



Gilston State School

2025 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. Develop a school community culture that promotes learning

Long-term targets/desired outcomes

- Evidence based high performing teaching team, supported through the department's Equity and Excellence initiatives, resulting in quality student learning outcomes for all students.

AIP targets/desired outcomes

- 94% or higher student attendance, A-E (Eng/Maths)-85% C or above, 50% A/B, 50% U2B Naplan (Eng/Maths), SOS-staff believe behaviour is well managed at school 80%, Less than 10 SDAs/yr.

School Strategic Plan Strategy:	Develop a data literate organisation	
Actions		Responsible Officer(s)
Continue timetabled and frequent, data conversations with classroom teachers focussing on reading and mathematics to inform teaching direction and future student goal setting.		Deputy Principal, HOC
Continue to use student behaviour data to inform future direction and decision making of the Positive Culture for Learning (PCL) committee.		Justin Caldwell, Megan Hay
School Strategic Plan Strategy:	Develop a culture of shared practice and feedback	
Actions		Responsible Officer(s)
Continue implementation of the Collegial Engagement Program to facilitate teachers watching others work, coaching, lesson observations with a reading and mathematics focus, and in line with PDP's.		Principal, Deputy Principal, HOC
Leadership team to be present in classrooms to support teaching and learning, through negotiated and agreed timetabling with teachers.		Principal, Deputy Principal, HOC
School Strategic Plan Strategy:	Consistent and deliberate high yield teaching pedagogy in the classroom with a focus on systemic curriculum delivery.	
Actions		Responsible Officer(s)
Continue year level planning and moderation with teachers, with a focus on highly engaging learning opportunities in line with Version 9 of Australian Curriculum, supported by i4s funding.		HOC, Year Coordinator
Continue to build staff capacity in the effective teaching of reading, using the Big 6, informed by The Simple View of Reading with The Science of Reading philosophy.		Principal, Deputy Principal, HOC, Year Coordinator
Continue to implement Age Appropriate Pedagogy (AAP) in the lower years, across the Nerang Alliance of Schools.		Deputy Principal, HOC, Year Coordinator
Continue to provide students with extension opportunities in specialist areas through weekly timetabling of Excellence Programs.		Kylie Doonican, Renee Paech, Jody Slade, Scott Stavar, Alison Watson
School Strategic Plan Strategy:	Continue to build an inclusive school community that embraces diversity.	



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Actions		Responsible Officer(s)
Continue to target school resourcing to embed an inclusive school culture led by a Deputy Principal (Inclusion) to support and coordinate an Inclusion Team.		Principal, Deputy Principal, HOC
Target school resources to support the addition of an Inclusion Teacher (0.2) to the existing Inclusion team.		Principal
Commit to increase the School Indigenous Champion role within the school to two staff members to work with staff across the school.		Craig Douglas, Luke Hellinga, Sinanuu Rogers
Implement case conferencing of indigenous students by the Inclusion Team and admin, to Close the Gap in learning of indigenous and non-indigenous students, in line with Equity & Excellence priorities.		Principal, Deputy Principal
Implement the new version of PBL to allow immediate feedback to students in response to appropriate behaviours, with a token economy philosophy supporting the whole school approach.		Principal, Deputy Principal
School Strategic Plan Strategy:	Promote student and staff wellbeing in the workplace.	
Actions		Responsible Officer(s)
Continue with staff opportunities to engage in planned wellbeing activities led by the Wellbeing committee (WOW).		Jolie Angus, Zoe Davidson, Tracylee Leonard, Lydia McNeill, Adam Pearson, Kylie Rainer, Erin Schwass, Jody Slade, Erin Sorensen, Karen Thompson
Continue our partnership with The Gold Coast City Council through their Active School Travel Program (AST) to promote student health, safety and wellbeing.		Deborah Haywood
School Strategic Plan Strategy:	Promote student success through transitions to school and junior high school.	
Actions		Responsible Officer(s)
Continue Tailored Transitions with ECEC staff, Pre-Prep families and Allied health professionals, to ensure a supported smooth transition to school, in line with Equity & Excellence initiatives.		Deputy Principal, Guidance Officer
Continue to drive Nerang Early Childhood Alliance initiatives to support the transition of students to primary school.		Kelly Clark
Continue with the opportunity for grade 6 students to participate in high school Excellence and Transition Programs to support their transition to junior secondary school.		Deputy Principal, HOC, Year Coordinator
Inclusion teachers to work closely with high school HOSSES and junior school HODs and parents, to support a smooth transition from primary to secondary school.		Megan Hay, Pauline Lewis
School Strategic Plan Strategy:	Maximise learning days for all students.	
Actions		Responsible Officer(s)
Teachers provide daily engaging learning opportunities to all students resulting in students feeling they are "missing out" when unable to attend school, as they develop a love for learning.		HOC, Year Coordinator



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Continue with a deliberate focus to track student attendance at the individual, class, cohort and whole school level, to maximise student learning.	Principal, Deputy Principal
Continue with an online learning platform for students to continue their learning when not on site due to illness, exemptions, school disciplinary absences (ie. seasaw, Qlearn).	HOC
The Leadership Team and office staff, to deliberately protect teachers from interruptions to their teaching and student learning during the morning session ("Purple Patch").	Principal, Deputy Principal
Continue before school supervised active play to promote healthy student mindsets for learning, after exercise.	Principal, Deputy Principal
School Strategic Plan Strategy:	Personalise learning for every student, everyday.
Actions	Responsible Officer(s)
Teachers actively and deliberately, taking on the role of the "significant other" in a student's life, knowing every student and their learning and emotional needs, in line with Equity & Excellence.	Year Coordinator
Teachers providing a wide array of teaching strategies, adjustments and modes of assessment, to cater for all learning styles in the classroom.	HOC, Year Coordinator
Collaborative student goal setting and "Bump It Up Walls," involving the teacher, parents and student, supported by three way conferences in the hall, twice a year, as a celebration of learning.	HOC, Year Coordinator
Employ a Local Relief Teacher (LRT) to ensure teacher consistency across the school and maintain school routine, teaching pedagogy and teacher/student familiarity.	Principal
School Strategic Plan Strategy:	Track student/cohort learning outcomes to maximise learning.
Actions	Responsible Officer(s)
Continue to promote highly effective teaching teams that use data conversations around student learning, to lead teaching direction and professional conversation/reflection.	Principal, Deputy Principal, HOC, Year Coordinator
A continued focus on reading will be supported by teacher & aide PD around The Big 6 and The Science of Reading. i4s will support decodable resources, and daily guided reading/phonics.	Principal, Deputy Principal, HOC, Year Coordinator

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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