples, and clear modelling aligned to AC achievement standards and content descriptors. • Use deliberate CFU strategies to monitor student progress during Review, Teach and Practise. • Facilitate guided Practise that consolidates the new learning before moving students to independent application. • Provide specific, timely feedback to support accurate Practice and Application. • Ensure success criteria clearly describe what accurate application looks like (Apply). **Teacher aides can/will:** • Use consistent Review, Teach, Practice and Apply language and routines when supporting students in spelling lessons. • Reinforce the Review process by prompting recall of prior knowledge. • Support students during Practise using aligned prompts and scaffolded questioning. • Assist with teacher-led Check for Understanding strategies. • Provide feedback during Practise and Apply that aligns with the teacher's modelling and expectations. **Leadership team can/will:** • Set and communicate whole school nonnegotiable for spelling instruction using Review, Teach, Practice and Apply. • Build staff capability in the content knowledge and delivery of the Review, Teach, Practise, Apply instructional routine. • Conduct regular walkthroughs to monitor consistent implementation of the Review, Teach, Practice and Apply spelling instructional routine. • Ensure planning, assessment and moderation processes align to the Review, Teach, Practice and Apply instructional routine and the Australian Curriculum. • Maintain alignment with Brighter Futures and evidence-based literacy practice.			**Behaviour** *(practices we anticipate to see in place when this is working well)* Students can/will: Teachers can/will: Teacher aides can/will: Leadership team can/will: *Consider any additional positions based on local context* *Describe the success criteria for the identified school priority expressed in behavioural terms, desired at the end of the implementation stage of four years.*

	Artefacts	**Spelling – Evidence of Practice** **1. Unit Planning Artefacts** • Unit planning document aligned to the Australian Curriculum (English – Language Strand), ensuring coverage of phonological awareness, morphology, orthography and etymology relevant to the year level. • Whole-School P-2 SSP that aligns to the Australian Curriculum. • Whole-School Years 3-6 Spelling Framework that aligns to the Australian Curriculum (Language strand) and Morphology and Spelling Spine. • Planning aligns to the SSP P – 2, Morphology and Spelling Spine and Year 3 – 6 Spelling scope and sequence. • Learning Intentions and Success Criteria clearly stated. • Retrieval practice identified (daily/weekly review). • Whole – school consistent spelling lesson scripts incorporating the instructional routine (Review, Teah, Practice and Apply). • PowerPoints with consistent whole-school instructional routine (Review, Teach, Practice and Apply • Worked examples embedded in plans. • Explicit vocabulary/morphology instruction noted. • Cognitive load strategies documented (scaffolds, worked examples, reduced split attention). • Planning adjustments recorded based on diagnostic assessment. **2. Classroom Environment Artefacts** • Learning Intent and Success Criteria for spelling displayed and referenced. • Worked examples visible (phoneme–grapheme mapping, morpheme breakdowns, multisyllabic strategies). • Anchor charts aligned to current focus (SSP patterns, spelling rules, morphemes). • Consistent Anchor charts of prompts/routines are visible. **3. Student Work Artefacts** • Evidence of daily review/retrieval tasks. • Structured practice before independent spelling or writing (mapping boxes, scaffolded morphology tasks). • Application of spelling focus in sentences and writing.		**Artefacts**	*Reference any current and future artefacts to be evident at the end of term 4. E.g. Three levels of planning*

Reduction of red tape in day-to-day work, planning and processes include:

Supporting red tape reduction in Queensland state schools

Approvals

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

Principal: **P&C/School Council** **School Supervisor** **10/3/26**

Queensland Government