

# Rangeville State School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

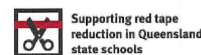
<b>School priority 1</b>	<b>School Priority 1: The Curriculum</b> <b>Focus:</b> Full implementation of <b>Australian Curriculum Version 9 English – Reading and viewing</b> in alignment with DoE Reading Position Statement.	<b>Monitoring</b>																												
		Term 1	Term 2	Term 3	Term 4																									
<b>Link to school improvement strategy:</b>	<b>2025 Review Key Improvement Strategy:</b> <b>Domain 6: Leading systematic curriculum implementation</b> <ul style="list-style-type: none"> <li>Formalise a range of collaborative curriculum planning processes and implementation practices to support teachers and leaders in consistently implementing the Australian Curriculum with integrity.</li> <li>Systematically enact moderation of student work at multiple junctures in the teaching and learning sequence to enhance consistency of teacher judgements and inform curriculum planning.</li> </ul>																													
<b>Strategy/ies</b>	<ul style="list-style-type: none"> <li>Collaboratively develop, define and implement instructional routines to consistently teach reading to improve student learning outcomes</li> <li>Implement consistent monitoring routines to identify and respond to student need. Review evidence-based intervention.</li> </ul>																													
<b>Actions:</b>																														
<b>Goal:</b> Implement V9 Australian Curriculum – English (with a focus on Reading)																														
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<b>Capability and Instructional Leadership</b>																														
<b>Embed ongoing professional collaboration and moderation</b>																														
<ul style="list-style-type: none"> <li>Use professional learning teams to refine delivery, analyse student work, examine data and strengthen professional practice.</li> </ul>																														
<b>Build a culture of shared accountability and continuous improvement</b>																														
<ul style="list-style-type: none"> <li>Building whole-school shared understanding of the writing and assessment demands as they align with reading in the V9 English curriculum.</li> <li>Develop whole-school processes for building the skills to successfully engage in V9 English curriculum (editing, grammar, text structure and organisation).</li> <li>Use walkthroughs, coaching, observation and feedback cycles and celebration of success to ensure routines are implemented with fidelity and continuously refined.</li> </ul>																														
<b>Instructional Routines</b>																														
<b>Co-design consistent, evidence-based routines</b>																														
<ul style="list-style-type: none"> <li>Collaboratively create whole-school reading routines grounded in explicit instruction for teaching phonics and word reading, vocabulary and shared and dialogic reading.</li> <li>Collaboratively create whole-school routines for reading fluency including paired and repeated reading.</li> <li>Collaboratively create whole-school routines for editing, grammar, text structure and organisation.</li> </ul>																														
<b>Prioritise explicit and systematic instruction</b>																														
<ul style="list-style-type: none"> <li>Ensure word reading and spelling lesson follows a clear sequence: review, teach, practice, apply and feedback.</li> <li>Ensure instruction for expressing and developing ideas follows a clear sequence: review, teach, practice, apply and feedback.</li> </ul>																														
<b>Monitoring &amp; Providing Evidence-Based Intervention</b>																														
<b>Use high-quality assessment to drive instruction and intervention</b>																														
<ul style="list-style-type: none"> <li>Implement assessment tools and data protocols to monitor progress, identify needs and plan targeted instruction aligned with year level achievement standards                             <ul style="list-style-type: none"> <li>Develop a whole-school process to track student progress in reading and writing to determine effectiveness of instruction and intervention.</li> <li>Implement a universal screener (DIBELS – Dynamic Indicators of Basic Early Literacy Skills) to identify reading risk and to progress monitor identified students.</li> <li>Implement Year 1 Phonics Check and use results to plan focused and targeted intervention.</li> <li>Monitor student reading and writing progress in all learning areas using monitoring tasks and assessment results.</li> <li>Apply MTSS (Multi-Tiered System of Supports) based on systematic monitoring and response.</li> <li>Use universal data, monitoring tasks and academic achievement to assess and review current MTSS.</li> <li>Align MTSS to V9 requirements using school and student data and evidence based resources or programs.</li> <li>Implement whole-school MTSS to address individual student needs.</li> </ul> </li> </ul>																														
<b>End of Year Success Criteria</b>	<b>Measures</b>	<b>Performance:</b>																												
		<b>Success Indicators</b>																												
		<ul style="list-style-type: none"> <li>Consistent use of agreed instructional routines across classrooms.</li> <li>Increased percentage of students achieving C and above in English End of Semester Results:                                     <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th></th> <th>Prep</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>English % C and above</td> <td>80%</td> <td>81%</td> <td>81%</td> <td>81%</td> <td>82%</td> <td>84%</td> <td>70%</td> </tr> <tr> <td>English % A or B</td> <td>50%</td> <td>53%</td> <td>50%</td> <td>52%</td> <td>50%</td> <td>40%</td> <td>39%</td> </tr> </tbody> </table> </li> <li>Consistent teacher knowledge of and reference to the Literacy Continuum to inform planning.</li> <li>Consistent implementation Tier 2 intervention.</li> <li>Evidence of collaborative planning and moderation documented in meeting records.</li> </ul>					Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	English % C and above	80%	81%	81%	81%	82%	84%	70%	English % A or B	50%	53%	50%	52%	50%	40%	39%	
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<b>Students can/will:</b>																														
<ul style="list-style-type: none"> <li>Demonstrate growth in reading and writing proficiency aligned to V9 English standards.</li> <li>Apply year level appropriate decoding, vocabulary, and comprehension strategies independently.</li> <li>Learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts.</li> <li>Explain the reading routine and move confidently through each step.</li> <li>Engage with consistent writing processes with increasing confidence.</li> <li>Show improved engagement because routines feel predictable and supportive.</li> </ul>																														
<b>Teachers can/will:</b>																														
<ul style="list-style-type: none"> <li>Consistently implement agreed instructional routines daily with fidelity (explicit instruction, phonics, vocabulary, fluency).</li> <li>Collaboratively create whole-school routines for editing, grammar, text structure and organisation.</li> <li>Use data from universal screeners and formative assessments to inform planning.</li> <li>Collaborate in moderation and curriculum planning processes.</li> <li>Reference the Literacy Continuum to support student progress.</li> </ul>																														

<b>Artefacts</b>	<p><b>Teacher Aides can/will:</b></p> <ul style="list-style-type: none"> <li>• Support reading and writing instruction and targeted reading and writing interventions using agreed strategies.</li> <li>• Accurately collect and report student progress data.</li> <li>• Engage in professional learning to strengthen literacy support skills.</li> </ul> <p><b>Leadership Team can/will:</b></p> <ul style="list-style-type: none"> <li>• Monitor fidelity of instructional routines through walkthroughs, observation and feedback.</li> <li>• Facilitate collaborative planning and moderation cycles.</li> <li>• Analyse school-wide English data to inform next year's priorities.</li> </ul>
	<p><b>Curriculum &amp; Planning Artefacts</b></p> <ul style="list-style-type: none"> <li>• Whole-school Reading Instructional Routine document (explicit instruction, phonics, vocabulary, fluency).</li> <li>• Whole-school document outlining editing, grammar, text structure and organisation.</li> <li>• Collaborative planning meeting timetables (PLT) showing alignment to V9 English.</li> <li>• Moderation records for English tasks across year levels.</li> <li>• Scope and sequence for reading instruction aligned to Australian Curriculum V9.</li> </ul> <p><b>Assessment &amp; Monitoring Artefacts</b></p> <ul style="list-style-type: none"> <li>• Dashboards tracking reading progress.</li> <li>• Universal screener results (e.g., Year 1 Phonics Check, DIBELS reports).</li> <li>• MTSS tiered intervention records.</li> <li>• Student progress tracking sheets for word reading and phonics, fluency, comprehension.</li> <li>• Student progress tracked through LOA data.</li> </ul> <p><b>Professional Learning Artefacts</b></p> <ul style="list-style-type: none"> <li>• Staff PD overview and attendance records focused on reading strategies.</li> <li>• Staff PD overview and attendance records focused on writing and text development strategies.</li> <li>• Intra- and Inter-school moderation records and feedback notes</li> </ul> <p><b>Student Work &amp; Engagement Artefacts</b></p> <ul style="list-style-type: none"> <li>• Annotated student work samples showing growth.</li> <li>• Classroom observation notes demonstrating consistent routines.</li> </ul> <p><b>Leadership &amp; Whole-School Artefacts</b></p> <ul style="list-style-type: none"> <li>• Walkthrough checklists for fidelity of reading instruction.</li> <li>• Develop checklists for agreed writing processes (editing, grammar, text structure and organisation).</li> <li>• School-wide intervention plan and reports.</li> <li>• Communication to parents about reading initiatives (newsletters, info sheets, info sessions).</li> </ul>

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

Key Strategies

- Simplify Documentation
  - Review and reduce unnecessary forms and reporting requirements.
  - Consolidate planning templates into one streamlined format aligned with V9 English.
- Automate Routine Processes
  - Use digital tools for attendance, assessment tracking, and communication.
  - Implement shared online folders for curriculum resources to avoid duplication.
- Clarify Roles and Responsibilities
  - Define clear expectations for teachers, aides, and leadership to avoid overlap.
  - Provide quick-reference guides for processes (e.g., intervention referral, moderation).
- Improve Meeting Efficiency
  - Set agendas focused on priorities (curriculum, data, wellbeing).
  - Use collaborative planning sessions instead of multiple separate meetings.
- Reduce Compliance Overload
  - Align school processes with departmental requirements only—remove redundant steps.
  - Schedule compliance tasks at predictable times to avoid last-minute requests.



<b>School priority 2</b>	<b>School Priority 2: The Learning &amp; The Learner</b> Focus: All staff know, understand, implement, and reflect on their use of the Pedagogical Practices for Learning (PP4L) and Berry Street Education Model structures and strategies (underpinned by PBL) to improve student learning outcomes	<b>Monitoring</b>			
		Term 1	Term 2	Term 3	Term 4
<b>Link to school improvement strategy:</b>	<b>Link to School Improvement Strategy:</b> 2025 Review Key Improvement Strategy – Domain 8: Implementing Effective Pedagogical Practices <ul style="list-style-type: none"> <li>Enact opportunities for leaders and teachers to engage in discussions and professional learning, including modelling, to foster a shared language and understanding of pedagogical practices.</li> </ul>				
<b>Strategy/ies</b>	<ul style="list-style-type: none"> <li>Develop a shared understanding of PP4L through professional learning and collaborative discussions.</li> <li>Continue to enact impelmentation of Berry Street Education Model and alignment with PBL.</li> <li>Model and coach effective pedagogical practices in classrooms.</li> <li>Embed reflection cycles for teachers to evaluate and refine their practice.</li> <li>Create consistency in language and expectations across all year levels.</li> </ul>				
<b>Actions:</b>					
<b>Actions:</b> <b>Build staff knowledge of PP4L through explicit professional learning</b> <ul style="list-style-type: none"> <li>Provide structured professional learning that unpacks each PP4L practice using observable features, modelling, worked examples and opportunities to practise in context.</li> </ul> <b>Extend staff knowledge and enactment of BSEM &amp; PBL</b> <ul style="list-style-type: none"> <li>Provide opportunities to co-create shared understandings and observable features.</li> </ul> <b>Embed PP4L in planning processes</b> <ul style="list-style-type: none"> <li>Integrate PP4L expectations into unit planning templates and collaborative planning routines.</li> </ul> <b>Continue to implement PP4L practices in every classroom through agreed instructional routines</b> <ul style="list-style-type: none"> <li>Develop a set of whole-school routines consistent with PP4L (e.g., learning intentions, success criteria, modelling, guided practice, checks for understanding, feedback).</li> </ul> <b>Strengthen reflective practice using PP4L coaching and feedback tools</b> <ul style="list-style-type: none"> <li>Develop observable features of PP4L for goal setting and reflection, coaching cycles and observation and feedback cycles to support continuous improvement.</li> </ul> <b>Monitor impact using evidence of student learning</b> <ul style="list-style-type: none"> <li>Use work samples, formative and summative assessments to evaluate the effect of PP4L implementation.</li> </ul>					
<b>End of Year Success Criteria</b>	<b>Performance:</b> <b>Success Indicators</b> <ul style="list-style-type: none"> <li>Consistent implementation of PP4L practices in every classroom and across all learning areas.</li> <li>Consistent implementation of BSEM and PBL structures and strategies with fidelity.</li> <li>Increased percentage of students achieving C and above in End of Semester Results.</li> <li>Whole-school PP4L instructional routines shared in school documents.</li> <li>Clear alignment through a school document of BSEM and PBL structures, strategies and implementation opportunities.</li> </ul> <b>Students can/will:</b> <ul style="list-style-type: none"> <li>Engage actively in learning tasks supported by PP4L and BSEM strategies.</li> <li>Demonstrate improved achievement in learning through Report Card data.</li> </ul> <b>Teachers can/will:</b> <ul style="list-style-type: none"> <li>Consistently implement PP4L and BSEM in planning and teaching.</li> <li>Reflect on practice and adjust based on feedback and student data.</li> </ul> <b>Teacher Aides can/will:</b> <ul style="list-style-type: none"> <li>Support classroom activities aligned with PP4L and BSEM.</li> <li>Participate in discussions to understand pedagogical expectations and the needs of their learners.</li> </ul> <b>Leadership Team can/will:</b> <ul style="list-style-type: none"> <li>Monitor implementation through walkthroughs and coaching.</li> <li>Facilitate professional learning and collaborative reflection cycles.</li> </ul>				
	<b>Measures</b> <ul style="list-style-type: none"> <li>Professional learning agendas and attendance records.</li> <li>PP4L &amp; BSEM classroom observation checklists.</li> <li>Teacher reflection journals or feedback forms.</li> <li>Student engagement surveys and achievement data.</li> <li>Leadership walkthrough notes.</li> <li>Visual PP4L, BSEM and PBL prompts displayed in classrooms.</li> </ul>				
<b>Artefacts</b>	<b>Reduction of red tape in day-to-day work, planning and processes include:</b> Key Strategies <ul style="list-style-type: none"> <li>Streamline planning templates to align with PP4L and V9 curriculum.</li> <li>Consolidate documentation requirements for lesson planning and reporting.</li> <li>Automate routine processes (e.g., digital forms for intervention referrals).</li> <li>Clarify expectations for observations and feedback to avoid duplication.</li> <li>Schedule compliance tasks at predictable times to reduce last-minute requests.</li> </ul> <div style="text-align: right;">  </div>				
<b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.					
Principal 	P&C/School Council 	School Supervisor 			