






**CARBROOK STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN**

<p><b>School priority 1 – Educational Achievement:</b></p> <p>Improve students' reading outcomes by developing and implementing a consistent whole-school approach to teaching reading to be implemented in 2025 and embedded by the end of 2026.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Use system tools to guide implementation                             <ul style="list-style-type: none"> <li>P-6 Implementation Signposts and Guidelines</li> <li>Reading Portal</li> <li>Inquiry Cycle</li> <li>Teaching and Learning Hub</li> <li>Education Futures Institute SEOs</li> </ul> </li> <li>Collaboratively build shared beliefs and understandings about high-impact pedagogy to teach reading.</li> <li>Collegial approach to planning, moderation and intervention.</li> <li>Use data to inform decision making.</li> <li>Develop and co-construct a Whole School Approach to Reading with shared beliefs and understandings and agreed practices.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Introduce weekly PLTs for collaborative data analysis, moderation and planning.</li> <li>Build capacity of teaching team through targeted professional learning with a focus on explicit instruction.</li> <li>Create an expert teaching team – reading, to enable proactive consultation and feedback cycles.</li> <li>Co-construct a whole-school model for explicit instruction.</li> <li>Co-construct a whole-school model for literacy blocks which incorporate explicit instruction, informed by best practice models on the Reading Portal.</li> <li>Implement a consistent approach to decoding and encoding.</li> <li>Implement Tier 2 and Tier 3 intervention cycles in P-2 through a new P-2 intervention teaching role.</li> <li>Review, refine and co-construct a Whole School Approach to Collegial Engagement to support classroom practice using the updated joint statement as a guide.</li> </ul>	<p><b>Phase and Monitoring</b></p> <p>Developing – D Implementing – I Reviewing – R</p> <p>Green – on track, Yellow – underway, Red – not to commence. Share call at the end of each term after reflection based on progress.</p> <table border="1"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	<p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>Student reading data improves and is evidenced and measured by Dibels diagnostic tool.</li> <li>All teachers using agreed explicit instruction practices by the end of 2025, quality assured through walk-throughs and PLTs.</li> <li>Conduct another reading audit at the end of 2025 to compare to audit conducted in 2024 to track pedagogical growth and consistency.</li> </ul> <p><i>Specific data targets are attached.</i></p> <p><b>Success Criteria:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>engage in explicit instruction to improve reading skills and ability.</li> <li>be able to articulate their learning goal and how to achieve it.</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>track and monitor student progress through monitoring strategies and Dibels diagnostic tool.</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> </ul> <p>Leaders will</p> <ul style="list-style-type: none"> <li>use co-constructed explicit teaching structure to teach reading.</li> <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>
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<p><b>School priority 2 – Wellbeing and Engagement:</b></p> <p>Improve students' engagement in learning by reviewing Tier 1 PBL structures, implementing high-impact pedagogy and delivering differentiated teaching and learning to be developed and implemented throughout 2025 and embedded by the end of 2027. 2025 is the first year of a three-year body of work to develop a Whole School Approach to Pedagogy.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Engage in a Tier 1 Regeneration Process, supported by SER PBL Principal Advisor, Nicole James to review, refine and redevelop Carbrook State School PBL structures, processes, practices and artefacts to ensure high-impact, evidence-based PBL strategies are enacted with fidelity and to provide a safe and supportive environment for all.</li> <li>Begin to develop a Whole School Approach to Pedagogy for implementation in 2026.</li> <li>Use PBL as a driver for differentiated teaching and learning using the Tier 1 Companion Guide to review and refine practices with a focus on <i>promoting active engagement and differentiated teaching and learning</i>.</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Reduce teaching load of HOFES to build capacity of Inclusion Team to support teachers and students develop and implement quality differentiated teaching including <i>Proactive Planning</i> processes.</li> <li>Engage in PBL Regeneration process: SET W2T1, PBL Team W3T1 and Staff Meeting W3T1 are confirmed. T2, 3 and 4 dates to be confirmed.</li> <li>Engage with Regional Advisors for Proactive Planning Processes training and De-escalation strategies.</li> <li>When a whole-school model for explicit instruction has been developed for reading, apply the pedagogy to other learning areas and contexts.</li> </ul>	<p><b>Link to school review improvement strategy:</b></p> <ul style="list-style-type: none"> <li>Domain 1 – An Explicit Improvement Agenda: 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.</li> <li>Domain 6 – Systematic Curriculum Delivery: 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.</li> <li>Domain 5 - An expert teaching team: 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.</li> <li>Domain 6 – Systematic Curriculum Delivery: Develop moderation processes at multiple junctures to share expectations regarding student learning, align unit plans with assessment tasks, and ensure consistent and accurate reporting.</li> </ul> <p><b>Responsible officer(s):</b> Progressively</p> <ul style="list-style-type: none"> <li>Principal as Lead Learner</li> <li>Leadership team</li> <li>Reading team</li> <li>All teaching staff</li> <li>All Teacher Aides</li> </ul> <p><b>Artefacts and Resources:</b></p> <ul style="list-style-type: none"> <li>Investigate a range of decodable readers to provide students and teachers with variety, breadth and alignment.</li> <li>Investigate teaching kits from Decodable Readers Australia.</li> <li>Investigate Story Champs to support Oral Language development.</li> <li>Use staffing allocation to support a P-2 intervention teaching role.</li> <li>Develop a documented Carbrook SS reading framework and reading placement.</li> <li>Investigate resources to support the implementation of a consistent approach to systematic synthetic phonics.</li> </ul>	<p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>Student reading data improves and is evidenced and measured by Dibels diagnostic tool.</li> <li>All teachers using agreed explicit instruction practices by the end of 2025, quality assured through walk-throughs and PLTs.</li> <li>Conduct another reading audit at the end of 2025 to compare to audit conducted in 2024 to track pedagogical growth and consistency.</li> </ul> <p><i>Specific data targets are attached.</i></p> <p><b>Success Criteria:</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>engage in explicit instruction to improve reading skills and ability.</li> <li>be able to articulate their learning goal and how to achieve it.</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>track and monitor student progress through monitoring strategies and Dibels diagnostic tool.</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> </ul> <p>Leaders will</p> <ul style="list-style-type: none"> <li>use co-constructed explicit teaching structure to teach reading.</li> <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>				
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<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>	<p><b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>P&amp;C </p>	<p><b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>School Supervisor </p>	<p><b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>School Supervisor 25.03.25</p>			