

# CARBROOK STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement  Belonging and engagement 

School priority 1	Systematically enact agreed instructional routines, aligned with the principles of explicit instruction to maximise individual student progress in reading across all year levels.	Monitoring				School priority 2	Strengthen the school's evidence-based Multi-Tiered Systems of Support to promote a sense of belonging, wellbeing and safety in students, staff and families to enhance engagement in learning.	Monitoring			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
<b>Link to school improvement strategy:</b>	<p><b>Domain 6: Systematic curriculum delivery</b> Further develop teacher knowledge of the Australian Curriculum (AC) and understanding of P-12 curriculum, assessment and reporting framework (P-12 CARF) requirements to inform curriculum design and delivery.</p> <p><b>Domain 5: An expert teaching team</b> Embed processes of the Professional Learning Teams (PLT) to further develop staff capability around curriculum, teaching and learning to continue to lift student academic outcomes.</p>					<b>Link to school improvement strategy:</b>	<p><b>Domain 1: An explicit improvement agenda</b> Collaboratively develop a clear school vision, aligned to the strategic plan, with measurable targets which will guide school decision making and the direction moving forward.</p> <p><b>Domain 5: An expert teaching team</b> Embed processes of the Professional Learning Teams (PLT) to further develop staff capability around curriculum, teaching and learning to continue to lift student academic outcomes.</p>				
<b>Strategy/ies</b>	<p>Build staff working knowledge of the essential elements of a structured literacy block, incorporating deliberate, timely strategies to check for student understanding.</p> <p>Build teacher data literacy skills to provide differentiated instruction to improve individual reading progress.</p> <p>Collaboratively develop consistent instructional practices for the effective teaching of reading, with feedback loops to ensure consistent delivery.</p>					<b>Strategy/ies</b>	<p>Build staff working knowledge of the Multi-Tiered System of Support (MTSS).</p> <p>Establish feedback cycles to quality-assure consistent effective implementation of agreed tier 1 instructional practices.</p> <p>Review the impact of existing tier 2 and 3 support strategies and explore evidence-based alternatives where required.</p>				
<b>Actions: including Responsible role(s)</b>		<b>Resources</b>		<b>Actions: including Responsible role(s)</b>		<b>Resources</b>					
<ul style="list-style-type: none"> <li>Engage a knowledgeable other (Jocelyn Seamer Education) to provide professional learning and coaching for staff and guide the implementation of Spelling Success in Action (SSIA) and Reading Success in Action (RSIA) across P-6 (HOD-C).</li> <li>Implement data collection, review and respond cycles through established PLTs, using DIBELS and SSIA/RSIA formative and diagnostic assessments (HOD-C)</li> <li>Establish formal and informal feedback processes to support the consistent, effective implementation of agreed instructional practices (Principal)</li> <li>Provide opportunities to build parent knowledge and understanding of agreed instructional practices and how they can support their child's reading success (HOD-C)</li> <li>Document agreed instructional practices in CSS Read to Succeed program (Principal &amp; HOD-C).</li> </ul>		<ul style="list-style-type: none"> <li>Foundations for Literacy Success PL suite</li> <li>Weekly PLTs &amp; Staff meetings</li> <li>OneSchool data</li> <li>Newsletter</li> <li>\$35,000</li> <li>EFI</li> </ul>		<ul style="list-style-type: none"> <li>Engage in professional learning to develop a shared belief and understanding of the MTSS to support curriculum, behaviour and wellbeing of all students (DP).</li> <li>Co-construct agreed tier 1 instructional practices to be implemented across P-6 to elevate student engagement in learning (Leadership Team &amp; PBL Team).</li> <li>Review and refine referral processes to engage students with relevant tier 2 and 3 supports (GO).</li> <li>Explore evidence-based tier 2 and 3 supports for contextual relevance (HOSES).</li> <li>Build staff knowledge of agreed interventions (HOSES).</li> <li>Monitor effectiveness of interventions and Tier 1 agreed practices through regular Learning Walks and Talks and structured observations.</li> <li>Document MTSS through Students Learning and Wellbeing Framework (SLAWF).</li> </ul>		<ul style="list-style-type: none"> <li>PBL handbook</li> <li>Whole school routines</li> <li>Bullyproof Australia</li> <li>Play is the Way</li> <li>SLAWF</li> <li>\$35,000</li> </ul>					
<b>End of Year Success Criteria</b>	<b>Measures</b>	<p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>Proportion of students achieving a C or above in English                             <ul style="list-style-type: none"> <li>Starting Strong – 90% (80% First Nations students)</li> <li>Building on Foundations – 90% (69% First Nations students)</li> </ul> </li> <li>Proportion of students achieving an A or B in English                             <ul style="list-style-type: none"> <li>Starting Strong – 60% (60% First Nations students)</li> <li>Building on Foundations – 55% (53% First Nations students)</li> </ul> </li> <li>Proportion of year 3 students achieving "Strong" or "Exceeding" in NAPLAN Reading – 55%</li> <li>Proportion of year 5 students achieving "Strong" or "Exceeding" in NAPLAN Reading – 75%</li> <li>Less than 35% of students in each year level identified as "at risk" in DIBELS assessment.</li> <li>Staff will indicate growth on their "will and skill" tracking graph</li> </ul> <p><b>Behaviour</b> Students will</p> <ul style="list-style-type: none"> <li>engage in explicit instruction to improve reading skills and ability.</li> <li>Demonstrate word reading and language comprehension skills to read developmentally appropriate texts successfully.</li> </ul> <p><b>Teachers will</b></p> <ul style="list-style-type: none"> <li>track and monitor student progress through monitoring strategies and DIBELS/SSIA/RSIA diagnostic tools.</li> <li>engage in collaborative processes to co-construct shared beliefs and understandings and pedagogical practices identified in our whole school approach to reading.</li> <li>use co-constructed explicit instructional practices to teach reading.</li> </ul> <p><b>Leaders will</b></p> <ul style="list-style-type: none"> <li>provide opportunities for professional learning, collegial engagement, co-construction.</li> <li>ensure adequate and appropriate resourcing to support an explicit improvement agenda in reading including HR, time, resources, artefacts.</li> <li>Celebrate student and teacher success.</li> </ul>				<p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>Attendance rate – 91%</li> <li>Less than 20% of students with less than 85% attendance</li> <li>25% reduction in major behaviour incidents recorded in OneSchool</li> <li>A reduction in SDA rate</li> <li>Increased student, parent and staff satisfaction evidenced by the following School Opinion Survey statements                             <ul style="list-style-type: none"> <li>This is a good school</li> <li>Student behaviour is well managed</li> <li>Teachers are interested in student wellbeing</li> <li>Students feel safe</li> <li>Respectful relationships are fostered</li> </ul> </li> </ul> <p><b>Behaviour</b> Students can/will:</p> <ul style="list-style-type: none"> <li>Engage in learning and maximise learning days.</li> <li>Articulate and demonstrate the ABCs of Carbrook SS, including whole school routines.</li> <li>Feel a sense of belonging at school.</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>Implement agreed tier 1 practices with fidelity and follow referral processes for students requiring tier 2 and 3 support.</li> <li>Provide differentiated instruction to meet the diverse learning and wellbeing needs of all students.</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Provide opportunities for professional learning, collegial engagement, co-construction.</li> <li>Ensure adequate and appropriate resourcing to support the MTSS including HR, time, resources, artefacts</li> <li>Regularly use data to monitor the impact of tier 1 practices and tier 2 and 3 interventions and respond accordingly.</li> <li>Celebrate student and teacher success.</li> </ul>					
	<b>Artefacts</b>	<ul style="list-style-type: none"> <li>3 levels of planning</li> <li>PLT minutes</li> <li>Data plan</li> <li>Foundations for Literacy Success – CSS Strategic Goals 2026</li> <li>CSS Read to Succeed guidelines (including structured literacy block and agreed instructional practices)</li> <li>CSS Collaborative Capability Development Plan</li> </ul>				<ul style="list-style-type: none"> <li>Whole school routines</li> <li>CSS PBL handbook</li> <li>PBL Action Plan</li> <li>SLAWF</li> </ul>					
	<p><b>Reduction of red tape in day-to-day work, planning and processes include:</b></p> <ul style="list-style-type: none"> <li>Data plan refined to align to AIP goals</li> <li>Review of major incident definition to reduce OneSchool inputs</li> <li>Provision of additional release time to facilitate PLTs</li> <li>Provision of additional specialist teachers to reduce the learning areas to be planned, assessed and reported.</li> </ul>										
<p><b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal  P&amp;C/School Council  School Supervisor</p>											

