

Raceview State School
2026 ANNUAL IMPLEMENTATION PLAN

School priority: Educational Achievement	Refine whole school instructional routines and establish engagement norms for word reading and spelling, vocabulary and shared fluency reading to ensure a consistent delivery across P-6 that accelerates student reading success so they can ‘Dream BIG’.	School priority: Belonging and Engagement	Refine student engagement strategies to decrease incidents of major behaviour incidents and increase attendance to provide all students with the optimal conditions for successful outcomes so they can ‘Dream BIG’.	
Monitoring <i>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>				
Link to school improvement strategy: <i>Deepen teachers’ shared understanding of all elements of the school’s pedagogical practices based on current research to provide clarity and alignment to reading expectations.</i> <i>Refine the EIA with a sharp and narrow focus on building staff clarity regarding the improvement of learning and engagement outcomes for all students aligned to the AC.</i> <i>Promote the instructional leadership skills of middle leaders to support and monitor the implementation of the EIA.</i>		Link to school improvement strategy: <i>Clarify and build consistent and sustained implementation of behaviour management processes and practices, and build staff capability to facilitate high standards of behaviour across the school.</i> <i>Collaboratively develop a shared understanding of inclusion to inform agreed whole-school inclusive practices including clarifying clear roles and responsibilities for inclusion teachers to support staff.</i>		
Strategies: - Expand a shared understanding and language of the reading research including Simple View of Reading and Scarborough’s Reading Rope (SRR) to ensure all teachers and SSAs can articulate how students learn to read best. - Implement consistent instructional design through daily review across P-6, language comprehension across the AC and fluency practises at letter sound, word and text level reading. - Apply consistent delivery procedures through engagement norms and ensure consistent implementation of existing ones (‘Inclusive Active Participation’ - Anita Archer, Data WORKS Educational) - Continue to embed word reading & spelling, vocabulary instruction and fluency reading consistently across the school Quality Assurance: Introduce fidelity walks/LWATs to ensure implmentation of reading through the curriculum is embedded consistently across P-6 - Refine data collection practices using DIBELS to screen and review student reading strengths and intervention needs, to inform teaching and learning at all tiers of the MTSS & moderation of reading tasks		Strategies: - Continue to implement Multi-Tiered Systems of Support (MTSS) utilising next steps in PBL, Switch4Schools, morning routines and tier 2&3 interventions. - Build a culture of belonging throughout the school. - Ensure student attendance is monitored and enforced in a timely manner. - Continue to develop and monitor student engagement plans for students who require tier 2,3 support. - Consistently implement the Student Code of Conduct to ensure the MTSS is effective across the school. - Align our Whole School Approach to Pedagogy (WSAP) to existing practices with a particular focus on play inside and outside classrooms. - Continue to support First Nations culture and engagement from P-6. - Continue to support engagement for students with disabilities from P-6. - Continue to develop the community wellbeing framework - Develop positive school transitions from K-2 and Y6- high school		
Actions: including Responsible role(s)		Resources/Roles	Actions: including Responsible role(s)	
Semester 1: Word reading and spelling Semester 2: Fluency & Vocabulary - Provide professional learning and time for members of the Leadership Team to implement LWATs focused on reading success for students and curriculum quality assurance. - Provide further PD to all staff including TAs on the SVoR and SRR alongside a book study – Harnessing the Science of Learning, Swain alongside ‘SoR’ specific texts - All staff engage in coaching aligned to their SPG goal Engagement Norms: Pronounce with me, Track with me, Read with me, Pair-share A-B, B-A, Attention signal (STAR), whiteboards, complete sentences. Instructional routines & planning for differentiation to review, teach, practise and apply the components of word reading and study routines to teach spelling generalisations, morphology and word origin through the Australian Curriculum. - Support P- 3 teachers to implement all remaining DIBELS subtests to be implemented in 2026 - Develop collegial data interrogation process at junctures aligned to English, phonics & DIBELS data - Embed in whole class instruction including choral, echo & paired reading and vocabulary instruction, utilising instructional routine and developing consistent & aligned resources - Continue to embed and strengthen First Nations culture and engagement across Prep to Year 6 - Ensure appropriate budget allocation and availability of human resources, including staff backfilling, to enable effective implementation of literacy.		HODC line manages curriculum enactment All leadership team conduct LWATs on instructional leadership days Research texts: - The Science of Learning - EDI - TLAC - Explicit Instruction - DIBELS Instructional routines posters and resources Learning wall resources Curriculum committee First Nations committee Wellbeing Hub Team	- Implement student engagement plans (IBSP, ISSP, risk plans) for tier 2 and 3 students. - Embed Switch4Schools strategies and tools across P-6 (1 per fortnight) - Modelling and coaching for clean data entry by all staff on one school - Clear roles and responsibilities for MTSS tiered supports and environmental spaces Processes for referral to every tiered MTSS provision (SSS) - Continue weekly PBL lessons and Rocky’s Rule Reminders based on school data - Communicate PBL action plans to staff once per term - Implement consistent whole school morning routines and procedures through the dimensions of belonging, Trauma informed practices (Berry Street) and Teach Like a Champion (TLAC) - Introduce the Engagement Continuum (Amy Berry) to build a common language of student engagement that is planned for every day - Full review of Student Code of Conduct aligned to school priorities - Continue the Dimensions of Belonging PD and implementation across the school - Refine and implement engagement strategies to decrease major behaviour incidents and increase attendance for First Nations students and students with disabilities. - Purposefully revitalise play-based pedagogies in Prep and outdoor play opportunities throughout the school - Monitoring K-2 transitions and support including playgroup, AEDC data sets and regional early years support - Increasing opportunities for year 6 students to transition successfully to high school - Ensure appropriate budget allocation and availability of human resources, including staff backfilling, to enable effective implementation of wellbeing and MTSS actions.	DPs line manages belonging and engagement Student Engagement Team (SET) staff and spaces Research texts: - Belonging - TLAC - Berry Street - Engagement Continuum Belonging and Engagement committee First Nations committee Regional Early Years team Wellbeing Hub Team AERO MTSS PBL resources and regional staff Switch4Schools

Success Measures	Performance Measures: • P-6 50% of students achieving A- B in English • P-6 80% of students achieving C and above in English • < 15% of students in Tier 2/ Tier 3 (reading/DIBELS) Behaviours Students can/will: • Set individual goals for learning in reading and know next steps for learning. • Stay in the classroom and engage in the literacy morning routine • Read fluently as mapped on their DIBELS assessment • Say they enjoy reading preferred texts Teachers can/will: • All engage in Collegial Capability Framework • Design lessons using the Gradual release model & Explicit Instruction – instructional routines discussed in the ‘strategies’ & ‘actions’ • Use student data to inform unit planning cyclically • Participate in moderation processes to identify impacts, trends and needs: WR & S, lang comp & fluency • Use visible learning walls as pedagogy when teaching reading, and for goal setting and feedback to students at different levels • Monitor student progress and achievement in English and reading through the school marker student case management • Select a professional learning goal aligned to one of the school priorities • Understand the tiers of MTSS and how to address student academic needs at tier 1-2 Leadership Team can/will: • Use instructional leadership to quality assure the curriculum is enacted as planned and that instructional routines occur with fidelity • Utilise learning walks and talks to quality assure a balanced literacy approach • Provide timely feedback to staff and students on next steps in learning • Actively model reading practice to target student cohorts and staff • Monitor student achievement through disaggregated data sets including: First Nations, Disability, High Achievers, Prep transition, Year 6 preparation • Monitor regional ‘starfish’ students’ progress and achievement in English and reading • Create and update a staff visible learning wall to engage with next steps for student success • Build capability of staff to differentiate the curriculum and ensure equitable access for all students	Success Measures	Performance Measures: • 100% students in Prep have a transition statement • 90% of students attending every day • Reduce SDA rate to 3% P-2 and 4% 3-6 • < 15% of students in Tier 2/ Tier 3 (PBL) • Reduce major behaviour referrals at break times by 20% Behaviours Students can/will: • Attend school at least 90% of the time • Stay in the classroom during all learning opportunities • Engage in the Morning Routine process • Discuss and apply the ‘Dimensions of Belonging’ to their daily life • Demonstrate and articulate our 3 school expectations and 8 school values • Successfully use school PBL processes and Switch4Schools strategies to regulate and socialise with peers and adults • Explain their ‘Dream BIG’ learning goal and achievement step process Teachers can/will: • Consistently deliver the Morning Routine process in every year level team • Consistently use PBL processes and Switch4Schools tools across the school community • Demonstrate a shared understanding and knowledge of differentiation to plan appropriate and engaging classroom activities • Differentiate and case manage identified students in collaborations with the support team. • Engage in all PD aligned to belonging and engagement • Select a professional learning goal aligned to one of the school priorities • Understand the tiers of MTSS and how to address student engagement needs at tier 1-2 Leadership Team can/will: • Define processes for support and case management of students and follow up actions in a timely manner • Monitor student engagement through disaggregated data sets of attendance and PBL on a weekly basis and plan next steps for success, including: First Nations, Disability, High achievers, Prep, Year 6 • Learning walks and talks to quality assure student engagement practices • Outline the explicit teaching sequence from PBL data and communicate on a weekly basis • Share student successes regularly with staff and communicate openly next steps • Monitor student engagement plans and update in a timely manner with parent collaboration • Create and update a staff visible learning wall to engage with next steps for student success • Build capability of staff to feel confident to enact the MTSS and PBL processes
Artefacts	Oneschool A-C English data, diagnostic, mark books Class dashboard - Data sets and differentiated planning & pedagogical strategies Moderation - Student work samples Data Wall tracking growth in English and Dibels Visible Learning Walls aligned to cohort planning SharePoint Unit Planning - WR & S, vocabulary, fluency texts Community Celebration – Academic Achievement Awards Ceremony – Semester 1 and Semester 2 – A/B	Artefacts	PBL data sets Attendance data sets MTSS tiered students’ data sets
Reduction of red tape in day-to-day work, planning and processes include: • Deliver professional development during staff meetings • Conduct collaborative planning and moderation within Teacher Team Meetings. • Schedule three dedicated staff meetings per term for cohort meetings. • Promote collaborative planning and shared resource banks to reduce isolated workloads and shared teacher expertise. • Prepopulated curriculum planning documents for simplicity in processes and documentation. • Targeted workforce support to reduce WHS and event and communication management. • Report card comments are only behaviour and overall. • All consent management is processed through the office and QParents.			
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 			