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.

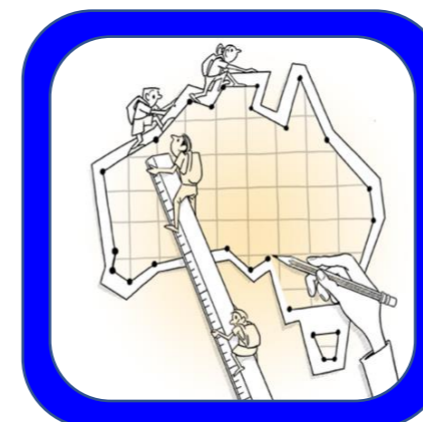### EVERY PERSON SAFE VALUED AND WELL

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

SCHOOL PRIORITIES
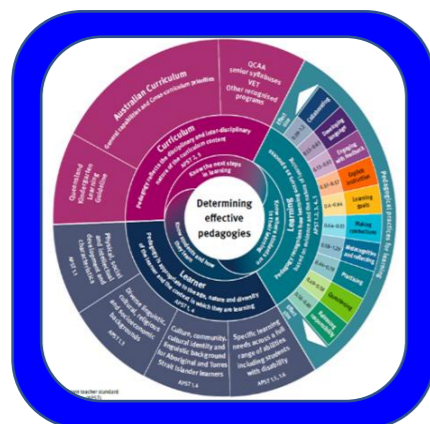
PEDAGOGY

Ensuring student engagement through a quality assured embedded, whole school approach to pedagogies.

CURRICULUM

Ensuring students access a systematic, whole of school, moderated and quality assured, curriculum with a focus on the simple view of reading.

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Fitzgerald State School
2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement Wellbeing and engagement Culture and inclusion

School priority 1: *Reading through the Curriculum*	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
	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		

School priority 1: *Reading through the Curriculum*

Strategy/ies:

1. Familiarise all educators with instructional routines to support learning and engagement in reading.

2. Familiarise all educators with the instructional routines related to whole of school systematic synthetic phonics, word reading and spelling.

3. Develop and implement consistent whole of school systematic synthetic phonics instructional routines to develop word reading and spelling.

Long term measurable/desired outcomes:
- To have a staff who effectively teach reading across the curriculum in line with V9 of the Australian curriculum.
- Educators are collecting and responding regularly to student reading data to inform teaching.

AIP measurable/desired outcomes:
- Whole of school action plan for the teaching of reading and spelling including planned professional development oportunites.
- Prep – Year 2 educators following the Fitzgerald Systematic Synthetic Phonics program and teaching using research based instructional routines.
- Year 3 – 6 educators involved in the identification and investigation of evidence based instructional routines relating to reading and spelling.
- Prep – Year 2 educators engaged in using Instructional routines (explicit Instruction) relating to teaching reading as outlined in the Reading Hub.
- All staff to have engaged with PD related to reading and spelling.
- Educators in Prep – Year 2 are collecting identified sets of student data related to Phonological Awareness using this to inform teaching.
- Engage with parents and community through various mediums including through the newsletter and other digital platforms and in face to face meetings around school priorities relating to beginning reading skills.
- All educators demonstrate growth in their familiarity and understanding of best practice in relation to phonic, reading and spelling instruction.

Priority Support Measures:

Learning
- Maintain 90% of students achieving C or better in English by the end of the 2025 Semester 2 reporting period.
- 90% of First Nations students achieving a C or better in English by the end of the 2025 Semester 2 reporting period.
- Maintain 50% of students achieving A or B in English by the end of the 2025 Semester 2 reporting period.
- 50% of First Nations students achieving a B or better in English by the end of the 2025 Semester 2 reporting period.

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- Growth / improvement tracked across the Year 1 phonics screener.

Actions:	Responsible officer(s):	Resources:
Actions: *Actions are how the strategy will be applied or achieved.* *Record the actions needed to implement the identified strategy.* - Survey teacher confidence in using effective and efficient instructional routines related to teaching reading across the curriculum and phonics, word reading and spelling as aligned with V9 of the AC. T1, T2, T3, T4 *Have educators watch/listen and reflect upon professional learning sessions delivered through digital platforms across every Term of 2025. T1, T2, T3, T4* *Develop reading action plan for Fitzgerald. T1, T2* *Research and develop or adopt a Whole school scope and sequence plan for the teaching of spelling. T2, T3, T4* *Educators in Years 3 – 6 engage in PD to explore instructional routines relating to the teaching of phonics, word reading and spelling through observation of Prep – Year 2 lessons. T3, T4* *Monitor through Instructional Leadership rounds the instructional routines related to teaching phonics, word reading and spelling. T4* *Run community information sessions to inform parents about the changes to teaching reading in Version 9 of the AC. T3, T4* *Gather data from the Year 1 phonics check. As per Data Plan T4* *Reading Leaders explore the updated P-10 Literacy continuum and monitoring tasks in relation to phonological and phonemic awareness and phonics, spelling and word knowledge aspects to better inform implementation as a whole of school monitoring platform. As per the Data plan T1 – Weeks 9 & 10, T3 – Weeks 9 & 10*	**Responsible officer(s):** HOD/Curriculum – Teri Robson Principal – Tracey Adams Deputy Principal – Peter Robinson (Collegial Engagement) Reading Leaders – Sarah Thomas, Tamara Madelaine, Leigh Mansfield, Donna Humphreys, Rebecca Brown, Kathryn Zammit, Andrea Wendt, Helen Ebert, Carolyn Berck, Hayley Moran-Green	**Resources:** Financial: Phonics / Spelling 1. Coplan a reading lesson Term 4 Week 2 in Year Level Meeting 2. Release cohort of teachers & teacher aides, in Term 4 Week 3 to observe the modelled lesson (7 x 3 or 4 x TRS 1 session) 3. Teacher to reflect on modelled lesson and plan a similar lesson for their class considering their children. 4. Release Reading leader to observe instructional routine for each class in cohort. (3 x TRS 1 day) Purchase of Jocelyn Seamer – Spelling Success in Action resources and Reading Success in Action Resources ($1530) Podcasts regarding morphological and etymological instruction. (Free) Purchase of decodable texts ($5000) Purchase of whole class texts ($10 000) Instructional routine posters for every class Reading Hub K-12 Framework Reading Position Statement

School priority 2: *V9 Curriculum* **Key Improvement Strategy 2:** Collaboratively review and implement internal moderation practices to ensure consistency across the school and explore opportunities to introduce external moderation to deepen teacher capabilities in making consistent judgments based on the AC achievement standards. Review and embed the systematic process across the school to quality assure curriculum planning, delivery and reporting for all elements of the AC.	**Monitoring**				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
					**Long term measurable/desired outcomes:** Refine systematic process across the school to quality assure curriculum planning, delivery and reporting for all elements of the AC. Implement internal moderation practices to ensure consistency across the school and explore opportunities to introduce external moderation to deepen teacher capabilities in making consistent judgments based on the AC achievement standards.	**AIP measurable/desired outcomes:** - Embedded moderation processes across the 3 levels both internally and as part of the cluster as outlined in the school data plan. - Staff familiarisation and planning (Levels 1 & 2 and Level 3 Unit 1) for V9 AC Science, Technologies and HPE. - Teachers will have contextualised, reviewed, refined and quality assured Units 1 – 4 English and Maths as taught in 2025 in preparation for 2026.

Monitoring table:

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

Strategy/ies:
1. To develop a shared understanding of curriculum expectations and student achievement and to deliver a responsive approach when planning V9 English and Mathematics and to design effective teaching strategies that engage and challenge every student.
2. Provide opportunities for leaders and teachers to engage in moderation processes -

• before assessment takes place, to develop a shared understanding of the Australian Curriculum V9 Mathematics and English and to align curriculum, pedagogy and assessment and reporting. • after assessment tasks place to calibrate and confirm teacher judgements against the relevant achievement standards. • at the end of the reporting period in term 2 and term 4 to calibrate and confirm teacher judgements for reporting results. 3. To provide teachers with opportunities for collaboration to familiarise and plan for V9 Australian Curriculum Science, Technologies and HPE to ensure a smooth transition from V8.4 to V9 Australian Curriculum.		• Curriculum is adjusted to facilitate learning for all students. *Priority Support Measures:* <u>Learning</u> • Maintain 90% of students achieving C or better in English by the end of the 2025 Semester 2 reporting period. • 90% of First Nations students achieving a C or better in English by the end of the 2025 Semester 2 reporting period. • Maintain 50% of students achieving A or B in English by the end of the 2025 Semester 2 reporting period. • 50% of First Nations students achieving a B or better in English by the end of the 2025 Semester 2 reporting period. •
Actions: • Use the K-12 Curriculum, assessment and reporting framework to inform school planning processes and manage teacher workload. • Review and update the whole school curriculum provision plan and year and/or band level plans. • Analyse student data to choose starting points for teaching and check student progress in planning meetings in T1, T2, T3 & T4 – weeks 2, 5, & 8) • Build teacher capability through professional development on differentiated teaching and learning to support and meet the needs of all students across the V9 Australian Curriculum. • Plan effective teaching sequences and strategies that support the next steps of students learning. • Utilise planning meetings throughout the year to ensure that they are responsive to the A-E data and (T1, T2, T3, T4 - weeks 2, 5 & 8) • Support teachers during planning meetings to ensure that units of work are contextualised and responsive to individual classes and students. • Engage in internal and cluster moderation processes aligned to the K-12 Framework.	**Responsible officer(s):** HOD/Curriculum - Teri Robson DP Peter Robinson (Collegial Engagement)	**Resources:** K-12 Curriculum, assessment and report framework. Three levels of planning documents from the Curriculum Gateway. Working together to implement AC V9 document. Review systematic curriculum delivery document. Fitzgerald Data Plan. Teaching and Learning HUB documents to support Curriculum, pedagogy, assessment & reporting and moderation processes (Before, After and End). Professional development plan. Human Resources – TRS to release teachers throughout the year for planning meetings $36, 000.

School priority 3: *A Whole School Approach to Pedagogy* To implement the most effective pedagogies to maximise the achievement, engagement and wellbeing of all students. *Key Improvement Strategy 3: 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.*	**Monitoring**				**Long term measurable/desired outcomes:** To have a flexible, responsive and ongoing process that supports teachers to employ the most effective pedagogies to maximise the achievement, engagement and wellbeing of all students.	**AIP measurable/desired outcomes:** • Planning documents are consistent, referencing whole school approach to pedagogy.
	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**		

Strategies:	.	• 100% of teachers implement pedagogy in their classrooms.

Strategies:
1. To promote collaboration to determine responsive pedagogies most appropriate for the learner.
2. To align processes and language adopted across the school (V9 Curriculum, AAP and PP4Ls) to enable teachers to make informed pedagogical decisions.
3. To provide precision to teaching practice to enable teachers to differentiate teaching and learning.

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- 100% of teachers implement pedagogy in their classrooms.
- 100% of students are exposed to a range of pedagogies. .
- Process of reflection regarding pedagogy implementation undertaken.
- Collegial engagement is aligned to Whole school approach to pedagogy. (Term 2)
- 90% attendance for all students.
- Maintain 90% of students achieving C or better in English by the end of the 2025 Semester 2 reporting period.
- Maintain 50% of students achieving A or B in English by the end of the 2025 Semester 2 reporting period.

Actions:
- *Engage in professional conversations (moderation, reflection, observations & feedback) to understand beliefs about pedagogy. (Strategy 1) T1-T4*
- *Continue the implementation of Age Appropriate Pedagogies in conjunction with WSAP principles, within targeted learning areas.*
- *Develop a shared language about pedagogy that considers AAP & PP4L links. (Strategy 2) T1, T2*
- *Build school leader and teacher knowledge and understanding of the 3 Principles of Pedagogy. (Strategy 2) T1*
- *Create opportunities to analyse data to determine the impact of current pedagogies. (Strategy 1) T1-T4*
- *Initiate pedagogical conversations within curriculum planning and moderation. (Strategy 1,3) T1*
- *Make responsive pedagogical decisions to differentiate teaching and learning. (Strategy 3) T2-T4*
- *Build capability of teachers to use approaches, practices and strategies appropriate to the 3 principles. (Strategy 2, 3) T1-T4*
- *Develop a sequence of teaching and learning that includes the different pedagogies that will be employed. (Strategy 2, 3) T1-T4*
- *Implement processes to ensure whole school approach is relevant and responsive to the diverse learning needs of students. (Strategy 1,2,3) T2-T4*
- *Evaluate the impact of pedagogies employed using data. (Strategy 1) T2-T4*

Responsible officer(s):
DP Tim Campbell
DP Peter Robinson

Resources:
Curriculum Gateway – Pedagogy

AAP Conceptual Framework

Collegial Engagement – Leadership team to observe a lesson of an agreed learning area, highlighting Whole School Approach of either AAP or PP4L.

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

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