The Gap State School
2025 ANNUAL IMPLEMENTATION PLAN

School priority 1: Educational Achievement - A Culture of Deep Learning and Innovation

Strategy: Review and refine evidence-based approaches for the teaching of the literacy demands of the Australian Curriculum.

Desired outcomes:
- Cleary defined 'Explicit Improvement Agenda' with collective commitments modelled by staff.
- English LOA A-43%, A/B 76%, A-C 97% InitiaLit Cumulative Review P-2 83% at or above, WARN/WARL/WARP P-2 78%
- Spelling Mastery Yr 3-6 75% at or above
- Classroom Observations and Feedback framework with established timelines and 100% of staff involvement.
- Teachers in the school have an ongoing commitment to learning and are experts in teaching.

Actions:	Monitoring				Responsible officer(s):	Resources:
	Term 1	Term 2	Term 3	Term 4		**The Gap SS Way of Building Capability Development** https://intranet.qed.qld.gov.au/Services/HumanResources/payrollhr/performance/annual-performance-framework
• Review and consolidate Spelling Mastery incorporating observations for program consistency and fidelity Year 3-6					DP HOD-C STLaN	
• Continue to embed the Simple View of Reading Model in the Prep to Year 2 phase using the InitiaLit program incorporating observations for program consistency and fidelity						**School Review Spotlight and Insight Papers** https://schoolreviews.education.qld.gov.au/res
• Continue to develop staff knowledge and expertise in Year 3 and 4 using the Simple View of Reading model.						**Reading Resource Hub** https://det-school.eq.edu.au/reading/modules
• Align the teaching and assessing of reading with the Simple View of Reading Model during Year Level Curriculum Development sessions for Years 3-6.					DP HOD-C	**Literacy Hub** https://www.literacyhub.edu.au/
• Consolidate Tell It Again incorporating observations for program consistency and fidelity. • Investigate Tier 1 Oral Language evidence-based strategies for view of implementation from 2026.					HOD-C SLP STLaN	**Reasonable adjustments** https://education.qld.gov.au/students/students-with-disability/supports-for-students-with-disability/general-information#reasonable-adjustments **Redefining inclusive education** https://schoolreviews.education.qld.gov.au/res/Documents/case-study-fernbrooke-ss.pdf

Strategy: Build staff members' capability to analyse data and deliver quality differentiation across the Australian Curriculum to engage and challenge all learners including high achieving students.

Desired outcomes:
- English achievements results are at level or above relative comparison schools.
- The school has developed and is implementing a plan for the systematic and purposeful collection of a range of student outcome data. Data are used throughout the school to identify gaps in student learning, to monitor improvement and to monitor growth across the years of school.
- Maintain 100% teacher agreement on School Opinion Survey for 'I modify my teaching practice after reviewing student data'.
- Teachers consult with parents and with students to ensure that reasonable adjustments are made to meet the needs of students with disabilities, including through the development of individual learning plans.

Actions:	Monitoring				Responsible officer(s):	Resources:
	Term 1	Term 2	Term 3	Term 4		**Using data effectively** https://schoolreviews.education.qld.gov.au/res/Documents/insights-paper-june-2020.pdf
• Review The Gap State School's Data Plan for 2025 to ensure it is reflective of purposeful and effective data gathering routines: which data, when, by whom and how data is stored, shared, accessed, presented, tracked, monitored and reported.					Principal DP	
• Review student achievement (including disaggregated datasets to provide a clear picture of student cohorts) and use to inform strategic approaches, targeted teaching and intervention.					Principal HOSES STLaN	**Data literacy framework and plan** https://intranet.qed.qld.gov.au/EducationDelivery/Stateschooling/Pages/data-informed-practice.aspx
• Foster a dynamic and collaborative professional learning culture across the school through creating opportunities for staff to review and discuss data, learn from one another, share classroom strategies and to informally watch others work.					Principal	**K-12 Curriculum, Assessment and Reporting Framework** https://education.qld.gov.au/curriculum/stages-of-schooling/k-12
• Establish a collaborative process for the development, implementation and monitoring of ICPs and PLRs for students requiring extension and support					HOD-C HOSES	

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• School priority 2: Wellbeing and Engagement - A Culture of Every Student Succeeding

Strategy: Review Positive Behaviour for Learning processes to embed consistency of practices aligned to the expectations across the school.	**Desired outcomes:**
	- Safe and supportive learning environments where expected behaviours are taught and clear and consistent boundaries are established. Documented and school-wide understanding of referral pathways
	- One School Behaviour Data 95% students in Tier 1
	- To reduce daily incidents average 1.5%To reduce physical aggression P-3 and Disrespect Year 4-6
	- Attendance > 95% Long term: Attendance > 98%
	- School Opinion Survey:
	    o Parent target 95% 'Student behaviour is managed well at this school', 'My child feels safe at this school'
	    o Student target of 95% The expectations and rules are clear at my school, 'Teachers at my school treat students fairly', 'Student behaviour is well managed at my school' and 'I feel safe at my school.'

Actions:	**Monitoring**				**Responsible officer(s):**	**Resources:**
	Term 1	**Term 2**	**Term 3**	**Term 4**		**Supporting Student Behaviour** https://intranet.qed.qld.gov.au/EducationDelivery/supporting-student-behaviour/Pages/professional-development-resources.aspx
• Review and Refine Positive Behaviour for Learning Tier 1 processes to embed consistency of practices and fidelity of data to inform Tier 2 implementation.					**Principal PBL Team**	**Positive Behaviour for Learning** https://behaviour.education.qld.gov.au/supporting-student-behaviour/positive-behaviour-for-learning
• Implement Circle Time with consistency and fidelity as the pedagogical approach for teaching the PBL expectations and rules.					**Principal PBL Team**	**Respectful Relationships Education** https://learningplace.eq.edu.au/cx/resources/file/0fedff51-38a0-4d8f-9f8f-d2297439dcbc/1/index.html
• Implement You Can Do It in conjunction with Circle Time with consistency and fidelity as the TGSS Social Emotional program					**Principal PBL Team**	**You Can Do It – teachers request school log on** https://youcandoiteducation.com.au/

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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