



Highland Reserve State School

Educational achievement



Belonging & engagement



Building a foundation of respect, resilience and responsibility while nurturing the unique learning potential within each of us.



Highland Reserve State School 2026 ANNUAL IMPLEMENTATION PLAN

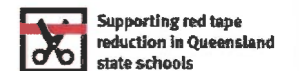
Educational achievement Belonging and engagement

School priority 1	Strengthen our shared understanding of reading through the Australian Curriculum.	Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				School priority 2	Embed our whole-school, proactive approach to student engagement through the explicit teaching of social-emotional learning alongside academic instruction.	Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Taken from school review June 2022 Key Improvement Strategy- Incorporate a curriculum student outcome focus into the current student engagement EIA to maintain the schools A-C level of achievement focus and provide a quantifiable way of measuring the impact of the EIA on student learning outcomes.					Link to school improvement strategy:	Taken from school review June 2022 Key Improvement Strategy- Define the school's agreed approach to PBL and build staff capability to ensure there is consistency in maintaining high expectations for student engagement and behaviour.				
Strategy/ies	<ul style="list-style-type: none"> Develop and implement a consistent whole-school approach to the teaching of reading to ensure alignment, continuity, and improved student outcomes across all year levels. Establish explicit, evidence-based instructional routines for teaching systematic synthetic phonics and morphology to strengthen word-reading accuracy, fluency, and comprehension. Refine and strengthen whole-school moderation practices to ensure consistent teacher judgements, inform teaching and learning, and increase student achievement. 					Strategy/ies	<ul style="list-style-type: none"> Strengthen consistent implementation of the HRSS Positive Behaviour for Learning (PBL) Framework by embedding agreed practices with fidelity across all learning environments. Implement the Berry Street Education Model across the school to support student wellbeing, self-regulation, and engagement through shared strategies and trauma-informed practice. Increase whole-school community engagement with the HRSS PBL Framework by actively involving staff, students, and families in shared expectations, language, and practices. 				
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			
<p>Strategy 1 - Develop and implement a consistent whole-school approach to the teaching of reading to ensure alignment, continuity, and improved student outcomes across all year levels.</p> <p>Actions: -</p> <ul style="list-style-type: none"> Develop staff capability and a shared understanding of reading informed by research (Simple View of Reading and Scarborough's Reading Rope) – Reading Portal. Establish agreed engagement norms embedded within Explicit Instruction (EI) and develop a whole-school EI Playbook. Identify and implement agreed Pedagogical Practices for Learning (PP4L – Explicit Instruction). Use data to make informed decisions responsive to student need, enabling differentiation and targeted teaching. Implement line-of-sight practices including Learning Walks and Talks (LWT). Teachers and students co-construct visible learning walls and Bump It Up walls aligned to the teaching and learning sequence. Collaboratively display year-level curriculum development in the Co+Lab on a shared teacher learning wall. <p>Roles/responsibilities: Principal, Deputy Principal, HOD-C, GCL, Teaching Staff.</p> <p>Strategy 2 - Establish explicit, evidence-based instructional routines for teaching systematic synthetic phonics and morphology to strengthen word-reading accuracy, fluency, and comprehension.</p> <p>Actions: -</p> <ul style="list-style-type: none"> Identify and implement agreed PP4L EI practices supporting phonics and morphology. Develop and implement explicit instructional routines to support students to read and spell words. Embed agreed engagement norms within EI to maximise student participation. Through GCL, develop expertise of knowledgeable others, refining and agreeing on consistent practices. Use diagnostic and achievement data to differentiate and target phonics and morphology instruction. Monitor fidelity through Learning Walks and Talks. Use visible learning walls and Bump It Up walls to show progression in word reading and spelling. <p>Roles/responsibilities: Deputy Principal, HOD-C, GCL, Classroom Teachers.</p> <p>Strategy 3 - Refine and strengthen whole-school moderation practices to ensure consistent teacher judgements, inform teaching and learning, and increase student achievement.</p> <p>Actions: -</p> <ul style="list-style-type: none"> Develop shared understandings of achievement standards through collaborative moderation. Use data collaboratively to identify trends and inform next steps in teaching. Track and compare Semester 1 and Semester 2 LOA (A–C) data Prep–Year 6. Through GCL, build expertise of knowledgeable others to support consistency of judgement. Use line-of-sight practices (LWT) to connect assessment, teaching, and learning. Display year-level curriculum and moderation outcomes in the Co+Lab. Implement aligned Whole School Approach to Differentiation (WSA-D) actions to ensure coherence and accountability. <p>Roles/responsibilities: Principal, Deputy Principal, HOD-C, GCL, Teaching Staff.</p>		<ul style="list-style-type: none"> Research texts, EI Playbook, Data sets, Co+Lab space. EFI Reading Portal <ul style="list-style-type: none"> Phonics scope and sequence, Instructional resources, Student data <ul style="list-style-type: none"> Achievement standards, Assessment samples, Moderation protocols 				<p>Strategy 1 - Strengthen consistent implementation of the HRSS Positive Behaviour for Learning (PBL) Framework by embedding agreed practices with fidelity across all learning environments.</p> <p>Actions: -</p> <ul style="list-style-type: none"> PBL Focus Team supports consistent implementation of HRSS PBL Framework through observations, feedback, modelling, & mentoring. Record Personal and Social Capabilities (AC v9) within unit, lesson & assessment planning. Plot Personal and Social Capabilities (AC v9) to align SEL and PBL strategies on the PSC Continuum, including planning, goal setting, and explicit teaching. Implement HRSS documentation outlining expected consistent and predictable routines aligned to PBL and BSEM. Share student engagement celebrations through assemblies, Principal updates, Newsletters, Facebook etc. Upskill community in PBL lessons by sharing the weekly PBL focus via whole-school emails and social media. <p>Roles/responsibilities: Leadership Team, Teachers, Admin Team, PBL Focus Team, Student Engagement Team.</p> <p>Strategy 2 - Implement the Berry Street Education Model across the school to support student wellbeing, self-regulation, and engagement through shared strategies and trauma-informed practice.</p> <p>Actions: -</p> <ul style="list-style-type: none"> Train teachers, teacher aides, and administration staff in the BODY module of the Berry Street Education Model. Continue to train staff as Knowledgeable Others in the Berry Street Education Model. Use Knowledgeable Others (led by the Student Engagement Team) to upskill and support staff in explicitly teaching Social and Emotional Learning (SEL). Embed Circle Time, Brain Breaks, Ready to Learn Plans and Check-ins across Prep–Year 6 as Universal (Tier 1) SEL strategies. Use Knowledgeable Others trained in BSEM to refine and strengthen Tier 2 and Tier 3 intervention systems. Implement consistent, predictable BSEM-aligned classroom routines across learning environments. Participate in Student Learning and Wellbeing Framework (SLAWF) surveys to inform next steps. <p>Roles/responsibilities: Leadership Team, Knowledgeable others, Student Engagement Team, Teacher Aides, Students, Teachers</p> <p>Strategy 3 - Increase whole-school community engagement with the HRSS PBL Framework by actively involving staff, students, and families in shared expectations, language, and practices.</p> <p>Actions: -</p> <ul style="list-style-type: none"> Share the PBL focus of the week with families through whole school emails, newsletters, social media & Podcasts. Celebrate positive student behaviour and engagement publicly through assemblies and digital platforms. Communicate consistent PBL and SEL language across school, P&C and home contexts. Engage families in understanding SEL and PBL practices through regular communication and visibility via Guiding Growth family sessions and podcasts. <p>Roles/responsibilities: Leadership Team, Admin Team, Teachers</p>		<ul style="list-style-type: none"> HRSS PBL Framework documentation & lesson plans. PBL Focus Team release time for observations, modelling, & mentoring Behaviour expectation posters and signage across learning environments. Behaviour tracking and monitoring systems (e.g. OneSchool). Observation and feedback tools (LWT templates). Assembly & celebration resources Communication platforms (newsletters, Facebook, school emails). <ul style="list-style-type: none"> Berry Street Education Model training (BODY module & ongoing modules). Knowledgeable Others training. Release time for coaching, mentoring & collaboration BSEM-aligned classroom visuals & routine documents. Circle Time resources, Brain Break tools, Check-in visuals Ready to Learn Plan templates. Tier 2 and Tier 3 intervention resources & documentation. SLAWF survey tools. Five friendly faces arm bands <ul style="list-style-type: none"> Communication templates for PBL focus of the week. School communication platforms (website, social media, newsletters, Podcasts). Assembly schedules & presentation resources. Parent/carer information resources explaining PBL and SEL. Translation or accessibility supports where required. 			

End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> Consistent instructional routines observed - Walkthroughs feedback and observation notes from Knowledge Others Growth in targeted phonics and word-reading data – tracking in excel data sheet (see data plan) Baseline established 2026 Student engagement and progress evident on learning walls Semester 1 & 2 LOA A–C 90% Prep -Year 6 Semester 1 & 2 LOA A–B 55% Prep -Year 6 School Opinion Survey (SOS) – Students are interested in schoolwork (2025 61%) 2026 >66% SOS – Staff – I receive useful feedback (2025 82.1%) 2026 >85% Guiding Growth Sessions for Parents 1 x a term. 	Measures	<p>Performance:</p> <ul style="list-style-type: none"> Observation and feedback data from PBL Focus Team and use of BSEM routines evident across classrooms. QEW data. Reduction in behaviour incidents and increased student engagement – fortnightly data tracked and shared from PBL Focus team – using SORD Beh. Snapshot data Engaging Community - Guiding Growth Sessions (Parent PD) 3 x in the year focusing on PBL, Weekly Facebook posts with the PBL Focus for the week. School Opinion Survey – Improvement in student response from 2025: (SOS) Student - I am interested in my schoolwork – 2025 57.7% 2026 >60% (SOS) Student - Student behaviour is well-managed at my school – 2025 61%, 2026 >66% (SOS) Student - My school treats students equally, regardless of gender – 2025 63.8% >67% (SOS) Staff - Staff well supported – 2025 73.8% - 2026 >75% (SOS) Staff – Staff morale 61.8% - 2026 >65%
	Artefacts	<p>Behaviour Students can/will:</p> <ul style="list-style-type: none"> Actively engage in reading lessons using agreed engagement norms (e.g. choral response, partner talk, guided practice). Demonstrate understanding of learning intentions and success criteria using visible learning walls and <i>Bump It Up</i> walls. Apply phonics and morphology knowledge to accurately read and spell unfamiliar words. Show improved confidence, fluency, and comprehension when reading across learning areas. Demonstrate measurable growth in reading achievement over time (Semester 1–2 data). <p>Teachers can/will:</p> <ul style="list-style-type: none"> Deliver reading instruction using a consistent, agreed whole-school approach aligned to the Simple View of Reading and Scarborough’s Reading Rope. Implement explicit instructional routines for systematic synthetic phonics and morphology with fidelity. Embed engagement norms within lessons to maximise student participation and learning time. Use diagnostic, formative, and summative data to differentiate and target instruction agreed upon during PLT with DP and HOD-C. Participate actively in moderation, using shared standards to make consistent judgements. Contribute to and use shared curriculum, planning, and learning walls in the Co+Lab. <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> Support classroom teachers to implement agreed reading routines and engagement norms. Use consistent language and strategies aligned to the whole school reading approach. Provide targeted support to students based on teacher direction & WSA-D and data-informed need. Reinforce phonics and word-reading strategies during small-group or individual support. Contribute observations and feedback to support targeted teaching and student progress. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Build staff capability through professional learning aligned to research-informed reading practices – Book Club Clearly articulate and model expectations for consistent reading instruction across the school. Monitor implementation and fidelity through Learning Walks and Talks and line-of-sight practices. Use school-wide data to evaluate impact, inform decisions, and adjust strategy implementation. Facilitate collaborative planning, moderation, and professional dialogue through GCLs. Ensure resourcing, structures, and time allocations support the agreed whole-school approach. Lead a culture of collective responsibility for improved student achievement in reading. 	Artefacts	<p>Behaviour Students can/will:</p> <ul style="list-style-type: none"> Demonstrate understanding of HRSS PBL expectations by using consistent language and behaviours across classrooms, playgrounds and specialist settings. Actively participate in Circle Time, Brain Breaks, Check-ins and Ready to Learn Plans to regulate emotions and prepare for learning. Articulate behaviour expectations, learning goals and personal behaviour targets using shared school language. Show increased engagement in learning and reduced dysregulation because of predictable routines and trauma-informed practices. Be recognised and celebrated for positive behaviour and engagement during assemblies and school communications. <p>Teachers can/will:</p> <ul style="list-style-type: none"> Explicitly teach and reinforce HRSS PBL expectations using agreed lesson structures and consistent language. Implement Berry Street Education Model strategies (e.g. BODY, Circle Time, Brain Breaks, Check-ins) consistently across learning environments. Use predictable, consistent routines aligned to HRSS documentation and BSEM expectations. Apply Tier 1 SEL strategies universally and contribute to Tier 2 and Tier 3 supports as required. Celebrate positive student behaviour and engagement and communicate successes to families. Participate in SLAWF surveys and use feedback to inform practice. <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> Support the consistent implementation of HRSS PBL and Berry Street strategies within classrooms and across the school. Use shared language and expectations when supporting students’ behaviour and wellbeing. Provide targeted support aligned to Tier 2 and Tier 3 intervention plans under teacher direction. Contribute observations to inform behaviour planning and intervention refinement. Reinforce positive behaviour through acknowledgement and celebration. <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Model and clearly communicate expectations for consistent PBL and Berry Street implementation. Build staff capability through professional learning, coaching and the development of Knowledgeable Others. Monitor fidelity and impact through observations, feedback, mentoring and data analysis. Use SLAWF and SOS data, behaviour data and feedback to inform decision-making and next steps. Support refinement of Tier 2 and Tier 3 intervention systems. Ensure HRSS documentation clearly outlines predictable routines and expectations. Lead community engagement by sharing PBL and SEL focus areas and celebrating student success.

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

- Staff handbook – reducing cognitive load
- PBL handbook and placemat - reducing cognitive load
- Staff BSEM diaries - reducing cognitive load



Approvals

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

Principal: *[Signature]*

P&C/School Council *[Signature]*

School Supervisor *[Signature]*