



SCHOOL PRIORITY ONE: READING <i>Refine the use of Explicit Instruction to teach reading across all learning areas to improve student achievement and engagement.</i>					SCHOOL PRIORITY TWO: ENGAGEMENT <i>Review and refine existing school practices to enable every student to be known, heard, valued and supported, to improve student engagement and belonging.</i>				
Monitoring	Term One	Term Two	Term Three	Term Four	Monitoring	Term One	Term Two	Term Three	Term Four
Link to school improvement strategy:	Embed effective signature pedagogical practices				Link to school improvement strategy:	Strengthen an inclusive culture that supports Brighter Futures for all			
Strategies	<p>Strategy 1: Use the Implementation Guide and Signposts to monitor progress and determine next steps on our reading improvement journey.</p> <p>Strategy 2: Deepen staff understanding of the Simple View of Reading to strengthen the design and delivery of Structured Literacy Blocks.</p> <p>Strategy 3: Upskill and coach staff in the use of Explicit Instruction in reading through differentiated modelling, coaching and co-teaching.</p>				Strategies	<p>Strategy 1: Sharpen Positive Behaviour for Learning (PBL) and Explicit Instruction practices to increase student engagement.</p> <p>Strategy 2: Expand and embed the implementation of The Resilience Project (TRP) to support staff, student and community wellbeing.</p> <p>Strategy 3: Deepen knowledge of Doug Fisher’s 10 Dimensions of Belonging and their impact on student engagement.</p>			
Actions:	Who	Resources			Actions:	Who	Resources		
<p>Strategy 1: Reading Implementation and Signposts</p> <ul style="list-style-type: none"> Identify priority Signpost areas to inform next steps in the school’s reading improvement journey. Strengthen shared understanding of the Implementation Guide through coaching and feedback cycles, and professional learning. Monitor progress through walkthroughs, staff feedback and analysis of student achievement. Undertake research and planning to support the implementation of DIBELS as a monitoring tool. 	DP Curr HOD P-2 HOD 3-6	<p>Implementation Guide and Signposts SORD data EFI DIBELS Reading Through the Australian Curriculum www.acara.com.au <i>Just Tell Them</i> Z. Groshell <i>Rosenshine’s Principles in Action</i> Tom Sherrington <i>Explicit Instruction</i> A. L. Archer & C. A. Hughes <i>EDI</i> Hollingworth & Ybarra <i>Leveled Reading Leveled Lives</i> T. Shanahan Coaching, observation and feedback tools. WOW time</p>			<p>Strategy 1: PBL and Explicit Instruction for Engagement</p> <ul style="list-style-type: none"> Strengthen staff capability through targeted professional learning on Essential Feature 4 (<i>teaching expected behaviours</i>) and Essential Feature 6 (<i>Discouraging inappropriate behaviour</i>) of PBL Universals. Develop a clear and practical PBL OneNote reference guide to support consistent whole school practice. Refine multi-tiered systems of support to strengthen universal, targeted and intensive responses. Regularly share behaviour data to inform practice and support consistency across the school and community. Monitor the explicit teaching, correction of behaviour and engagement routines. 	DP 2/3/4 DP 5/6 HOI DP 2/3/4 DP 5/6	<p>Classroom Management Hub and AERO classroom management resources. Positive Behaviour for Learning resources 7 Essential Features of PBL and school PBL documentation. EFI The Resilience Project curriculum and teaching resources. School Opinion Survey <i>Belonging in School</i> Doug Fisher. WOW time PBL data tools - Effective Behaviour Systems & Tiered Fidelity Inventory Resilient Youth Survey Student Engagement Mentor Student Learning and Wellbeing Framework SLAWF PBL Team Social and Emotional Capabilities Continuum</p>		
<p>Strategy 2: Simple View of Reading and Structured Literacy</p> <ul style="list-style-type: none"> Deliver ongoing differentiated professional learning to deepen staff understanding of the Simple View of Reading. Prioritise protected Structured Literacy Blocks across the school. Ensure the inclusion of the explicit teaching of reading across all learning areas. Analyse student reading data through a word reading and language comprehension lens to inform instruction. 	DP Curr HOD P-2 HOD 3-6				<p>Strategy 2: The Resilience Project and Wellbeing</p> <ul style="list-style-type: none"> Ensure consistent implementation of The Resilience Project. Engage with Resilient Youth Survey data to identify trends and inform targeted supports. Engage parents and the community to support shared understanding of TRP. 	DP P-1			
<p>Strategy 3: Explicit Instruction Coaching in Reading</p> <ul style="list-style-type: none"> Deliver professional learning of Anita Archer’s 16 elements of Explicit Instruction and Rosenshine’s Principles of Instruction. Deliver differentiated coaching of Explicit Instruction for all staff. Establish and embed whole-school engagement norms. Measure the impact of Explicit Instruction on student reading achievement and engagement. 	DP P-1 All DP P-1 DP P-1				<p>Strategy 3: Belonging and Student Engagement</p> <ul style="list-style-type: none"> Develop staff understanding of the 10 Dimensions of Belonging through targeted professional learning. Create and embed school-wide norms to support consistent belonging practices in classrooms. Expand and Promote Culture Club to ensure representation from a diverse range of cultural backgrounds, including strong and authentic involvement of First Nations students and families. <p>Embed Culture Club initiatives into whole-school assemblies, newsletters and classroom learning to promote school-wide impact and belonging and engagement for students with diverse cultural heritage.</p>	HOI DP P-1			

END OF YEAR SUCCESS CRITERIA

MEASURES PERFORMANCE	MEASURES PERFORMANCE
<ul style="list-style-type: none"> Progression along the Signpost continuum and alignment between leadership, staff and sectors Evidence of teachers enacting the Structured Literacy Block (walkthroughs) Engagement norms and Explicit Instruction routines observed in classrooms (walkthroughs) Evidence of the teaching of reading in unit plans for learning areas beyond English Evidence of literacy block components in unit planning <ul style="list-style-type: none"> Alignment between before and after moderation for Reading and Viewing tasks 80% of Year 1 students achieve fluent decoding on the Phonics Check Increased NAPLAN mean scale scores for Reading and Spelling Reduced number of students requiring tier 2 and tier 3 supports Achievement in English and Mathematics: <ul style="list-style-type: none"> P-2: C and above: 85% & A or B 50% Year 3 – 6: C and above 85% and A or B 50% School Opinion Survey data shows positive trends in student engagement and confidence in learning 	<ul style="list-style-type: none"> Improved student attendance >90% Reduction in office discipline referrals (Essential Feature 6) ≤ 3 major incidents per day (7.2 2025) Reduction in suspensions (SDA data) <2% SDA rate Increase in students being ready to learn > 36% (2025) Resilient Youth Survey data Improved School Opinion Survey Results – student, staff, parents Reduced number of students requiring tier 2 and tier 3 supports Staff explicitly teach and reinforce GEM strategies within daily classroom practice.

BEHAVIOUR	BEHAVIOUR	
<p>Students can/will:</p> <ul style="list-style-type: none"> Actively participate in reading lessons across all learning areas using agreed engagement norms. Demonstrate improved decoding accuracy and fluency through structured literacy routines. Apply taught reading strategies across learning areas. Monitor reading progress and use feedback to improve. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Use Anita Archer’s 16 Elements of Explicit Instruction and Rosenshine’s Principles to design reading lessons. Consistently use Explicit Instruction and agreed engagement norms when teaching reading across learning areas. Plan and deliver structured literacy blocks aligned to the GLOW UP model. Use student data to monitor progress and differentiate instruction. Engage in coaching cycles to refine practice. <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> Support students using agreed routines and Explicit Instruction prompts. Use teacher-provided data to target support. Reinforce consistent language and engagement norms during reading. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Provide differentiated professional learning aligned to staff readiness. Protect timetable allocations for structured literacy blocks. Align AIP goals with coaching, SPGs and planning. Model and coach Explicit Instruction within the literacy block. Provide feedback through coaching, co-teaching and walkthroughs. Monitor implementation using the Implementation Guide, Signposts and walkthrough data. Support consistent practice across year levels and sectors 	<p>Students can/will:</p> <ul style="list-style-type: none"> Actively engage in learning using clear routines and expectations. Demonstrate readiness to learn through positive behaviour and engagement. Use GEM strategies to manage emotions and learning challenges. Feel known, heard and valued within the classroom and school community. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Explicitly teach and reinforce PBL expectations using learning intentions and success criteria. Use Explicit Instruction routines to support student engagement and participation. Implement GEM principles consistently within classroom practice. Use behaviour, attendance and wellbeing data to adjust supports. Apply strategies aligned to the 10 Dimensions of Belonging in daily practice. <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> Support students using agreed behaviour routines and instructional prompts. Reinforce PBL expectations and engagement norms consistently. Support students to apply GEM strategies as needed. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Provide professional learning on PBL, Explicit Instruction, TRP and Belonging. Monitor behaviour, attendance, wellbeing and engagement data regularly. Support consistent implementation of PBL and TRP across the school. Use coaching, walkthroughs and feedback to strengthen engagement practices. Ensure alignment between AIP goals, case management and classroom practice. 	
ARTEFACTS	ARTEFACTS	
<ul style="list-style-type: none"> Implementation Guide and Signposts displayed, annotated and accessed Walkthrough postcards and completed walkthrough records Coaching plans, observation notes and feedback records Daily Review PowerPoint decks Structured Literacy Blocks protected in timetables Unit plans showing explicit teaching of reading across learning areas Literacy block planning templates Engagement Norms reference document Moderation packs for Reading and Viewing tasks (before and after) DIBELS planning documentation and pilot data (if applicable) Student work samples demonstrating decoding, fluency and comprehension Updated Reading Resources Room 	<ul style="list-style-type: none"> Positive Behaviour for Learning (PBL) framework documentation / OneNote / classroom resources Whole-school belonging expectations Classroom walkthrough tools and completed walkthrough records focused on engagement and behaviour routines Multi-Tiered Systems of Support (MTSS) documentation Case management records and action plans The Resilience Project (TRP) planning documents and lesson materials Ready to Learn data -Resilient Youth Survey Coaching notes, modelling and feedback records focused on engagement practices Classroom behaviour expectations and engagement norms displayed in learning spaces Parent and community communication artefacts related to wellbeing and engagement 	
<p>Reduction of red tape in day-to-day work, planning and processes include:</p> <ul style="list-style-type: none"> Streamlined planning documents and location - SharePoint / One Drive Planning facilitated by curriculum leadership Consistent literacy block routines Streamlined staff meetings and sector meetings that are purposeful and aligned to AIP Additional staffing 1 class teacher and additional curriculum support Simplified behaviour processes – reset room recording, positive behaviour recording Clear engagement norms reduce behaviour management time; students know expectations and routines. Explicit Instruction routines - formative assessment integral to lessons Coaching and modelling aligned to one pedagogical approach An additional 30 minutes of non-contact time each week to support planning, collaboration and workload management. Use of SORD data insights 		
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>		
Principal	P&C/School Council	School Supervisor