BALD HILLS STATE SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN

School vision: To be community that prepares children for a rapidly changing world by equipping them with critical and creative thinking skills and wonder of that world. We will develop honest, resilient and compassionate contributors to society and its future.

School priority 1 — Link to 2022 school review

Educational achievement

Collaboratively refine the EIA within the next strategic planning cycle, underpinned by deliberate actions to ensure improvement of explicit instructional routines, teaching of Reading.

	Monitoring
	Term 1 / Term 2 / Term 3 / Term 4

Strategy/ies

- Enact professional learning to inform a systematic approach to refine our schoolwide reading practices.
- Prioritising explicit instructional routines, to engage in moderation cycle.

Actions: including Responsible role(s)

- Develop a whole school approach to the Teaching of Reading, detailing the planning, teaching, assessment of explicit instructional routines.
- Develop staff and leadership capability through enactment of the AC. To collaboratively plan all year level units from the Australian Curriculum, ensuring all plans accessible to staff on SharePoint. All teachers to engage in moderation cycle.
- Use the Moderation Cycle (through CPMs) to track student reading progress and respond to student learning needs.

Resources

- Use CPMs to plan and moderate AC V9 English units, with a focus on Reading – PLT Reading Team (RT)
- Develop a whole school approach to the Teaching of Reading – PLT Reading Team (RT)
- Create, share, model, rehearse explicit instructional routines for teaching reading – RT
- Provide teacher capability development in planning and implementing differentiation and adjustments through coaching.
- WoWs, LW&T, co-teaching, modelling and professional learning sessions - HOD(C), DP and P
- Provide training in the teaching of word reading for teacher aides – RT
- Create quality standards aligned to teaching of reading for teacher feedback on students' understanding of Reading – P & DP
- Target school 'Learning Walks & Talks' provide teacher feedback on students' understanding of reading and guide
- To develop and implement a Reading Capability Survey to track teacher confidence in teaching reading and guide professional learning needs - RT

Measures

Performance (by end of 2026):

- Increase A and A/B English results from semester 2 2025 - A standard 23% to 28%, A&B standard 58% to 60%, C and above 93% to 95%
- A-E data triangulated with NAPLAN 2026 and 2027 results – closer alignment
- NAPLAN Reading data 2026-2027 increase in relative gain
- Whole school implementation of explicit instructional reading routines
- Systematic observation and feedback through WOW's to share practice of explicit instructional reading routines
- DIBEL's data increase to age appropriate standards
- CT's moderation Unit 2 and Unit 4's Reading Comprehension task (including before and after assessment)
- Class Teachers confidence % increase – Reading Capability survey

Teachers can/will: engage fully in explicit instructional routines, demonstrating their understanding of taught concepts through the Apply phase of reading. Be confident in monitoring and analysing reading data to plan next steps. Track student progress through A-E Reading and English data.

Teacher aides can/will: Develop their practice of explicit routines for Word Reading and Language Comprehension

Leadership team can/will: Facilitate collaborative planning and moderation of AC English V9. Triangulate LOA, NAPLAN and relative gain data. Provide feedback and coaching to teachers to support implementation of reading instruction and plan for 2027

End of Year Success Criteria

- Reading A-E Data aggregated – reading results from summative tasks (language comprehension tasks and decoding checklists)

Term 3 strategies

- Pre-mod planning at the end of term 3 for term 4 English unit with a focus on Reading
- Curriculum Planning Meetings (CPM) fortnightly
- Observation and feedback through WOW's to share practice of x explicit instructional routine for Shared and Dialogic reading
- A-E & NAPLAN data

Term 2 strategies

- CT's moderating Unit 2 Reading Comprehension task in year level teams with P, DP and HOD(C)
- Pre-mod planning at the end of term 2 for term 3 English unit with a focus on Reading
- Curriculum Planning Meetings (CPM) fortnightly incuding planning LW's BIU Walls /LWTS to monitor reading
- All class teachers participating in WOW's focused on their explicit Instructional Routine for Phonics or Spelling
- A-E Reading data (from language comprehension task results and word reading monitoring tasks) / English data and DIBELs data tracking

Term 1 strategies

- Pre-mod planning (during student free days for term 1) - at the end of term 1 for term 2 English unit with a focus on Reading
- Curriculum Planning Meetings (CPM) fortnightly
- All P-6 CT trialling scope and sequence to guide planning for word reading instructional routines
- Complete EOI for Reading CLC – RT CLC member to engage in CLC

Artifacts

- Whole School Curriculum Plan - Three levels of planning for English with a focus on Reading planning
- BHSS Scope and Sequence for the teaching of Phonics and Morphology
- Whole School Approach to Reading document
- Reading Confidence Survey
- Planning guides for Explicit Instructional Routines + monitoring tools for staff feedback

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School priority 2 — Link to 2022 school review

Belonging and engagement

Formalise student engagement multi-tiered systems of support, by collaboratively connecting and implementing school wide structures to promote a safe, supportive and inclusive learning environment.

	Monitoring
	Term 1 / Term 2 / Term 3 / Term 4

Strategy/ies

- Create a culture of engaging for learning, responding to wellbeing and achievement needs of students and staff.
- Review collaboratively our whole-school Positive Behaviour for Learning (PBL) – staff, students, community (at times rewriting) our PBL expectations, Major and Minor behaviours.
- Build clear expectations for student behaviour by reviewing the suite of agreed and consistently enacted learning and teaching protocols, to meet the learning and wellbeing needs of all students.
- Flowcharts. Develop staff capability in teaching these PBL expectations.

Actions: including Responsible role(s)

- Create and communicate a shared vision of Student Engagement (SE) & the role of PBL and Wellbeing
- Consolidate the whole-school pedagogical approach, including the suite of agreed and consistently enacted learning and teaching routines, restorative practices and behaviour expectations, review BHSS behaviour and engagement processes – PBL Engagement PLT – PBL (led by HOSES) and Wellbeing (W) (led by DP)
- Develop a PBL school wide approach to student engagement– PBL Team led by HOSEs + PBL coach
- Provide staff training on Classroom Management and the PBL teaching of behaviour (expected behaviour lessons), AC Personal and Social Capabilities Checklist
- Extend clear expectations for student behaviour by reviewing students with trauma backgrounds (United care, DoE OT/PT)
- Provide professional learning supporting students with trauma backgrounds (United care, DoE OT/PT)
- Continue to implement The Resilience Project (TRP) monitoring, refreshing staff practise in lessons

Resources

- PD –PBL & Classroom Management DoE sites, AC Personal and social capabilities
- Release time for WOWs
- PD with regional PBL PA
- Release for staff to attend PBL regional meetings/conference
- DoE Principal Advisors (PA's) of MH/Wellbeing, DoE PA of PBL
- TRP resources for staff and SRS for students (workbooks), TRP Ambassador

Measures

Performance:

- An established, united Student Engagement Team targeting PBL and Wellbeing and development of a Student Engagement Map
- Department PBL Targets – Tier I = 85%, Tier II = 10%, Tier III – 5%
- School Opinion Survey – Teacher question – 'Student behaviour is well managed at my school' increase from 47.4% to 70%.
- Student Question: 'Student behaviour is well managed at my school and 'I like being at this school – increase from 76.3 to 80%
- PBL SET Survey results improve showing PBL
- All staff seek professional growth responding to SPG goals and coaching and mentoring, with feedback
- TRP Resilience Youth survey (monitor results for improvements)
- Student Survey – on the language and intent of TRP
- Staff Induction survey (all new staff) to gauge understanding of our PBL and Wellbeing (TRP) lessons/acknowledgements

Students can/will: regularly understand the PBL expectations and be able to verbally communicate a rule from each of our PBL expectations. They will model Respect to all staff and other students.

Teachers can/will: Articulate a shared vision of SE, referring to the map, and the roles of PBL and W. Plan for and teach SE for learning, including inspiring our highly capable students to strive for excellence. Teach the PBL expectation of the week and reinforce the student application of this expectation.

Teacher aides can/will: Articulate a shared vision of SE and the roles of PBL and W, encouraging engagement for learning.

Leadership team can/will: Develop and consistently implement proactive engagement, using the staff shared vision of SE, and behaviour strategies with staff for students and ensure consistent consequences in line with our agreed management processes.

End of Year Success Criteria

- Wellbeing. Reestablish a common staff language for TRP and link to Wellbeing strategies

Term 3 strategies

- Identify and share evidence based strategies to support SE and W
- PBL – develop opportunities for co-teaching and coaching for PBL Teaching
- Continue a review of BHSS positive behaviour responses and acknowledgement system
- Review Tier 2 interventions, develop a BHSS toolkit of schoolwide interventions

Term 2 strategies

- Collaborate in PLT, using the research into SE, to decide on focus for SE, to identify the role of the PBL and W PLT's
- Continue induction of new staff in engagement and wellbeing for students with a focus on PBL and W practices
- Wellbeing.Monitor teacher TRP engagement (through a survey) in order to promote the teacher implementation of TRP lessons
- PBL: Continue a review of BHSS positive behaviour acknowledgement system
- Review Behaviour Matrix, aligning PBL checklist and report card behaviour comments, for end of semester reporting

Term 1 strategies

- Engage in PD to understand the escalation cycles using trauma informed practises
- Engage in research of 'Student Engagement' (SE) to define our expectations promoting a shared understanding of optimal SE
- Commence a review of 'Student Engagement (SE) to define our expectations including the Tall Trees Mid term checklist
- Restorative practices for Reflection Room artefact

Artifacts

- DoE's Classroom Management HUB, PBL Websites and research papers
- BHSS Major and Minor Behaviour descriptions & BHSS Behaviour Management Flowcharts and draft SE Map for consultation
- Surveys: School Opinion Survey, Staff wellbeing and engagement survey, TRP survey, PBL TFI and EBS
- Restorative practices for PBL, review behaviour flowcharts, review restorative practices
- Positive behaviour artefacts (e.g. Tall Trees checklist)

Measures (left column)

- CT's to plan and moderate AC V9 English units, with a focus on Reading

Term 2 strategies

- A-E data triangulated with NAPLAN 2026 and 2027 results – closer alignment

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

Approvals:		
Principal: *(signature)* Gabrielle Douglas	P&C: *(signature)* Tracy Radford	School Supervisor: *(signature)* Tracy Egan

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

- Key priority Professional learning Teams (PLTs) are scheduled to meet and present professional learning during staff meeting times
- Class Information Sessions, Parent Teacher Conferences and reporting – time allocated for meetings and planning during staff meeting times
- CPMs are scheduled fortnightly, with the provision of extra 1 hr NCT/fortnight – specialist subject to be taught, assessed and reported on by a specialist teacher
- Seeking staff voice about any extra tasks suggested to ensure that time and learning and learning with a view to reviewing systematic procedures to streamline workflow for all staff