



Wyreema State School

2025 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. School strategic plan - Equity & Excellence - Educational Achievement

Long-term targets/desired outcomes

- 100% of teaching staff are collaboratively reviewing pedagogical practices using data to build capability in determining effective pedagogies, and are monitoring their impact on student learning frequently (collective efficacy).
- 100% of teachers are involved in planning sessions and building 'Curriculum Efficacy' when implementing the Australian Curriculum including General capabilities and Cross-curriculum priorities.

AIP targets/desired outcomes

- Maintain and extend ENGLISH A-C level of achievement data of over 80% 'Starting Strong (P-2)' & 'Building on Foundations' (3-6) by the end of 2025.
- Prioritise reading benchmark expectations using Ox-ed & utilising Monitoring Strategies to enhance the capability to make more informed on balanced judgments of LOA.

School Strategic Plan Strategy:	Maintain commitment to ensure that 'English / Literacy' and the 'Explicit Teaching of Reading' maintains a priority, ensuring the 'Science of Reading' and V9 implementations are evident from Prep to Year 6 (starting strong - building foundations).	
Actions	Responsible Officer(s)	
Reinforce that all teachers are leading literacy and effectively implementing the 'Science of Reading' in daily instruction, building capability with Teacher Aides (DLD Focus & First Nation Target).		Barbara Asquith-Charlton, Joel Fogwell, Tracey Peden
School Strategic Plan Strategy:	Broaden and prioritise our 'Explicit Improvement Agenda' using our 'Key Priority Issues' (big rocks) to implement, drive and monitor improvement across 'Curriculum, Differentiation & Pedagogy' performance (collective efficacy & best practice).	
Actions	Responsible Officer(s)	
Expand and scale up the opportunities for teaching and non teaching staff to engage with school leaders to broker support and monitor everyday pedagogy using Learning Walks, TAC and PLC processors.		Joel Fogwell, Tracey Peden
Formalise all teachers commitment to the importance of 'leading of learning' and engage in professional development, coaching and mentoring opportunities and sharing of practice (school & SV cluster).		Joel Fogwell
School Strategic Plan Strategy:	Broaden and refine our 'Whole School Approach to Pedagogy' by using relevant research, high impact strategies and staff/departmental supports to ensure best practice for improved student achievement.	
Actions	Responsible Officer(s)	
Prioritise our commitment to the implementation of 'Structured synthetic phonics' (SSP) using 'Promoting Language Development' (PLD) across all classrooms P-6.		Barbara Asquith-Charlton, Joel Fogwell, Tracey Peden
Collaboratively formalise learning walks to support teachers in identifying and implementing effective pedagogical practices across 'GRR-Diff-Engagement', e.g. Checking for Understanding Focus.		Joel Fogwell, Tracey Peden



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Wyreema State School

2025 Annual Implementation Plan

School Strategic Plan - 2. School strategic plan - Equity & Excellence - Wellbeing & Engagement

Long-term targets/desired outcomes

- 100% of all staff consolidate and extend 'Positive Behaviour for Learning' processes (supported by 'The Resiliency Program') to ensure a shared commitment and understanding to social, emotional and wellbeing interventions for all students.
- 100% of staff are committed to strengthening connections with parents, support services and the wider community to ensure all students can engage and participate in the Australian Curriculum and social experiences.

AIP targets/desired outcomes

- 100% of students are profiled at multiple junctures and reviewed during 'TAC, PLC & STLaN' interventions, supporting Physical, Emotional, Psychological, Social and Cognitive demands (NCCD Supports)

School Strategic Plan Strategy:	Apply and sustain a consistent approach to 'Case Management' for every student ensuring individual support and appropriate support and interventions are effectively implemented.	
Actions	Responsible Officer(s)	
Maintain 'Data Meetings/PLC's' that analyse Formative & Summative results focusing on 'Case Management - 1 Student Per Teacher' in small groups P-2, 3-4, 5-6 (SFD Twilight Activity).	Barbara Asquith-Charlton, Joel Fogwell, Tracey Peden, Jaime Scott	
School Strategic Plan Strategy:	Investigate opportunities for student engagement in contextually relevant extracurricular activities to enrich student learning and promote real world learning and pedagogical experiences.	
Actions	Responsible Officer(s)	
Scale up student opportunities to further engage in real/play based learning, utilising environmental programs such as (Amaroo ECC) and promote an enhanced level of parent participation (Smash-up).	Joel Fogwell, Jaime Scott	

School Strategic Plan - 3. School strategic plan - Equity & Excellence - Culture & Improvement

Long-term targets/desired outcomes

- 100% of staff are strengthen their understanding of the Annual Implementation Plan, including the strategies, targets and actions aligned to priorities, to foster greater clarity, understanding and ownership of school priorities among staff and community members.
- 100% of teachers & teacher aides prioritise opportunities for mentoring, coaching and peer observation to strengthen professional practice aligned to school priorities and individual staff needs.

AIP targets/desired outcomes

- 100% of teachers and teacher aides are consistently checking for understanding during instruction and building capability in 'Self and Others' in order to support our 'Explicit Improvement Agenda'.
- 100% of all staff are effectively expanding their roles and responsibilities using the ACDP & APDP process in order to support, facilitate and formalise their capability accountabilities (16 E's).

School Strategic Plan Strategy:	Create and initiate a whole school approach to improvement by implementing a 'Collegial Engagement Framework' that will further quality assure and enact school, cluster and departmental expectations.	
Actions	Responsible Officer(s)	



Queensland
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Wyreema State School

2025 Annual Implementation Plan

Create & implement a working (PPT) document that clearly articulates the expectations, capability directions and next steps required in order to build a consistent culture of learning.	Barbara Asquith-Charlton, Joel Fogwell, Tracey Peden, Jaime Scott
Collaboratively create a staff roles, responsibilities and accountabilities document, aligned to the AIP, to provide staff with clarity in enacting school priorities.	Joel Fogwell

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

School Supervisor



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