

# Heatley State School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement

Belonging and engagement

<b>School priority 1</b>	<b>Educational Achievement</b> Improve English LOA and NAPLAN performance by teaching reading through the curriculum using a research informed approach.	<b>School priority 2</b>	<b>Belonging and Engagement</b> Strengthen engagement, wellbeing and belonging for all learners through inclusive and evidence informed pedagogical practices.
<b>Link to school improvement strategy:</b>	<ul style="list-style-type: none"> <li>Collaboratively determine an agreed suite of pedagogies for school-wide implementation to strengthen consistency of practice and enhance student engagement.</li> <li>Implement an instructional leadership model to build capability across a range of roles to lead aspects of the improvement agenda.</li> <li>Review the vision for, and shared beliefs and understanding of, inclusive practices to enhance staff confidence in adjusting teaching and learning to meet the needs of all students.</li> </ul>	<b>Link to school improvement strategy:</b>	<ul style="list-style-type: none"> <li>Collaboratively review school-wide behaviour support processes, including Positive Behaviour for Learning (PBL), to improve consistency of expectations that leads to improved student engagement in learning.</li> <li>Review the vision for, and shared beliefs and understanding of, inclusive practices to enhance staff confidence in adjusting teaching and learning to meet the needs of all students.</li> <li>Collaboratively determine an agreed suite of pedagogies for school-wide implementation to strengthen consistency of practice and enhance student engagement.</li> </ul>
<b>Strategy/ies</b>	Initiate the use of shared and dialogic reading and daily reviews to improve reading outcomes for all students. Prioritise the provision of the Multi Tiered Systems of Support (MTSS) to provide targeted Tier 2 and 3 support for improved learning outcomes. Systematically enact agreed instructional low variance routines to maximise student engagement and learning outcomes.	<b>Strategy/ies</b>	Embed a suite of inclusive, research informed whole school proactive pedagogies to enhance an engaging teaching and learning culture. Further strengthen the positive behaviour approach to maximise days of learning for all students. Reinforce all students' sense of belonging by valuing and celebrating the unique needs, strengths and interests to maximise learning engagement

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources
Prioritise ongoing professional learning to enhance instructional leadership and staff expertise Employ Pedagogy Coach to provide targeted capability building to improve educational outcomes Utilise Reading Leader and Lead Reading Team to deliver timetabled, explicit Tier 2 and 3 support across the school Monitor efficacy of ... through Reading Signposts to inform next steps Implement professional learning to build staff competence in IEALD to improve English outcomes for FN students Use data to identify Marker Students per class, monitor progress each fortnight in PLC meetings Use augmented communication (ALD, PODB books, bookmaker, speech to text) to support learners	System resources – Reading, IEALD, EFI Reading Leader, IEALD expert, Lead Reading Team HOD-C PLC – provision of extra NCT Pedagogy Coach SLP	Embed a consistent, evidence-based instructional approach by implementing a whole-school teaching model, common learning routines, inclusive classroom practices, and professional learning that builds staff expertise in high-impact pedagogy and differentiation. Strengthen the school-wide positive behaviour framework through explicit teaching of expectations, consistent acknowledgement systems, proactive supervision, data-informed interventions, and targeted Tier 2/3 supports that maximise students' time engaged in learning. Build a strong culture of belonging and student voice by celebrating diversity, implementing community-building practices, providing multiple pathways for success, offering interest-based opportunities, and involving students and families in key decisions and transitions.	Family Support Coordinator HOD-SS HOSeS Social Worker, GO, GP, CEC Reboot resources and PD Chaplain Heatley Hub and Hub Leader Playgroup facilitator

End of Year Success Criteria	Measures	<b>Performance:</b>																																																																																																																																																			
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<ul style="list-style-type: none"> <li>provide clear instructional direction, model the agreed whole-school teaching practices, lead professional learning, and monitor implementation through coaching, walk-throughs and data cycles.</li> <li>ensure staff have the resources, time and support needed to deliver consistent, high-quality teaching and differentiated learning.</li> </ul>																																																																																																																																																					

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		<b>Behaviour</b>																									
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		<ul style="list-style-type: none"> <li>understand and demonstrate school-wide behaviour expectations, respond positively to feedback, use self-regulation strategies, and remain engaged in learning through smooth transitions, safe interactions, and increased time on task.</li> <li>contribute to inclusive classroom communities, celebrate diversity, recognise their strengths, express their ideas and preferences, participate in leadership and enrichment opportunities, and feel connected and supported across key transitions.</li> </ul>																									
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<ul style="list-style-type: none"> <li>enact the school-wide positive behaviour framework by explicitly teaching expectations, using consistent acknowledgement systems, applying proactive supervision and de-escalation strategies, and responding to behaviour data to maximise students' learning time.</li> </ul>																											
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<ul style="list-style-type: none"> <li>reinforce school-wide behaviour expectations by modelling and prompting expected behaviours, supporting proactive supervision and smooth transitions, using agreed de-escalation strategies, and contributing to Tier 2 and Tier 3 supports as directed by teachers.</li> </ul>																											
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<ul style="list-style-type: none"> <li>maintain and communicate clear school-wide behaviour expectations, lead staff capability building in proactive and inclusive behaviour practices, monitor behaviour and engagement data, and ensure timely enactment of Tier 2 and Tier 3 supports.</li> <li>reinforce consistency across settings and support staff in using effective de-escalation and intervention strategies.</li> </ul>																											

<b>Artefacts</b>	Marker Student folios, 3 levels of planning, English LOA, Data wall with %, numbers, names and faces, PLC meetings with student monitoring, Learning Walls in classrooms, staff Professional Goals, DIBELS and Year 1 Phonics data	<b>Artefacts</b>	PBL Behaviour Matrix of Expectations and associated data, School Disciplinary Absence data, Attendance data sets, Reboot tools across whole school, Reboot Room, updated school positive learning culture signage
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**Reduction of red tape in day-to-day work, planning and processes include:**

- Teachers sharing planning load in cohorts
- Simplified reporting process by using coded comments
- Reduction of unnecessary meetings
- Optimise staff collaboration through the provision of extra non-contact time for PLC each fortnight
- Improved time management structures by providing protected planning time
- Streamlined data collection processes



**Approvals**

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

Principal *T. Kenway*

P&C/School Council *M Gibbs*

School Supervisor *[Signature]*