

**SEVEN HILLS STATE SCHOOL  
ANNUAL IMPLEMENTATION PLAN 2026 DRAFT**



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Academic Achievement	<p><b>Strategy:</b> Prep–Year 2 teachers will consistently implement the school’s P-6 Teaching of Reading approach, delivering explicit, systematic, differentiated and evidence-informed reading instruction, as evidenced by planning, classroom practice, and the monitoring of data to track improved reading outcomes.</p> <p><b>School Review Link:</b> Effective Pedagogical Practices/Expert Teaching Team</p>				
Actions	Responsible	Measurable Outcomes	Student Behaviours	Teacher Behaviours	Leader Behaviours
<p><b>Consistency in the delivery of the SHSS Teaching of Reading (TOR) (P-6).</b></p>	<p>Principal HOD:C</p>	<ul style="list-style-type: none"> <li>• At-risk students identified (PLD Screener, Year 1 Phonics Screener, DIBELS marker students)</li> <li>• 5% ↓students requiring intensive Tier 3 support</li> <li>• 10% ↑reading accuracy/fluency/comprehension Unit 2/4 Reading Assessment V9</li> <li>• <b>English A–C Target: 96%</b> Year 1 (P 2025) 94% Year 2 (1 2025) 97%</li> <li>• <b>English A–B Target: 78%</b> Year 1 (P 2025) 73% Year 2 (1 2025) 75%</li> <li>• <b>First Nations A-C Target: ↑ 5% to 60%</b></li> <li>• <b>First Nations A-B ↑ 8% to 35%</b> 2025 English A-C: 55% 2025 English A-B: 27%</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate an understanding of the phonic programming structure within the classroom and share routines (age-appropriate).</li> <li>• Show measurable progress in reading skills over time (assessments and screener data).</li> <li>• Process and/or provide personal feedback for clearer instruction and structured learning experiences.</li> <li>• Participate in and share success of the development of reading accuracy, fluency and comprehension.</li> <li>• Show greater engagement and enjoyment in reading and literacy-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and deliver programming that aligns with the school structure and framework.</li> <li>• Explicitly teach phonological awareness/phonics/fluency/vocabulary &amp; comprehension and is visible in lessons.</li> <li>• Utilise the school provision of Teacher Aide supported focused Literacy Block (30min x 4 week).</li> <li>• Develop and provide common instructional language and routines across classes.</li> <li>• Use data to group students for targeted instruction.</li> <li>• Differentiate for students requiring additional or intensive support and record this as a Personalised Learning Record (PLR).</li> <li>• Measure impact of the Tier 2 and Tier 3 provision and share with Inclusion Team.</li> <li>• Participate in TOR professional learning/coaching (online and in person).</li> <li>• Maximise feedback to impact classroom practice and build capability/increase confidence of high impact strategies and structures for the Teaching of Reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct classroom walkthroughs, monitoring consistent TOR practices.</li> <li>• Review year level planning/monitor alignment to framework.</li> <li>• Clearly articulate the Teaching of Reading expectations and deliver/oversee coaching opportunities with the shared focus on pedagogical practices in TOR.</li> <li>• Review timetables to ensure the reflection of protected time for reading instruction within the Literacy Block.</li> <li>• Monitor/review Tier 2 &amp; 3 support programs.</li> <li>• Maintain/review data /tracking tools.</li> <li>• Monitor cohort data to guide professional learning and resourcing decisions.</li> </ul>

<b>Belonging and Engagement</b>		<b>Strategy:</b> Consolidate and embed consistent evidence-informed practices in Reading, Writing, and Mathematics to ensure all students experience success through precise differentiation and high-impact pedagogy. <b>School Review Link:</b> Effective Pedagogical Practices/Expert Teaching Team			
<b>Action</b>	<b>Responsible Officer</b>	<b>Measurable Outcomes</b>	<b>Student Behaviours</b>	<b>Teacher Behaviours</b>	<b>Leader Behaviours</b>
Establish and implement a shared understanding of high-impact pedagogical practices that promote student agency, belonging and engagement.	DP HOI	<ul style="list-style-type: none"> <li>• ↑students interested in schoolwork SOS to 85%</li> <li>• ↓ behavioural incidents during class and transition times by 5%</li> <li>• 100% at-risk students identified early &amp; clearly supported.</li> <li>• Monitoring and early intervention for all students and recording PLR's.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participating in learning.</li> <li>• Demonstrate confidence and willingness to engage in learning experiences.</li> <li>• Students' express positive opinions about learning.</li> <li>• Increased ownership of learning through student voice and choice evident in work.</li> <li>• Students proud to share learning and evidence with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers know what student agency, belonging and engagement mean and look like in their classroom.</li> <li>• Teachers plan and deliver inclusive lessons that are explicit, differentiated, culturally responsive, &amp; use high-impact pedagogical practices.</li> <li>• Use student voice and choice is evident within planned learning experiences.</li> <li>• Seek and respond to student feedback.</li> <li>• Provide opportunities for choice and collaboration</li> <li>• Participate in professional discussions and PD.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate and model agreed pedagogical expectations.</li> <li>• Walkthroughs confirm inclusive and engaging practices.</li> <li>• Support systems for student voice (surveys, forums, leadership groups). Use feedback to inform school priorities.</li> <li>• Professional conversations with teachers – 'how to/do you support students feeling of belonging and engagement.</li> </ul>
All classrooms have clear processes in place for supporting students' wellbeing through utilising a MTSS with school-based resources, increasing student engagement.	DP HOI	<ul style="list-style-type: none"> <li>• 100% of Tier 2 and Tier 3 students will have PLR'S with progress- reviewed every 6–8 weeks.</li> <li>• Increase First Nations student attendance by 5% compared to the previous school year, with quarterly monitoring to track progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Students feel safe, supported and connected (SOS).</li> <li>• Positive learning behaviours evident in classroom observations and data.</li> <li>• Improved attendance and on-task behaviour.</li> <li>• Students using the shared language of REBOOT.</li> <li>• Students utilising the class REBOOT strategies/resources.</li> <li>• Students engaging in MTSS provided to their individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Reboot key principles in class.</li> <li>• Establish predictable routines (Reboot) and positive behaviour expectations.</li> <li>• Use trauma-aware practices and strengths-based approaches.</li> <li>• Monitor engagement and adjust practice as required.</li> <li>• Identify and support disengaged students early.</li> <li>• Work in a multi-disciplinary team.</li> <li>• Engage in appropriate PD.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional learning in wellbeing and engagement.</li> <li>• Monitor engagement and behaviour data.</li> <li>• Analyse school-wide data to identify trends.</li> <li>• Target supports and resources.</li> <li>• Use attendance, engagement and behaviour data to inform pedagogy.</li> <li>• Provide tiered support to student wellbeing through evidence-based practices, identified through data.</li> </ul>

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*Sv Praag (24/02/2026)*

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