

**BOONDALL STATE SCHOOL — ANNUAL IMPLEMENTATION PLAN 2026**

**Every student matters. Every moment counts.**

**PRIORITY 1 – READING** - Improving student reading outcomes through strengthened Structured Literacy practices and disciplined use of reading data.

**Aligned to Strategic Plan:** Achievement

**Aligned to 2022 School Review improvement strategies relating to:** strengthening staff capability in pedagogical approaches; developing differentiated and evidence-informed practices; strengthening monitoring and moderation processes

Strategies	Actions	Responsible Roles
1. Strengthen teachers' knowledge of systematic and cumulative reading instruction—including phonemic awareness, phonics, morphology, vocabulary, fluency and comprehension—to improve the precision and consistency of reading instruction across all classrooms.	<ul style="list-style-type: none"> <li>Provide professional learning and modelling on phonemic awareness, phonics, morphology, vocabulary, fluency and comprehension, and how each component is explicitly taught in daily reading routines.</li> </ul>	DP – Teaching & Learning, T&L Team
	<ul style="list-style-type: none"> <li>Facilitate team planning and review of reading lessons to ensure alignment with the phonics, morphology and vocabulary scope and sequences, and consistent implementation of systematic and cumulative reading routines.</li> </ul>	DP – Teaching & Learning, T&L Team
2. Strengthen teachers' use of reading data—specifically DIBELS and the Year 1 Phonics Check—to enable precise adjustments to Tier 1 reading instruction and timely, targeted delivery of Tier 2 support.	<ul style="list-style-type: none"> <li>Use DIBELS PSF (Prep), NWF (Years 1–2) and ORF (Years 3–6), and the Year 1 Phonics Check, to adjust Tier 1 instruction including pacing, review cycles and targeted small-group support.</li> </ul>	DP – Teaching & Learning, Classroom Teachers
	<ul style="list-style-type: none"> <li>Provide timely and targeted Tier 2 intervention aligned to Structured Literacy for students identified through DIBELS and the Phonics Check.</li> </ul>	DP – SS & Inclusion, Student Services Team

**Measures (Performance)**

Category	Measures
<b>NAPLAN</b>	<ul style="list-style-type: none"> <li>Halve the number of Yr 3 students in NAS in NAPLAN Reading (2023- 10.8%, 2024 – 10.4%, 2025 – 16.3%)</li> <li>Close the gap in Yr 3 reading mean with similar schools (refer Myschool) (2023 – BSS 377, similar 393, 2024 – BSS 385, similar 396, 2025 – BSS 376)</li> </ul>
<b>School-selected</b>	<ul style="list-style-type: none"> <li>Instructional walkthroughs show increased precision and consistency in phonemic awareness, phonics, morphology, vocabulary, fluency and comprehension routines across all classrooms.</li> <li>Team planning confirms alignment between reading instruction and the school's phonics, morphology and vocabulary scope and sequences.</li> <li>Teachers consistently use DIBELS PSF (Prep), NWF (Yrs1-2) and ORF (Yrs 3-6) data, and the Year 1 Phonics Check, to adjust Tier 1 instruction and document targeted adjustments in data meetings.</li> </ul>

**Behaviour (What success looks like)**

Group	Behaviours (Can/Will)
<b>Students</b>	<ul style="list-style-type: none"> <li>Apply decoding, morphology and vocabulary strategies independently</li> <li>Engage confidently in reading tasks because instructional routine and content meets their learning edge.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>Deliver Structured Literacy routines aligned to the scope and sequence.</li> <li>Use DIBELS and phonics data to adjust instruction and document reteach cycles.</li> </ul>
<b>Teacher Aides</b>	<ul style="list-style-type: none"> <li>Deliver Tier 2 intervention using school-adopted Structured Literacy programs.</li> <li>Collect progress monitoring evidence as directed and share with teaching teams.</li> </ul>
<b>Leadership Team</b>	<ul style="list-style-type: none"> <li>Lead reading data analysis (DIBELS, Phonics Check, A–E).</li> <li>Monitor fidelity to the reading scope and sequence</li> <li>Lead PL, moderation, coaching/mentoring, and walkthroughs of Structured Literacy routines.</li> <li>Ensure alignment between planning, delivery and data adjustments.</li> </ul>

**PRIORITY 2 – QUALITY PEDAGOGY** - Strengthening Explicit Instruction and Engagement Norms to improve lesson clarity, participation and consistency.

**Aligned to Strategic Plan:** Achievement, Engagement

**Aligned to 2022 School Review improvement strategies:** building teacher capability in evidence-informed pedagogy; revisiting collegial engagement processes (observation, feedback, coaching)

Strategies	Actions	Responsible Roles
1. Strengthen teachers' use of Explicit Instruction (Review–Teach–Practice–Apply) as the core delivery model for new content across all learning areas, with particular focus on ensuring consistency in the Explicit Instruction components embedded within Structured Literacy and reading routines.	<ul style="list-style-type: none"> <li>Provide PL on Explicit Instruction aligned to Review–Teach–Practice–Apply, focusing on clear modelling, guided practice, checking for understanding, high-ratio responses, engaging prior knowledge and precise error correction, including how these elements strengthen the delivery of reading and Structured Literacy routines.</li> </ul>	DP – Teaching & Learning, T&L Team
	<ul style="list-style-type: none"> <li>Support teachers to design lessons that clearly identify Review–Teach–Practice–Apply and intentionally embed Engagement Norms, particularly within Literacy Reviews and EI reading instruction.</li> </ul>	DP – Teaching & Learning
2. Embed Engagement Norms across all classrooms, with consistent use during Literacy and Numeracy Reviews and EI reading routines, to increase attention, participation and successful engagement.	<ul style="list-style-type: none"> <li>Use deliberate practice of Explicit Instruction and Engagement Norms to improve precision, pace and consistency during lesson delivery.</li> </ul>	DP – Teaching & Learning
	<ul style="list-style-type: none"> <li>Conduct regular walkthroughs using a common EI/EN observation tool and provide timely, precise feedback to strengthen lesson clarity, routine consistency and student engagement.</li> </ul>	Principal, Leadership Team

**Measures (Performance)**

Category	Measures
<b>A–B / Achievement</b>	<ul style="list-style-type: none"> <li>At or above like schools – Semester 1 - English 58% (A/B - P-2), English 53% (A/B - 3-6), Maths 70% (A/B - P-2), Maths 62% (A/B - 3-6) Semester 2- English 63% (A/B - P-2), English 57% (A/B - 3-6), Maths 73% (A/B - P-2), Maths 69% (A/B - 3-6)</li> <li>Reduce the disparity between gender gap in A/B achievement in English</li> <li>Compare NAPLAN with LOA for strengths/weaknesses and next steps</li> </ul>
<b>School-selected</b>	<ul style="list-style-type: none"> <li>Walkthroughs show increased precision and consistency in EI routines (modelling, guided practice, CFU, error correction), including during reading instruction.</li> <li>Lesson planning shows clear Review–Teach–Practice–Apply phases and deliberate embedding of Engagement Norms.</li> <li>Teachers participate in deliberate practice cycles and provide evidence of reflection and peer feedback.</li> <li>Engagement Norms implemented frequently and consistently across classrooms and EI reading routines.</li> <li>Student engagement indicators improve (sustained attention, 100% participation).</li> </ul>

**Behaviour (What success looks like)**

Group	Behaviours (Can/Will)
<b>Students</b>	<ul style="list-style-type: none"> <li>Demonstrate high levels of engagement, participation and on-task behaviour.</li> <li>Respond confidently to CFU prompts and participate in high-ratio response routines.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>Plan lessons with clear Review–Teach–Practice–Apply phases.</li> <li>Use EI components consistently, including modelling, guided practice, CFU and error correction.</li> <li>Embed Engagement Norms deliberately to improve attention and participation.</li> <li>Participate actively in deliberate practice cycles and reflect on implementation.</li> </ul>
<b>Teacher Aides</b>	<ul style="list-style-type: none"> <li>Support EI routines by reinforcing expectations and engagement signals.</li> <li>Assist with guided practice and small-group refinement.</li> </ul>
<b>Leadership Team</b>	<ul style="list-style-type: none"> <li>Provide regular feedback through EI/EN walkthroughs.</li> <li>Lead deliberate practice cycles and ensure PL aligns to walkthrough data.</li> <li>Monitor consistency of EI and Engagement Norms across classrooms.</li> </ul>

**PRIORITY 3 – SCHOOL CULTURE** - Embedding safe, calm and predictable environments through consistent Tier 1 behaviour routines.

**Aligned to Strategic Plan:** Belonging, Engagement

**Aligned to 2022 School Review recommendations** on strengthening behaviour systems and consistency across settings.

Strategy	Actions	Responsible Roles
Embed consistent Tier 1 behaviour routines across all settings to increase predictability, strengthen engagement and ensure calm, safe learning environments that support effective teaching and learning.	<ul style="list-style-type: none"> <li>Explicitly teach and reinforce Tier 1 behaviour routines through PBL lessons and daily practice.</li> </ul>	HOD – Positive Culture, PBL Team, Teachers
	<ul style="list-style-type: none"> <li>Use schoolwide walkthroughs to monitor consistency of routines across all settings and provide precise feedback to staff.</li> </ul>	Principal, HOD – PC, DP – SS, PBL Team
	<ul style="list-style-type: none"> <li>Use MTSS behaviour dashboards to identify Tier 2 students and provide timely interventions (CICO, SEL groups, reteach cycles).</li> </ul>	HOD – PC, DP – SS, PC & Student Services Teams
	<ul style="list-style-type: none"> <li>Ensure consistent application of behaviour expectations, attention signals, transitions and active supervision across staff.</li> </ul>	All Staff

**Measures (Performance)**

Category	Measures
<b>Attendance</b>	<ul style="list-style-type: none"> <li>Decrease the number of students under 85% attendance (<b>2023</b>- 22%, <b>2024</b> – 18%, <b>2025</b> – 13.4%)</li> </ul>
<b>Satisfaction</b>	<ul style="list-style-type: none"> <li>Student, parent and staff rating for the concept of 'school culture' &gt;93% (SOS) <b>2024</b> 93%, 89%, 98%, <b>2025</b> – 94%, 90%, 99%</li> <li>Student, parent and staff rating for 'this is a good school' &gt;93% (SOS) <b>2024</b> 94%, 88%, 98% <b>2025</b> – 94%, 93%, 100%</li> <li>Student, parent and staff rating for 'Behaviour is well managed' &gt;85% (SOS) <b>2024</b> - 85%, 76%, 93% <b>2025</b> – 85%, 80%, 98%</li> <li>Student, parent and staff rating for the concept of 'partnerships' &gt;90% (SOS) <b>2024</b> – 91%, 88%, 95% <b>2025</b> – 91%, 91%, 98%</li> <li>Student, parent and staff rating for the concept of 'safety' &gt;90% (SOS) <b>2024</b> - 93%, 94%, 98% <b>2025</b> – 91%, 94%, 98%</li> </ul>
<b>School-selected</b>	<ul style="list-style-type: none"> <li>Walkthroughs show high-fidelity implementation of Tier 1 routines across settings.</li> <li>Tier 2 behaviour referrals decrease across the year.</li> <li>SOS and internal survey data reflect strong perceptions of safety, belonging and behaviour consistency.</li> <li>Staff demonstrate consistent use of attention signals, transitions and active supervision.</li> </ul>

**Behaviour (What success looks like)**

Group	Behaviours (Can/Will)
<b>Students</b>	Demonstrate consistent use of Tier 1 behaviour routines in and out of the classroom. Transition calmly, follow attention signals and engage positively. Feel safe, connected and ready to learn.
<b>Teachers</b>	Teach and reinforce Tier 1 routines with consistency. Apply behaviour expectations consistently across settings. Use active supervision, transitions and attention signals. Identify students needing Tier 2 support and collaborate with PC/SS teams.
<b>Teacher Aides</b>	Apply behaviour routines consistently across settings. Support supervision and reinforce behaviour expectations.
<b>Leadership Team</b>	Lead implementation of Tier 1 routines. Use walkthrough data to refine practice and identify reteach priorities. Monitor MTSS dashboards and coordinate Tier 2/3 supports. Promote positive culture through consistent expectations and feedback.

## WHOLE-SCHOOL RESOURCES (supporting all priorities)

- Employment of an **additional specialist teacher** to enable **100 minutes of targeted weekly professional learning time** for each teaching team through specialist rotation.
- **Deliberate design and scheduling of professional learning cycles** using this 100-minute block, incorporating focused learning, deliberate practice, rehearsal, analysis of DIBELS/Phonics Check/A–E/NAPLAN data, moderation, spaced practice and retrieval cycles, and alignment to PIP and the Instructional Playbook.
- Leadership allocation of **3 sessions per week** dedicated to instructional coaching, modelling, walkthroughs and teacher release for peer observation and mentoring.
- Prioritisation of the **Deputy Principal – Teaching & Learning** to lead PIP meetings, data cycles and deliberate practice routines.
- Targeted investment in **handwriting mastery texts** and **spelling mastery resources** to reduce cognitive load.
- Acquisition of high-quality **decodable texts** aligned to the phonics, morphology and HFW sequence (Serpentine).
- Investment in **DIBELS progress monitoring kits**, licences and training resources.
- Access to Explicit Instruction PL modules, lesson design templates, Engagement Norms materials and walkthrough tools.
- PBL lesson resources and **MTSS dashboards** for wellbeing and behaviour decision-making.
- Ongoing access to resources from **EQ Literacy Hub, AERO, Grattan Institute, SPELD, Education Qld Reading Hub**

## WHOLE-SCHOOL ARTEFACTS (evidence by end of 2026)

### Artefacts

- Fully documented **Boondall Instructional Playbook**, articulating Structured Literacy routines, Explicit Instruction expectations, Engagement Norms and the Standards of Practice.
- Fully documented **PBL Playbook – ‘The Boondall Way’**, outlining Tier 1 routines, attention signals, transitions, supervision routines and behaviour teaching processes.
- Documented **year-level reading overviews** aligned to phonics, morphology and vocabulary scope and sequences.
- EI/EN and PBL **walkthrough tools**, observation templates and feedback records.
- **PIP agendas**, deliberate practice cycle plans aligned to AIP priorities.
- Team planning artefacts demonstrating alignment of instructional routines to scope and sequences.
- DIBELS progress monitoring schedules, data sets and Tier 2 intervention documentation.
- **MTSS behaviour dashboards** and data reflection records supporting Tier 2/3 processes.

***Approved and endorsed through the BSS School Council Chair on 06/02/2026 following 01/12/2025 School Council meeting.***