REDBANK PLAINS STATE SCHOOL - 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

Priority 1	Every student will develop the reading skills necessary to engage and succeed in all aspects of the AC.	Phase: Implement	Priority 2	Every student will experience a proactive engagement model that fosters belonging and engagement for their learning.	Phase: Implement

Link to system or school review improvement strategy:

Priority 1:
- Build on the established pre-conditions for learning to prioritise academic achievement and intellectual rigor, and increase English Levels of Achievement (LOA).
- Clarify the whole-school approach to reading through the curriculum, aligned to the AC, to provide a common understanding and support consistency of teacher practice.
- Formalise roles and responsibilities for individual and collective curriculum leadership to support the systematic alignment of planning, teaching and assessment of learning in all classrooms.
- Strengthen staff data literacy and analysis processes to enhance differentiation practices and monitor student learning progress.
- Strengthen staff capability in using effective teaching practices for differentiating teaching and learning to support all students to be appropriately engaged, challenged and extended in their learning.

Priority 2:
- Consolidate recently established change initiatives to provide time for staff to understand, embed new practices consistently across the school and evaluate their impact.

Actions

Reading Actions for leadership team:
- deliver targeted professional learning in evidence-based reading strategies (e.g., phonemic awareness, explicit vocabulary instruction)
- strengthen *Professional Learning Teams* (PLTs) by enabling more opportunities for teachers to analyse student reading data and share practice
- develop and support the *Cohort Coordinator* role to work collaboratively with teams to support the delivery of literacy blocks, whole class reading instruction and engage in reflection using the signpost for reading
- develop and support the *Inclusion Teacher* role to deliver the tier 2 and 3 reading supports across their year level

Reading Actions for teaching team:
- implement uninterrupted structured literacy blocks in every classroom four times per week, lasting 90 minutes in duration
- deliver daily explicit instruction of the *RPSS whole school reading model* to embed consistency of practice (phonics, phonemic awareness, fluency, vocabulary, comprehension, and oral language)
- differentiate reading instruction through data analysis and tiered supports as per the school's MTSS Reading Framework
- conduct regular peer observations (watching others work) with feedback cycles focused on reading/literacy
- identify, monitor and review the individual reading goals for marker students each term
- deliver targeted tier 2 and 3 reading supports

Reading Actions for leadership and teaching team:
- engage parents/carers with home reading strategies and communication about student progress

Actions

Engagement Model Actions for leadership team:
- engage in feedback cycle with teachers and teacher aides on the learning from 2025 to inform *Engagement Model 2.0*
- strengthen staff understanding of trauma informed practise through professional learning opportunities for teachers and teacher aides
- collaboratively develop with staff, individual MTSS documents for *Reading, Behaviour and Attendance* to promote a proactive model to engage students for learning
- strengthen opportunities for all staff to embed a range of belonging strategies to support *Engagement Model 2.0*
- participate in at least one morning circle per week to strengthen relationships with students and staff
- provide opportunities during PLTs for teachers to engage in reflection on the strategic use of teacher aides to promote learning

Engagement Model Actions for teaching team:
- deliver the *Learning to Learn units* during weeks one to four, Term 1, to establish consistent and predictable routines and understanding of school expectations and revisit as needed throughout the year to maintain high expectations
- co-constrict, display and review as required the three behaviour posters for each classroom, as well as the weekly class reward menu
- teach and re-teach students the revised PAW 4 strategies to promote safe respectful learner expectations
- teach students the desired behavioural expectations, based on PBL data analysis, to support student engagement for learning
- implement the revised student friendly Acknowledgement of Country as part of the daily morning circle routine
- identify, monitor and review the human resource allocation of teacher aide/s to promote learning

End Term 4

Priority 1 Monitoring
- Data Tracking for next steps (LOA, DIBELS, Phonograms, Phonics Check): Leadership and teachers engaging in termly review of student reading progress, in Professional Learning Teams
- Signpost: Teachers map where they are at the beginning, middle and end of the year to inform their next steps in explicit reading instruction.
- 80% of students achieving A-C in reading based on reading comprehension tasks (Terms 2 & 4)
- 80% A-C in English

Success criteria

Students will:
- engage in reading routines with independence, applying decoding, fluency, vocabulary and comprehension strategies automatically and with purpose

Teachers will:
- implement consistent reading practices across all classrooms, including clear learning Intentions and success criteria, quality feedback, and explicit instruction
- use data (DIBELS, phonograms, assessment tasks) to identify individual student needs and plan intentional teaching sequences aligned to the school's reading framework
- collaboratively analyse student work and reading data in PLTs to monitor growth, adjust instruction, and identify students requiring targeted intervention (Tier 1, 2, and 3)

Leadership will:
- conduct regular instructional leadership rounds (walkthroughs) to maintain line-of-sight on reading priorities and ensure fidelity to *The Redbank Plains Way*
- provide opportunities to teachers for targeted coaching and feedback to support next steps in explicit reading instruction.
- monitor school-wide reading data trends to evaluate progress toward AIP targets and adjust resourcing or professional learning as needed.
- facilitate high-quality PLT processes, ensuring teams are using data effectively and engaging in collaborative planning that drives improved reading outcomes.

End Term 4

Priority 2 Monitoring
- 88% attendance
- 5% decrease in students receiving 6+ major behaviours
- 10% decrease in SDAs
- 95% student agreement from student opinion survey item - *My school encourages students to respect one another*

Success criteria

Students will:
- recall the PBL fortnightly focus and explain why it is important
- follow the revised PAW 4 strategies

Teachers will:
- implement daily morning circles to reinforce school expectations and class rules
- utilise the human resources available at the year level to support the tiered level of supports for identified students
- monitor the use of teacher aides to evaluate impact and adjust human resource distribution as required

Leadership will:
- collaboratively analyse year level academic, behavioural and attendance data in PLTs to ensure Engagement Model 2.0 is proactive and equitable

Reduction of red tape in day-to-day work, planning and processes include limit data collection and unnecessary testing, reduce the number of meetings and set clear expectations for parent contact

Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal   9 Feb 2026   P&C   9 Feb 2026   School Supervisor