

## Boronia Heights State School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement

Belonging and engagement



		Monitoring		Monitoring		
School priority 1	Strengthen the effective teaching of reading to improve student's reading capability.	Green -- on track, Yellow -- underway, Magenta -- yet to commence. Shade cell at the end of each term after reflection based on progress.	Term 1	Term 2	Term 3	Term 4
				LW&T SPT Observation & feedback DIBELS	LW&T SPT Observation & feedback	LW&T SPT Observation & feedback DIBELS
School priority 2	Prioritise the use of the personal and social capability matrix to foster school community health and well being and positive learning culture.	Green -- on track, Yellow -- underway, Magenta -- yet to commence. Shade cell at the end of each term after reflection based on progress.	Term 1	Term 2	Term 3	Term 4
				LW&T Daily student behaviour review Weekly student behaviour review Daily student absence monitoring	LW&T Daily student behaviour review Weekly student behaviour review Daily student absence monitoring	LW&T Daily student behaviour review Weekly student behaviour review Daily student absence monitoring
Link to school improvement strategy:	<p><b>Domain 8: Implementing effective pedagogical practices</b> Broaden opportunities for staff to collaborate and discuss effective teaching practices to enhance their shared understanding and language for making pedagogical decisions.</p>			Link to school improvement strategy:	<p><b>Domain 7: Differentiating teaching and learning.</b> Consolidate teacher knowledge and understanding of evidence-informed differentiation practices to tailor classroom practices to address student needs.</p>	
Strategy/ies	<ul style="list-style-type: none"> <li>➤ Lead whole school understanding of effective (reading) pedagogy.</li> <li>➤ Create a whole school understanding of what effective (reading) pedagogy looks and sounds like.</li> <li>➤ Collegial engagement framework to quality ensure reading pedagogy (learning walks and talks, feedback cycles).</li> <li>➤ Resource capability development for all staff.</li> <li>➤ Continue to work alongside critical friend Jocelyn Seamer (Leading Learning Success) focusing on <i>Literacy Pathways P-6, Spelling Success in Action Year 3-6 and Reading Success in Upper Primary 3-6</i></li> <li>➤ Further refine and quality assure the implementation of Structured Literacy Approach elements- Daily Review</li> <li>➤ Collaboratively develop literacy scope and sequence for implementation across all year levels</li> <li>➤ Broaden use of Dibels data to plan for and respond to student needs</li> <li>➤ Strengthen staff understanding of morphology</li> </ul>			Strategy/ies	<ul style="list-style-type: none"> <li>➤ Invigorate teaching sprint cycles to enhance instructional habits including research focus and intentional practice cycles with reflection and feedback</li> <li>➤ Maximise learning time for all students providing supports where necessary</li> <li>➤ Improve Learning Walks and Talks accuracy to capture implementation of pedagogies and provide feedback to staff</li> <li>➤ Instigate alignment of Friendly Schools and PRL priorities through targeted lessons, assembly opportunities and targeted cohort response to data lessons</li> <li>➤ Create a culture of providing relevant data, understanding and responding to that data at the student/classroom, cohort, whole school and community level using consistent and intentional strategies and language (weekly data sets) that are quality assured, measured and shared for effectiveness (behaviour, wellbeing and attendance)</li> <li>➤ Strengthen school House culture through the introduction of intra school sports, enabling school captains and leaders to drive priorities and school events through a House lens.</li> <li>➤ Invest in leadership opportunities for aspiring staff to grow and add to their skillsets in leading 'culture' priorities through the schools committee structures</li> <li>➤ Maximise student attendance for learning through effective use of the Family Support Co-ordinator across P-2 and school chaplain across 3-6.</li> <li>➤ Install a SPR monitoring base to track data.</li> <li>➤ Measure and continue investment in breakfast club and school lunch programs.</li> <li>➤ Invest in visible successes through the installation of central screening as well as Facebook and newsletter items</li> <li>➤ Measure transition successes in partnership with the UQ Learning Lab as part of a cluster partnership</li> <li>➤ Lead cluster primary school student leaders day to foster student leader growth and connection</li> <li>➤ Incorporate region and beyond professional development opportunities to support initiatives</li> <li>➤ Instigate SNAC review process to maximise student supports and minimise teaching time lost and red tape.</li> <li>➤ Incorporate Better Baseline strategies into classroom practise through support from IST's and link to SNAC processes.</li> <li>➤ Invest in MTSS whole of school strategies to map student need and success.</li> <li>➤ Integrate school events eg Rewards Days, Harmony Day, Under 8's, Sports, Friday sports, lunch time clubs, cluster leaderships days, book week, granparents day into culture building for students, staff and family connection and wellbeing</li> </ul>	

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources								
<ul style="list-style-type: none"> <li>➤ SPT meetings (School Priority Time) and Staff meeting agendas to focus on unpacking of Jocelyn Seamer work (Leadership Team including Principal, DPs, HOSES, HOD-C)</li> <li>➤ BAE cycles ensuring the collaboration of planning for literacy planners at BEFORE stage, and reviewing at END stage (HOD-C)</li> <li>➤ Literacy Reference group to facilitate professional learning and sharing of look fors</li> <li>➤ Releasing staff to administer DIBELS testing (DP)</li> <li>➤ Triangulating data sets (LOA, DIBELS, NAPLAN) (Leadership Team including Principal, DPs, HOSES, HOD-C)</li> <li>➤ Interrogating DIBELS data through utilising Identification Maps for targeted tiers of intervention and skill development ((Leadership Team including Principal, DPs, HOSES, HOD-C)</li> <li>➤ Utilise IST'S to deliver PD to staff and coaching cycles with identified staff (HOSES)</li> <li>➤ Conduct semester observations of Daily Review and Structured Literacy Block with feedback cycles (Leadership Team including Principal, DPs, HOD-C)</li> <li>➤ WOW time to observe CPRs of Structured Literacy elements</li> <li>➤ Survey staff to capture levels of support and understanding (HOD-C)</li> <li>➤ Develop APR goals aligned to consistent pedgagoical practices (Leadership Team including Principal, DPs)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Jocelyn Seamer Online Resource Room membership for Prep- Year 6 staff. See topics below-</li> </ul> <div data-bbox="869 284 1182 459" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Reading Success in the Upper Primary Years</b></p> <table border="0" style="width: 100%; font-size: small;"> <tr> <td>M1: Understand the foundations of responsive teaching</td> <td>M5: Comprehension research and building background knowledge</td> </tr> <tr> <td>M2: Structure your literacy block for maximum impact</td> <td>M6: Prepare for and teach robust vocabulary</td> </tr> <tr> <td>M3: Differentiate for effective word-level instruction</td> <td>M7: Prepare for responsive next-level instruction</td> </tr> <tr> <td>M4: Connect syntax with fluency and comprehension</td> <td>M8: Adjust for student need and assess comprehension</td> </tr> </table> </div> <ul style="list-style-type: none"> <li>➤ Professional learning costs for Jocelyn Seamer Resources: <ul style="list-style-type: none"> <li>- Foundations for Literacy Success Year PD <b>3,549.00</b></li> <li>- 12 months Resources Room access <b>3,826.50</b></li> <li>- Spelling Success in Action Year PD and physical resources <b>8,615.00</b></li> </ul> </li> <li>➤ Weekly release time for teachers to meet for SPT (School Priority Time) for implementation of BAAE moderation cycle</li> <li>➤ Releasing staff to WOW (Watch others Work)</li> <li>➤ Targeted PD early career teachers accessing provided funds.</li> <li>➤ Dymocks Grant \$10 000 for reading resources.</li> </ul>	M1: Understand the foundations of responsive teaching	M5: Comprehension research and building background knowledge	M2: Structure your literacy block for maximum impact	M6: Prepare for and teach robust vocabulary	M3: Differentiate for effective word-level instruction	M7: Prepare for responsive next-level instruction	M4: Connect syntax with fluency and comprehension	M8: Adjust for student need and assess comprehension	<ul style="list-style-type: none"> <li>➤ Cohort team leaders provided time with leadership team to align teaching sprint priorities, supply feedback and plan for cyclic and targeted implementation</li> <li>➤ Weekly Learning Walks and Talks from the leadership team to measure implementation of culture priorities (extend to others when established)</li> <li>➤ Cohort teams creating Friendly Schools lessons based on PRL data sets implementing targeted cohort lessons.</li> <li>➤ Creation and implementation of successful culture outcomes using variety of mediums both in school and community. (Advertisement board, facebook, newsletter) Initial posts created by leadership team.</li> <li>➤ Introduction of Friday afternoon interhouse sports activities for years 5-6 led by DP 3-6, PE teacher and year level teams</li> <li>➤ Regional days of excellence for school leaders</li> <li>➤ Community links with school leaders and school clubs (eg.Glee Club visits to retirement village) Specialist staff, Chaplain, Family Support Co-ordinator</li> <li>➤ Cyclic agendas for Culture committees (and sub committees) demonstrating team priorities and member responsibilities posted on school calendar. (Leadership Team)</li> <li>➤ PD for new PRL coaches. Incorporating Tier2/3 interventions. Development of monitoring systems/cards for individual students.</li> <li>➤ Team leader led celebration of success.</li> <li>➤ Development of maximising communication strategy – less than 50% of families currently on Qparents. (Leadership Team)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health and Wellbeing Survey</li> <li>➤ School Opinion Survey</li> <li>➤ Attendance data</li> <li>➤ Professional Development in specific areas of concern eg mental health, autism, behaviour</li> <li>➤ Behaviour Rewards days- 2 per term (sourcing council grant)</li> <li>➤ Purchase and Installation of external screen for progress celebrations \$26 500.</li> <li>➤ Regional Behaviour Team PD</li> <li>➤ AEDC data sets.</li> <li>➤ PBL set data</li> <li>➤ Teach Like a Champion</li> <li>➤ Friendly Schools</li> </ul>
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**Performance:**  
**LOA**

	2026		2026	
Whole School English	Prep -Yr 2 80%	Whole School English	Prep -Yr 2 47%	
A-C 78%	Years 3-6 77%	A-B 43%	Years 3-6 39%	
Whole School Maths	Prep -Yr 2 90%	Whole School Maths	Prep -Yr 2 70%	
A-C 86%	Years 3-6 85%	A-B 57%	Years 3-6 50%	

**DIBELS**

Reduce at risk students by 6% by end of year.

-100% of staff will engage in Observation and Feedback Cycle of Structured Literacy Practices.

**Behaviour**

## Students can/will:

- Engage in teaching and learning strategies in all classroom settings.
- Demonstrate learning using a range of assessment tasks and tools.
- Minimise distractions to learning by remaining on task.
- Share their learning success with others including students, staff and families.
- Know what they are learning and why they are learning it.
- Describe their learning trajectory using age appropriate goal setting process.

## Teachers can/will:

- Actively engage in collegial practices within the school.
- Share their achievements with colleagues.
- Demonstrate vulnerability in asking for help when needed.
- Engage in targeted professional development to upskill their knowledge and expertise.
- Value add to cohort teams to build strength and cohesion across school teams.
- Construct and use a variety of data sets to inform teaching and learning practices.
- Provide feedback to the leadership team to determine where to next directions.

## Teacher aides can/will:

- Support students to engage in teaching and learning in the school setting.
- Provide targeted supports for students on an individual, small group and class setting.
- Undertake professional learning to support their own and students learning needs.
- Provide feedback to the leadership team to determine where to next directions.
- Contribute to school teams to build sustainable, meaningful supports for students and staff.
- Share their knowledge and expertise of individual students with colleagues and the leadership team.

## Leadership team can/will:

- Provide ongoing professional development to staff through evidence based research (Jocelyn Seamer- Leading Learning Success) to build continued knowledge and understanding in implementing structured literacy pedagogies
- Collaboratively enhance and embed the Collegial Framework, focusing on consistent teaching practices, to provide regular opportunities for teachers to reflect on and strength their instructional approaches.
- Integrate coaching, modelling, and feedback cycles to ensure high-quality teaching and learning of signature pedagogical practices.

**Performance:**

- 100% of teaching staff engaged in Friendly Schools and PRL teaching and learning sessions from Term 1
- 5% increase in daily attendance by end of year
- 10% decrease in late arrivals and early departures by end of year
- 10% improvement in SOS data sets related to wellbeing
- Baseline Friendly School and PRL (set data) alignment in Term 1. Monitor for improvement each term to measure implementation success strategies.
- 100% of Tier 3 students are recoded on SNAC by end of Term 1. Monitor for terms 2-4 providing supporting documentation and strategies as needed.
- Daily Grow room data, attendance, transition and wellbeing individual student data triangulated and mapped against A-E results.
- 10% decrease in major student referrals 2025-2026 comparison data.

**Behaviour**

## Students can/will:

- Identify their own behaviour strengths and areas of development
- Actively participate in Friendly Schools/PRL lessons and can identify strategies to use when needed.
- Improve their targeted area of development and map these using the external visual tool provided.
- Share their growth with trusted students and adults.
- Measure their improvement in at least one targeted area eg attendance, behaviour referrals, learning
- Identify areas of concern through participation in the Wellbeing Survey and the SOS

## Teachers can/will:

- Incorporate Friendly Schools and PRL strategies into daily classroom experiences
- Investigate strategies and resources to enhance improvement and share these with colleagues
- Model strategies for colleagues as part of WOW time processes
- Lead attendance discussions with students and families as appropriate
- Identify areas of success and growth and share these with students, their families and the leadership team
- Maximise opportunities for students to participate in school cultural activities

## Teacher aides can/will:

- Identify areas of growth for students and share these with the leadership team
- Provide targeted supports for students in the classroom and playground
- Improve access and support for students as part of school data gathering processes.
- Investigate incidents with students to develop understanding and ownership
- Instigate immediate and longer term feedback and supports for students and staff

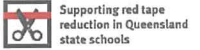
## Leadership team can/will:

- Lead strategies and supports as part of whole of school expectations
- Measure success strategies using data sets from Friendly Schools, PRL and school based evidence sharing outcomes with the school community
- Increase the capacity of the Team Leaders/ Middle leaders to ensure consistency of practices within teams.
- Maximise opportunities for student success and celebrate these at cohort and individual level.

	<ul style="list-style-type: none"> <li>- Embed Watching Others Work, Classroom Walkthroughs &amp; Ghost Walks as signature practices at BHSS</li> <li>- Deliver continuous professional development for staff identified through Learning Walks and Talks, Teaching Sprints, Classroom Visits, Data Analysis, Surveys, and Staff Meetings to ensure the integration of all signature and agreed practices at BHSS.</li> <li>- Ensure staff complete annual APR to identify goals and the support needed to grow in their commitment to ongoing learning aligning with BHSS pedagogical practices</li> <li>- Build a school-wide team dedicated to understanding and meeting students' needs by making decisions using data to inform teaching practices</li> <li>- Recognise and celebrate successes and targets throughout the year with whole staff and community including through social media platforms, newsletters, meeting and celebration afternoons.</li> <li>- Foster staff dedication by maintaining a sharp focus on each child.</li> <li>- Utilise a range of data sets to identify specific target areas for monitoring, support and teaching focus.</li> <li>- Share data during SPT, year level, and staff meetings to thoroughly analyse and drill down into key areas.</li> <li>- Enhance staff ability to analyse and interpret relevant data sets.</li> <li>- Analyse data sets to monitor trajectory and targeted use of resourcing towards set targets.</li> <li>- Collaborate with teachers in data informed conversations to inform teaching &amp; learning (know their students, know their data, know their strategies)</li> <li>- Refine the school data plan to clarify roles and responsibilities for data collection and analysis.</li> <li>- Set clear and specific targets around achievement levels.</li> </ul> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>- Maximisation of learning time each day.</li> <li>- Improvement in staff and student knowledge and use of data as a learning tool.</li> <li>- Integration of tools and strategies into daily teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate tools to increase student participation in learning through Friendly School resources and support resources eg TLaC</li> <li>- Incorporate expectations into daily assemblies</li> <li>- Measure cohort level behaviour data sets and develop supported learning materials targeted to that cohort as part of whole school expectations.</li> <li>- Model expectations across the school in an age appropriate manner</li> <li>- Identify Tier 3 students and provide feedback/feedforward to staff, students and families on intended supports to build personal growth</li> <li>- Minimise lost learning time for students and staff by supporting student change processes.</li> <li>- Identify opportunities for team cohort leaders to embed teaching sprint priorities in their cohorts.</li> <li>- Incorporate opportunities for committees to share and embed ways of working and effective reporting mechanisms into their work to maintain accountability and alignment with expectations</li> </ul> <p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>- Maximisation of learning time each day.</li> <li>- Decrease in student behaviour referrals.</li> <li>- Increase in sense of identity at school through investment in school culture using House supports.</li> <li>- Achievement of attendance goals,</li> <li>- Improved wellbeing data for staff and students based on Wellbeing and DOD Survey tools.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Artefacts</b></p>	<ul style="list-style-type: none"> <li>- 3 levels of Planning</li> <li>- Learning Walks and Talks data</li> <li>- DIBELS data sets</li> <li>- LOA data sets</li> <li>- APR goal success</li> <li>- Triangulation trend data upward movement</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance data through Oneschool</li> <li>- PBL Set data</li> <li>- Participation rates in school cultural initiatives eg school sport</li> <li>- SDA data</li> <li>- Parent participation at school cultural events</li> <li>- Friendly Schools lesson planning and application of these across the school (mapped to GROW Room data)</li> <li>- SOS data</li> <li>- Tier 3 support systems and evidence on Oneschool</li> <li>- Triangulation of data for cohorts and individuals</li> </ul>

Reduction of red tape in day-to-day work, planning and processes include:

- Use of online pre-populated forms for staff use and access.
- Centralised recording of data sets using Oneschool.
- Access to online requests for supports for students.
- Planned, timetabled and supported meeting schedules.
- Clear processes for daily reviews.



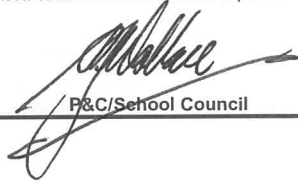
#### Approvals

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

Principal



P&C/School Council



School Supervisor

