



Stafford State School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

School priority 1	<i>Strengthen the whole-school reading outcomes by embedding consistent, evidence-informed instructional routines and data-driven teaching practices across all classrooms.</i>	Monitoring <i>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>				School priority 2	<i>High-quality teaching and learning of the Australian Curriculum through collaboration, moderation and enhancing MTSS</i>	Monitoring <i>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:						Link to school improvement strategy:					
Strategy/ies	<ol style="list-style-type: none"> 1. Refine and develop Stafford Ways of Working Instructional Routines to ensure quality practices are consistent across the school and impact learning 2. Provide opportunities for all staff to participate in mentoring, coaching, observation and feedback of pedagogical practises to build a shared understanding of consistent practices 3. Deepen knowledge and understanding of the teaching of reading (Stregthening reading implemenatation) to shift teacher practice 4. Refine understanding of data literacies to inform teacher pratice for whole class and individual success. 					Strategy/ies	<ol style="list-style-type: none"> 1. Strengthen professional capability through structured mentoring, coaching, observation and feedback cycles to embed consistent, evidence-informed pedagogical practices across the school. 2. Build staff curriculum expertise in the Australian Curriculum (Version 9.0) to ensure alignment of curriculum, pedagogy and assessment and improve the quality of enacted curriculum. 3. Refine and document Stafford’s agreed whole-school approaches and instructional frameworks to provide clarity, coherence and consistency of practice aligned to the school’s Explicit Improvement Agenda. 4. Strengthen systems, processes and staff capability in Multi-Tiered Systems of Support (MTSS) to deliver targeted, evidence-based behavioural and learning interventions that improve student engagement and outcomes. 5. Leverage collaboration time and Professional Learning Teams (PLTs) to engage in disciplined dialogue, analyse student data and implement responsive teaching strategies that drive measurable improvement in student achievement. 				
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			

Refine and develop Stafford Ways of Working Instructional Routines to ensure quality practices are consistent across the school and impact learning

- Audit existing reading and literacy documentation to identify gaps and inconsistencies.
- Continue to develop a whole-school Reading approach aligned to:
 - The Reading Position – Strengthening reading Implementation
 - Australian Curriculum
 - Evidence-based practice
- Consolidate agreed Stafford Ways of Working (WOW) documents outlining:
 - Systematic Synthetic Phonics
 - Fluency practices
 - Vocabulary instruction
- Developing agrees Stafford Ways of Working (WOW) shared practice for the instruction of:
 - Shared and Dialogic reading
- Embed expectations into observation and feedback tools – Observation look fors and Watching others Work.
- Further refine our whole school documents annually based on teacher practice and understanding
- Unpack departmental documents to consolidate knowledge and understanding of all staff during staff meetings and professional learning sessions.

Provide opportunities for all staff to participate in mentoring, coaching, observation and feedback of pedagogical practises to build a shared understanding of consistent practices

- Establish a whole-school instructional coaching cycle.
- Schedule regular classroom observations focused on reading instruction.
- Continue to engage in pre- and post-observation professional conversations.
- Provide targeted coaching for staff aligned to observation cycles.
- Facilitate peer observations aligned to WOW priorities.
- Use video to demonstrate and reflect on best practices
- Maintain records of coaching and feedback to monitor growth.
- Allocate time in staff development days for mentoring and reflection.

Deepen knowledge and understanding of the teaching of reading (Strengthening reading implementation) to shift teacher practice

- Reinforce core instructional routines in reading to implement evidence informed practice for all students.
- Build understanding using the reading modules of High quality, evidence based instructional practices and supports
- Align professional learning to identified staff needs to build capacity.
- Include reading pedagogy as a standing agenda item in meetings.
- Evaluate impact of professional learning on classroom practice and supports.

Refine understanding of data literacies to inform teacher practice for whole class and individual success.

- Provide training for all staff on understanding DIBELS and the impacts on Teaching and Learning.
- Sustain procedures for data entry and storage aligned to data plan.
- Support teachers to collect and interpret data sets.
- Align intensified instruction and/or interventions aligned to data.
- Monitor progress of all students by implementing data collection cycles
- Review the impact and effectiveness of support integrating the data on selected students to ensure progress.
- Engage in collaborative dialogue regarding the impact of data on teaching and learning.

Human Resources

- Learning Support Teacher – To assist with observations, feedback, and targeted intervention.
- Principal – To oversee data analysis, professional development, and strategic planning.
- Teacher Aides – To engage in targeted literacy support.
- External Support (if needed) – Additional expertise from Speech-Language Pathologists, Advisory Visiting Teachers (AVTs), and Literacy Consultants.

Financial Resources

- TRS Funding – To release teachers for professional development, coaching, and collaborative planning.
- Professional Development Budget – For upskilling staff on DIBELS, literacy instruction, pedagogy and data analysis.
- Resources & Materials Funding – For curriculum documents, reading materials, and assessment tools.

Physical Resources

- Australian Curriculum Resources
- Whole-School Curriculum Plans
- Moderation & Planning Guides
- DIBELS Testing Materials

Strengthen professional capability through structured mentoring, coaching, observation and feedback cycles to embed consistent, evidence-informed pedagogical practice across the school.

Annual Actions:

- Establish a whole-school coaching framework with clear roles, timelines and feedback protocols.
- Implement two formal observation and feedback cycles per semester aligned to agreed instructional routines.
- Expose all staff to instructional coaching and high-impact feedback practices.
- Develop a peer observation schedule focused on Stafford Ways of Working and Explicit Instruction.
- Use walkthrough data to identify trends and inform targeted professional learning.

Build staff curriculum expertise in the Australian Curriculum (Version 9.0) To ensure alignment of curriculum, pedagogy and assessment and improve the quality of enacted curriculum.

Annual Actions:

- Facilitate term-based curriculum unpacking sessions during PLT focused on achievement standards and cognitive demand.
- Conduct moderation meetings each semester to strengthen consistency of A–E judgments.
- Develop curriculum maps and assessment schedules aligned to Version 9.0 requirements.
- Provide targeted professional learning on differentiation and adjustment within the Australian Curriculum.
- Review and refine assessment tasks to ensure alignment with achievement standards.

Refine and document Stafford’s agreed whole-school approaches and instructional frameworks

To provide clarity, coherence and consistency of practice aligned to the Explicit Improvement Agenda.

Annual Actions:

- Audit existing documentation and identify areas requiring clarification or streamlining.
- Co-construct clear instructional playbooks (e.g., Reading, Writing, Mathematics).
- Publish and communicate agreed practices via staff handbook and induction processes.
- Monitor implementation through walkthroughs and staff feedback surveys.
- Review and refine documentation at mid-year and end-of-year checkpoints.

Strengthen systems, processes and staff capability in Multi-Tiered Systems of Support (MTSS) To deliver targeted, evidence-based behavioural and learning interventions that improve student engagement and outcomes.

Annual Actions:

- Provide whole-staff professional learning on MTSS tiers, data identification and intervention planning.
- Establish a clear referral and case management process for Tier 2 and Tier 3 students.
- Implement regular data reviews (behaviour, attendance, achievement) to identify students requiring intervention.
- Develop intervention tracking tools to monitor fidelity and impact.
- Conduct termly review meetings to evaluate effectiveness of supports and adjust strategies.

Leverage collaboration time and Professional Learning Teams (PLTs)

To engage in disciplined dialogue, analyse student data and implement responsive teaching strategies that drive measurable improvement.

Annual Actions:

- Establish clear PLT norms and inquiry cycles aligned to school priorities.
- Schedule fortnightly data conversations focused on student progress and precision teaching.
- Use common formative assessments to track impact of instructional strategies.

Human Resources

- Principal – Strategic oversight, alignment to Explicit Improvement Agenda, data monitoring
- Leadership - Lead coaching framework, walkthroughs, PLT facilitation
- HOD-C Curriculum unpacking, moderation, mentoring
- HOSSES and Inclusion - MTSS coordination, differentiation and adjustment support
- Learning Support Teacher – Intervention support and targeted coaching
- Classroom Teachers – Engagement in coaching cycles, PLTs, moderation and differentiation
- Teacher Aides – Delivery of Tier 2 and Tier 3 interventions
- External Specialists (as required) – Instructional coaches, curriculum advisors, Speech Pathologists, AVTs, Behaviour Consultants

Financial Resources

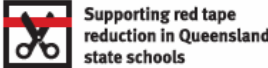
- TRS Funding – Teacher release for: Coaching and observation cycles
- Curriculum unpacking and mapping
- Moderation meetings
- MTSS case meetings and Data review days
- PLTs
- Professional Development Budget

Physical Resources

- Stafford Ways of Working Instructional Playbooks

		<ul style="list-style-type: none"> • Document agreed actions and monitor implementation at subsequent PLT meetings. • Share effective practice across teams through showcase sessions each semester. 	<ul style="list-style-type: none"> • Coaching Framework Documentation & Feedback Templates • Walkthrough and Observation Tools • Australian Curriculum Version 9.0 documentation • Moderation Protocols • MTSS Framework Documentation and Referral Processes • Intervention Tracking Tools • Shared Digital Planning and Collaboration Platforms (SharePoint)
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End of Year Success Criteria	Measures	<ul style="list-style-type: none"> • Summative English assessment data – 90% C or above P-6 • Increase of students from BOY 64% to EOY 80% • Inter-assessment agreement Naplan/LOA data less than 1 • Year 1 Phonics Check above 80% <p><u>Other Indicators:</u></p> <ul style="list-style-type: none"> • Observation and feedback data through instructional walks and observation and feedback processes • Staff Opinion Survey – Professional learning • Classroom walkthroughs • Explicit routines for vocabulary, phonics, fluency and shared and dialogic reading 	End of Year Success Criteria	Measures	<p>Performance:</p> <p><u>English A-C Achievement Targets:</u></p> <ul style="list-style-type: none"> • Starting Strong (P – 2): • Whole 90% • NCCD 80% <p>Building on foundations (3-6):</p> <ul style="list-style-type: none"> • Whole 90% • NCCD 60% <p><u>English A-B Achievement Targets:</u></p> <ul style="list-style-type: none"> • Starting Strong 60% • Building on foundations 60% <p><u>Attendance Targets:</u></p> <ul style="list-style-type: none"> • Increase days of learning -Attendance exceeds 92% with reduced chronic absenteeism <p><u>Other Indicators:</u></p> <ul style="list-style-type: none"> • Increase in student engagement and learning outcomes through the provision of differentiation supports. • Three levels of curriculum planning are completed with integrity. • All staff engage in high-quality professional learning aligned to a clear school-wide professional learning plan. • Improved NAPLAN participation and performance across year 3 and 5. • 100% of staff engaged in goal setting conversations with the principal or supervisor • 100% of teachers participating in collaborative planning processes. • 100% of staff actively involved in collegial engagement (WOW, coaching, mentoring, feedback). • Students show improved self-regulation and resilience through consistent PBL routines and self-monitoring.
		<p>Students:</p> <ul style="list-style-type: none"> • Explicitly taught reading across all learning areas of the Australian Curriculum. • Apply reading strategies automatically, with increased stamina, confidence, and ability to work with more complex texts. • Engage in daily, explicit reading instruction aligned to agreed Stafford WOW routines. • Participate confidently in systematic synthetic phonics, fluency practice, vocabulary instruction, and shared/dialogic reading. • Demonstrate improved decoding accuracy, reading fluency, vocabulary knowledge and comprehension. • Receive targeted support or intensified instruction based on identified data needs. • Track and understand their own reading goals and progress. • Experience consistent instructional routines across classrooms and year levels. 			<p>Students:</p> <ul style="list-style-type: none"> • Engage confidently with Australian Curriculum content through clear progression and challenging learning. • Demonstrate improved learning outcomes supported by consistent, high-quality planning and assessment. • Experience engaging, responsive lessons informed by strong curriculum knowledge and consistent pedagogy. • Use feedback effectively by setting goals and applying strategies to improve their work. • Take greater ownership of their learning through explicit teaching, predictable routines, and clear success criteria. • Know their learning goals and the strategies or adjustments that support their progress. • Demonstrate improved engagement, achievement, and self-regulation across settings using a variety of evidence informed strategies.

	<p>Teachers:</p> <ul style="list-style-type: none"> Deliver explicit, systematic and evidence-informed reading instruction aligned to the school’s agreed Reading Framework and WOW documentation. Implement consistent pedagogical practices that engage all students and enhance learning, including purposeful integration of digital technologies. Collect, analyse and collaboratively discuss data (including DIBELS) to monitor reading progress and determine responsive next steps for whole-class, small-group and individual instruction. Provide timely, specific feedback aligned to the intended curriculum to support student growth. Participate in structured coaching cycles, observations, peer reflection and professional dialogue to continuously refine practice. Use agreed observation “look fors” and shared tools to strengthen consistency across classrooms. Contribute to the ongoing review and refinement of whole-school reading documentation and practices. <p>Leadership:</p> <ul style="list-style-type: none"> Establish and maintain clear, documented whole-school expectations for reading aligned to the Reading Position and Australian Curriculum V9.0. Actively monitor and quality-assure curriculum, teaching and assessment through structured walkthroughs, planning checks, moderation, coaching records and feedback cycles. Facilitate targeted professional learning and structured instructional coaching aligned to school priorities and identified staff needs. Lead regular data reviews and data conversations to drive instructional adjustments, team decision-making and targeted support. Ensure data systems and processes are implemented consistently across the school. Allocate time and resources for mentoring, collaboration and professional reflection. Evaluate the impact of professional learning and interventions on student outcomes and refine whole-school documentation annually to ensure clarity, coherence and alignment. 	<ul style="list-style-type: none"> Show increased agency through goal setting, reflection, and monitoring their own learning. Build positive relationships and display improved attendance, behaviour, and on task participation <p>Teachers:</p> <ul style="list-style-type: none"> Deliver high-quality Tier 1 instruction and implement Tier 2/3 interventions using agreed entry, monitoring, and exit processes. Apply evidence-informed practices that strengthen engagement, self-regulation, relationships, and achievement. Collaborate within their professional school partnerships to establish various ways of working with clear structure of delivery of programs and interventions. Plan and implement V9Australian aligned with clear learning intentions & success criteria. Collaborate through WOW, coaching, mentoring, and feedback to strengthen shared practice. Engage in differentiated professional learning aligned to individual goals and capability needs. Share effective strategies and resources to build collective efficacy and continuous improvement. <p>Leadership:</p> <ul style="list-style-type: none"> Maintain a robust MTSS, including clear supports, roles, referral pathways, resourcing, and fidelity checks. Lead the collaboration and PLT session to ensure consistency of practice and fidelity in teaching and learning. Drive data-informed decision making, using routine data cycles, cohort scans, case reviews, SORD data and academic data. Embed school-wide curriculum planning structures and aligned documentation. Quality-assure curriculum implementation through reviews and regular walkthroughs. Lead sustainable professional learning systems, including coaching, WOW, and the Throughout Moderation Cycle – PLT and collaboration time. Support differentiated staff development using feedback and capability data. Analyse school-wide data to evaluate impact and refine improvement strategies. Allocate time for collaborative planning, moderation, and professional dialogue. Monitor curriculum and professional learning implementation for consistency and impact. Develop leadership capability through coaching and peer-led professional learning.
Artefacts	<ul style="list-style-type: none"> Stafford Reading Framework Instructional Routines (phonics, fluency, vocabulary, shared/dialogic reading) Reading observation tools (Look Fors, WOW templates) + coaching framework & records Walkthrough data summaries DIBELS data wall + BOY/MOY/EOY reports Reading intervention tracking (Tier 2/3 plans, case reviews, precision plans) Three levels of planning (overview, unit, annotated lessons aligned to AC V9.0) English moderation records Year 1 Phonics Check tracking 	<ul style="list-style-type: none"> AC V9.0 aligned curriculum maps, assessment schedule & three levels of planning Moderation protocols with annotated A–E work samples Differentiation & adjustment planning templates Whole-school Coaching Framework + observation/feedback schedule Walkthrough tool with term data summaries PLT inquiry cycle documentation + common formative assessments Staff goal-setting records (100% participation) Stafford MTSS Framework + referral & case management process Tier 2/3 intervention plans with entry/exit criteria & fidelity checks Behaviour & attendance dashboards (92% target tracking) Student support plans and PLP’s Updated Explicit Improvement Agenda & Staff Handbook
<p>Reduction of red tape in day-to-day work, planning and processes include:</p> <div style="text-align: right;">  </div>		
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal P&C/School Council School Supervisor</p>		