



Ashmore State School

2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement



School priority 1	Strengthen the teaching of reading through the Australian Curriculum using evidence-based explicit instructional routines.			Monitoring			
				Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	<ul style="list-style-type: none"> Building teacher capability and consistency (Domains 5 & 8) Using data to inform instruction (Domain 2) Ensuring curriculum alignment and coherence (Domain 6) Embedding a whole-school improvement culture with clear expectations (Domain 1) Supporting differentiation and inclusion (Domain 7) Strengthening partnerships and engagement around reading (Domain 9) 						
Strategy/ies	<ul style="list-style-type: none"> Embed consistent, evidence-based reading instruction aligned with the Australian Curriculum (v9). Ensure daily, explicit teaching of reading across all year levels using the school's agreed instructional routines. Build teacher expertise in the components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). Use assessment data to monitor student progress and inform differentiated instruction. 						
Actions: including Responsible role(s)				Resources			
<p>Fluency</p> <ul style="list-style-type: none"> Revisit the 2025 fluency routines to re-establish their purpose and expectations, supported by professional learning that deepens understanding of their role within explicit instruction. Embed fluency practice as part of Tier 1 reading across all learning areas: fluency pairs, modelled, echo, and choral reading. Review fluency routines impact using walkthroughs, teacher feedback, and DIBELS ORF results. <p>Vocabulary</p> <ul style="list-style-type: none"> Create an explicit instructional routine for teaching vocabulary. Implement the instructional routine for teaching vocabulary, building teacher understanding of how vocabulary supports reading comprehension Embed the explicit vocabulary routine across all learning areas. Finalise whole-school routines for teaching vocabulary. <p>Shared & Dialogic Reading</p> <ul style="list-style-type: none"> Develop a shared and dialogic reading instructional routine to support oral language and comprehension Introduce and model shared and dialogic reading instructional routine by providing professional learning to deepen teacher understanding of how these practices build language comprehension and background knowledge. Finalise whole-school routines for teaching shared/dialogic reading. <p>DIBELS</p> <ul style="list-style-type: none"> Implement the use of DIBELS (ORF, NWF, MAZE) to assess reading risk and guide instruction. 				<ul style="list-style-type: none"> Australian Curriculum V9 Literacy Hub Reading Portal DIBELS Professional Learning Time allocation and scheduling for daily reading blocks 			
				<ul style="list-style-type: none"> AIP priority and action plan documents Whole-school reading framework (including explicit instructional routines for fluency, vocabulary, shared/dialogic reading) Professional learning calendar and agendas Walkthrough and observation templates/checklists DIBELS data analysis summaries and growth reports Staff meeting minutes and collaborative planning records Examples of differentiation plans and intervention tracking Parent communication/newsletter promoting reading focus 			
End of Year Success Criteria	Performance						
		English A-C %		English A-B %		Reading Signpost	
	Prep – Year 2	90		60		<ul style="list-style-type: none"> Teachers confident in using evidence informed approaches to teach reading through the Australian Curriculum. Teachers providing Tier 1 Reading Instruction for all students. 	
	Year 3 – Year 6	90		55			
	First Nations	70		40			
NCCD	65		30				
Measures	<p>Students can/will:</p> <ul style="list-style-type: none"> Engage actively in daily, structured reading lessons using routines such as modelled, echo, choral, and partner reading. Demonstrate increasing fluency, accuracy, and expression during oral reading. Apply taught vocabulary in oral and written language across learning areas. Use comprehension strategies (predicting, questioning, summarising, clarifying) during reading and discussion. Participate in shared and dialogic reading by listening, responding to questions, and discussing ideas with peers and teachers. Show measurable progress in DIBELS assessments (ORF, NWF, MAZE). 	<p>Teachers can/will:</p> <ul style="list-style-type: none"> Plan and deliver daily, explicit reading instruction aligned with the Australian Curriculum (v9). Implement agreed whole-school instructional routines for fluency, vocabulary, and shared/dialogic reading. Differentiate instruction based on DIBELS and classroom data to meet individual student needs. Collect, analyse, and discuss DIBELS and other reading data to inform next steps. Participate in professional learning and collaborative discussions to refine reading instruction. Model enthusiasm for reading and promote vocabulary-rich classroom environments. 	<p>Teacher Aides can/will:</p> <ul style="list-style-type: none"> Support students in practising fluency routines (e.g., partner reading, echo reading) under teacher direction. Use consistent instructional language and prompts aligned with the school's reading routines. Provide targeted support for students identified through DIBELS data or teacher assessment. Reinforce taught vocabulary and comprehension strategies during small group or individual support sessions. Record student observations and progress to share with teachers. Participate in professional learning to build confidence and consistency in supporting reading instruction. 	<p>Leadership can/will:</p> <ul style="list-style-type: none"> Communicate clear expectations for consistent, evidence-based reading instruction across all year levels. Provide ongoing professional learning focused on the components of reading and explicit instructional routines. Allocate time for teachers to collaborate, plan, and review student progress using DIBELS and other data. Monitor implementation of reading routines through walkthroughs, learning observations, and feedback. Celebrate progress and share examples of effective practice across the school. Ensure resources and timetabling support daily reading instruction and intervention. Use school-wide reading data to guide decision-making and next steps in implementation. 			

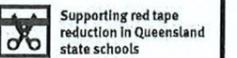


School priority 2	Implement a Multi-Tiered System of Support (MTSS) with Tier 1 evidence-based practices to embed Positive Behaviour for Learning, fostering safe, inclusive, and engaging environments that enhance wellbeing and belonging for all.	Monitoring			
		Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	<ul style="list-style-type: none"> Building a positive school culture that promotes learning and wellbeing (Domain 3) Developing an expert and collegial staff team focused on wellbeing and inclusion (Domain 5) Embedding effective pedagogical practices that support engagement, safety, and emotional regulation (Domain 8) Using data on wellbeing, attendance, and behaviour to inform targeted support (Domain 2) Strengthening school-community partnerships to enhance belonging and shared responsibility (Domain 9) Demonstrating instructional leadership that prioritises staff and student wellbeing (Domain 1) Ensuring targeted use of resources to sustain safe, supportive, and inclusive environments (Domain 4) 				
Strategy/ies	<ul style="list-style-type: none"> Design a Multi-Tiered System of Support (MTSS) to support wellbeing and engagement through the implementation of Positive Behaviour Learning (PBL). Build staff capability to implement wellbeing and PBL frameworks effectively. Use personal and social capabilities, attendance, and behaviour data to identify trends, celebrate success, and guide targeted support. Promote student voice and shared responsibility by engaging students and staff in reviewing and refining the school's Student Code of Conduct. 				

Actions: including Responsible role(s)	Resources
<p>Revise the Student Code of Conduct to reflect MTSS and Positive Behaviour for Learning</p> <p><u>Scan & Assess</u></p> <ul style="list-style-type: none"> Review current Student Code of Conduct to alignment with PBL principles, Ashmore Values and current school expectations. <i>(PBL Team)</i> Analyse behaviour, wellbeing, and attendance data to determine trends, areas of concern, and priorities for improvement, across MTSS with the focus on Tier 1 EBP's. <i>(PBL Team)</i> <p><u>Develop & Plan</u></p> <ul style="list-style-type: none"> Collaboratively map PBL across MTSS to ensure alignment to the school's Wellbeing and Engagement framework. <i>(PBL Team)</i> Establish a consultation timeline and communicate this to the school community (e.g., staff meetings, student council workshops, parent feedback opportunities). <i>(Leadership & PBL Team)</i> Draft proposed updates to the Code of Conduct that clearly embed MTSS, PBL and school values ("I am safe, I am respectful, I am a learner"). <i>(PBL Team)</i> Identify supports, resources and professional development needed to support the application of consistent, high impact Tier 1 evidence-based practice. <i>(PBL Team)</i> Clarify and communicate the breakdown of what constitutes major and minor behaviour. <i>(PBL Team)</i> <p><u>Act & Implement</u></p> <ul style="list-style-type: none"> Conduct staff and student consultation sessions to review and refine draft changes. <i>(PBL Team)</i> Finalise the revised Student Code of Conduct and seek endorsement. <i>(PBL Coaches and Leadership)</i> Publish the updated Code of Conduct across the school community (assemblies, newsletters, classroom posters). <i>(PBL Team and Leadership)</i> Provide professional learning to ensure staff understand and implement the updated expectations and language consistently, with a focus on Tier 1 evidence-based practice. <i>(PBL Team, Regional PBL advisors and Leadership)</i> <p><u>Reflect & review</u></p> <ul style="list-style-type: none"> Evaluate the implementation of MTSS and PBL through behaviour and wellbeing data, feedback (staff, student and community), and classroom learning walks and talks. <i>(PBL Team and Leadership)</i> Identify, celebrate, and communicate successes and determine next steps to strengthen fidelity to MTSS and PBL systems, data, and practices. <i>(PBL Team and Leadership)</i> 	<ul style="list-style-type: none"> Department of Education Wellbeing Framework and policy documents PBL resources and training materials Switch4Schools Wellbeing and behaviour data tools (OneSchool, Switch4Schools) Professional learning materials Continuum of Engagement (Dr Berry)
	Artefacts
	<ul style="list-style-type: none"> School Wellbeing and Engagement Framework Student Code of Conduct revised with PBL alignment and student/staff input PBL meeting agendas, minutes, and action plans Staff meeting and professional learning records on wellbeing and behaviour Evidence of fortnightly Positive Behaviour Focus planning and celebration School newsletters or communication showcasing wellbeing focus and recognition Annual wellbeing data summaries (attendance, behaviour, school opinion survey trends) Switch4Schools engagement reports and data dashboards Staff and student wellbeing survey results Personal and social capability mapping

End of Year Success Criteria	Performance			
	Behaviour Data		Attendance	SOS- School opinion survey
	Increase in recognition and recording of Positive behaviour SDA Decrease Major behaviour incident decrease		Friday, full day, attendance increase	Data reflects an increase in positive responses to questions related to staff and student wellbeing and behaviour management.
Students can/will: <ul style="list-style-type: none"> Articulate and explain the Ashmore Values (I am safe, I am a learner, I am respectful) and demonstrate how they enact these in their daily school lives. Increase Friday attendance. Display positive behaviour and contribute to a decrease in major behaviours. 	Teachers can/will: <ul style="list-style-type: none"> Articulate and explain the Ashmore Values (I am safe, I am a learner, I am respectful), model them consistently and support practices. Develop and apply a deep understanding of the 'Essential Features of the classroom' and consistently implement them with fidelity. Map and monitor student development across the Personal and Social Capabilities Differentiate and explain the distinction between minor and major behaviours and respond accordingly. 	Teacher Aides can/will: <ul style="list-style-type: none"> Articulate and explain the Ashmore Values (I am safe, I am a learner, I am respectful), model them consistently and support practices. Develop and apply a deep understanding of the 'Essential Features of the classroom' and consistently implement them with fidelity. Differentiate and explain the distinction between minor and major behaviours and respond accordingly. 	Leadership can/will: <ul style="list-style-type: none"> Articulate and explain the Ashmore Values (I am safe, I am a learner, I am respectful) and model them consistently through practice and decision-making. Model, promote and reinforce consistent common language and expectations aligned to Positive Behaviour for Learning. 	

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



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

Principal: *M Hay*
P&C/School Council: *[Signature]*
School Supervisor: *[Signature]*