Grovely State School
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

School priority 1	*Educational Achievement* Increase the number of students achieving A, B and C grades in Australian Curriculum English,through the implementation of consistent school wide pedagogigal practices and explicit routines.	Monitoring			
		Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	• Develop a formal observation and feedback process to support consistent implementation of agreed pedagogical approaches and provide teachers with individualised feedback on their practice. • Establish consistent, school-wide processes for leaders to observe student learning to ensure the intended curriculum is consistently enacted across all year levels. • Broaden opportunities for collaborative planning to build teacher expertise in unit planning, differentiating teaching and learning, and consistently implementing the AC.				
Strategies	**Embed Collaborative Planning & Moderation in English** – *through the utilisation of weekly team meetings, teachers collaboratively plan in response to the progression of learning table, targeted teaching ensuring students access quality differentiation.* **Embed Learning Walls for student feedback** – *visible learning strategy with modelled responses aligned to success criteria at the C, B and A levels, modelled responses on display at the A Level for all assessment types to support student improvement in Writing and Speaking tasks.* ***Implementation of English Routines*** – *Build teachers capability in delivering reading routines to support student reading development.* • Phonics & daily review routines • Vocabulary Routine – trial implementation • Reading Routine – Shared and Dialogic Reading / Paired / small group reading / comprehension				

Actions: including Responsible role(s)	**Resources**

• Allocation of time to facilitate the four stages of moderation – Before, throughout broken into phases throughout the unit plan), After End across the English Unit
• Allocation of staff meeting time to facilitate throughout moderation at the end of the learning phases for teachers to collaboratively (classroom teachers, inclusion teachers, support staff & leadership) plan in response to student data.
• Communicate the non-negotiables of the learning walls
  ✓ Modelled response at the A level on display
  ✓ Success Criteria on display at the A, B, C level
  ✓ Develop strategies for regular feedback to students using the learning wall
• Conduct regular learning walks with leadership team, to monitor, review and engage with the use of Learning Walls and English Routines.
• Cluster moderation at the Before stage (through Small School Alliance) cluster moderation & End moderation of student assessment samples – across schools
• Provide professional development to P-6 staff, utilising school-based experts on English Routines
  - Phonics and Daily Review routines
  - Vocabulary Routine
  - Reading Routine – Shared & Dialogic / Paired / small group
• Build the capacity of P-6 teachers to understand, use and begin to implement the English Scope and Sequence
	Staff Meeting Weekly times for cohort teams to meet.
	HOD/C, DP, Principal
	SLP
	Literacy Teacher
	
	Financial resources allocated in the school budget for collaborative planning release days each term.
	
	Financial resources allocated in the school budget for PD opportunities.
	
	Financial resources to purchase additional decodable texts.
	
	MacLit – Intervention support for Year 5/6

End of Year Success Criteria	Measures	Performance:
		Starting Strong P-2 A-C 85% A -B 61% *Building on Foundations 3-6 A-C 90% A-B 50%* *NAPLAN 2026 Reading Data Year 3 & 5* • *Increase exceeding by 10%* • *Decrease needs additional support by 10%* *Measure & Monitor Diagnostic Reading Data – students who are 'At Risk'* • *P-2: DRA Phonics Screener, Oral Reading Fluency, Year 1 Phonics Check* • *3-6: Dibels Oral Reading Fluency and Maze* *Year 1 Phonics Check Data 80% of students at the fluent level*

School priority 2	**Belonging and Engagement** Enhance the safe and supportive environment and positive culture for effective teaching and learning of all students.	Monitoring			
		Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	• Develop, document and implement clear processes and expectations of practice to support the evidence requirements of the Nationally Consistent Collection of Data on School Students with Disability (NCCD). • Establish collaborative teams, led by leaders, to develop and implement action plans to support the development and enactment of priority areas for improvement. • Initiate a distributive leadership model that ensures a clear line of sight over actions and progress towards targets to build leaders' capability to drive and monitor EIA priorities. • Collaboratively review behaviour support processes to reinvigorate, document and communicate school-wide behaviour expectations.				
Strategies	**Embed school-based procedures** and processes around managing and responding to student behaviour. Embed **universal** expectations aligned to **Grovely Student Code of Conduct** in all classrooms / areas of the school to increase the number of students accessing tier 1 supports. Document, communicate and implement **school wide processes and systems** for case management, student support services, NCCD to improve learning and engagement outcomes for students. Embed cohort case management processes to reduce the number of students accessing tier 3 supports.				

Actions: including Responsible role(s)	**Resources**

• **Provide professional development** to all staff in:
  ✓ trauma informed practice Berry Street Model – Stamina
  ✓ in the use of the SWITCH app to support and respond to student needs
  ✓ NCCD data collection process and systems
  ✓ One School recording procedures and consistent template usage
  ✓ The benefits of co-teaching and models of practice
  ✓ PDA Professional development
 	
• Allocation of staff meeting time for staff to collaborate around **multi-tiered systems of support at the cohort level**.
• Allocation of Inclusion Team meetings to build inclusion teacher leadership to action and oversee support plans and use of resources at the cohort team level.
• Allocation of inclusion teachers across the school to explore and trial the implementation co-teaching models of practice.
• Develop an additional Alternative Learning space for addition complex challenging students to access.
• Increase staff access to and collaboration with specialised support services, EALD, OT, SLP and GO.
	Financial costs – Berry St PD
	
	Staff Meeting time
	
	Physical resources to create an additional learning hub space

End of Year Success Criteria	Measures	Performance:
		Attendance 90% *Behaviour Incident reduction 5% (major and minors) compared to 2025* *Behaviour Dashboard 80% students accessing Universal supports* *Improve % on School Opinion Survey* *STUDENTS – I can talk to teachers about my concerns (2025 66.7%)* *STUDENTS – I am interested in my schoolwork (2025 64.4%)* *STUDENTS – I like being at school (2025 66.7%)* *PARENTS – Student behaviour is well managed (2025 82.1%)* *STUDENTS – Student behaviour is well managed (2025 48.9%)*

Behaviour

Students can/will:

- Complete schoolwork and assessment tasks
- Understand and know achievement level and next steps for learning
- Co-construct modelled response and use these as a point of reference for improvement
- Take advantage of reasonable adjustments
- Show confidence and increased independence with engaging with reading and literacy- based tasks
- Make accurate sound choices when reading and writing

Teachers can/will:

- Actively participate in collaborative planning with colleagues across the three phases of the English Unit
- Develop a unit plan that reflects the teaching and learning cycle for each term, being responsive to formative assessment
- At each teaching phase, record student progress against the Success Criteria within the unit plan
- Engage in moderation at each phase of the teaching and learning cycle to adjust teaching strategies.
- Provide feedback to students based on 'next steps' in relation to success criteria
- P-2 teachers will implement daily review and explicit instruction of phonics – using the school scope and sequence with relevant resources
- Deliver daily reading routines - Shared and Dialogic / paired fluency / small groups embedded within the English unit or linked to other KLA's
- Use reading diagnostic data to monitor progress **
- Provide appropriate and planned resources, instructions, guidance for cohort teacher aides to provided effective learning support for students

Teacher aides can/will:

- Provide appropriate and planned support for teaching colleagues and students in classrooms
- Understand the role of modelled responses and success criteria and support learners to engage with the learning wall
- Understand the role of explicit phonics instruction within literacy development

Leadership team can/will:

- Provide time and resources for teachers to participate in professional collaboration through the strategic use of Twilights and staff meeting times.
- Analyse and discuss students' data and progress with teaching colleagues and leadership team.
- Ensure teachers are monitoring student progress at the end of each phase within the unit plan.
- Regularly review data sets to monitor implementation and student improvement.
- Regularly conduct walk throughs (with other leadership team members) to gather observational feedback on the pedagogical practices and routines being implemented by staff and to engage with student learning in the classroom.

Artefacts

English unit Plans – completed with differentiated support in response to formative assessment collected at the end of each teaching and learning phase.
Learning Wall expectations poster – non- negotiables

Behaviourally:

Students can/will:

- Complete schoolwork and assessment tasks
- Take advantage of reasonable adjustments
- Identify body signs and their emotional state
- Access supports and activities with increasing independence to assist in regulation
- Develop positive relationships with adults and peers
- Develop a positive disposition towards school and learning
- Feel safe and supported at school
- Attend school regularly
- Follow the school expectations

Teachers can/will:

Actively engage in the implementation school wide processes and expectations through:

- Delivery of weekly social and emotional lessons – Monday @ 2:15pm.
- Ensure Morning Routine is enacted each day, inclusive of the following components:
  - Switch for Schools – Emotional regulation 'check in' via ipads
  - Morning Circle – Berry Street
  - Mindfulness Moments
  - Visual timetable
- Enact school wide processes for responding and supporting student behaviour. (Flow chart)
- Facilitate regular communication between home and school to support student engagement and behaviour
- Provide frequent acknowledgement to students for their positive actions, contributions within the school environment using school values notebook.
- Understand and utilise the Student Support Services referral process where required.
- Implement universal strategies and proactive supports (PCL and Growth)
- Embed routines and action regular updates to student Personal Learning Records
- Enact school wide processes for NCCD and communication to families about reasonable adjustments.

Teacher aides can/will:

Actively engage in the implementation school wide processes and expectations through:

- Support the delivery of weekly social and emotional lessons – Monday @ 2:15pm.
- Support Morning Routine when enacted each day.
- Enact school wide processes for responding and supporting student behaviour. (Flow chart)
- Provide frequent acknowledgement to students for their positive actions, contributions within the school environment using school values notebook.
- Understand Student Support Services referral process where required.
- Implement universal strategies and proactive supports (PCL and Growth)

Leadership team can/will:

- Provide resourcing and time for training and professional development for all staff.
- Provide resourcing and time for the PCL team to regularly meet, review behaviour data and implementation targets.
- Review behaviour dashboard data with leadership team and PCL team each term to proactively respond to data trends.
- Provide clarify in school wide processes for responding and supporting student behaviour – with all stakeholder groups.
- Provide clear communication to community regarding behaviour processes, Growth lessons (SEL) and PCL.
- Implement a multi-tiered level of support framework across each cohort and communicate this to all stakeholders.
- Lead the Inclusion teacher team and build capability of leadership skills, interpersonal skills and communication skills to lead and work with and through other staff to support students.
- Embed processes for Student Support Services referrals and communicate these to all stakeholders.
- Act as Intensive Support Managers for case management support with regional, external and school support services.

Artefacts

Roles and Responsibilities document – across Inclusion and Student Support Team
Developed and refined Gannt charts for key timelines for NCCD, Case Management and Stakeholder Meetings

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

- Review of communication modes and methods for internal staff communication – The weekly staff newsletter etc. Reduce the amount of 'double handling' to ensure school operation news is easily accessible for all.
- Review student transition processes trialled in 2025 – to limit the amount of duplication of student specific information that can be access on One School.
- Train all staff on key processes – to assist in reducing the 'double handling' of HR, excursion planner, finance, and communication while ensuring compliance to department policies and procedures.
- Increase parent engagement with QParents to reduce workload involved with paper form consent processes.
- Increase collaborative time together to work on NCCD process, to streamline data collection and record keeping systems.

Supporting red tape reduction in Queensland state schools

Approvals

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

Principal **Eliza Borsht** **P&C President** **Ben Malatzky** **School Supervisor** **Tracy Egan** **26/02/2026**

Queensland Government