

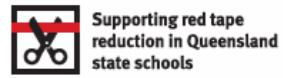
Collinsville State High School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

School priority 1	Building positive school culture through inclusive pedagogy and wellbeing.	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	Strengthen effective teaching of reading through the Australian Curriculum to improve Year 7 to 9 students' level of achievement in English	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:	Strategy 3 – Cultivate Student Agency across the school by collaboratively exploring the dimensions of engagement including the importance of respectful relationships and implementing strategies to build students' efficacy and aspirations across all classes.					Link to school improvement strategy:	Department Priority - To effectively teach Reading through the Australian Curriculum.						
Strategy/ies	To create positive school culture through: <ul style="list-style-type: none"> - Consistent implementation of trauma informed practices (Berry Street Education Model with focus on Year 7 classes). - Implementation of evidence-based wellbeing and bullying-prevention approaches to promote student safety, resilience, and wellbeing (Wellio and Bully Proof AMAYDA programs). - Implementation of Restorative Practices and Positive Behaviour for Learning, to support a safe, respectful learning environment. 					Strategy/ies	<ul style="list-style-type: none"> - Establish/develop and sustain a common understanding of the simple view of reading to guide consistent, evidence-informed reading instruction across the school - Strengthen explicit instruction of vocabulary and writing activities using Tier 2/3 words, to support reading comprehension and writing across all learning areas - Embed consistent instructional routines that support reading development and student engagement across classrooms - Monitor and refine the quality and consistency of reading instruction through walkthroughs, observations and moderation of Year 7 and 8 English with cluster schools (Primary and Secondary) 						
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources					
<ul style="list-style-type: none"> - Select agreed BSEM practices to be implemented in Year 7 classes – Leadership Team. - Berry Street Expert Team trialling next steps. - Monitor implementation through pulse surveys, Walk Throughs and WOWs - Leadership Team. - Train staff in Restorative Practice conversations with students – Leadership Team, Support Services Team. All staff trained including Teacher Aides. - Continue School Opinion Survey Teams to address Staff, Parent and Student concerns from the survey – Teachers. - Continue PBL Action Plan by PBL Committee. - Continue SWAG (School Wellbeing and Generosity) committee to promote staff wellbeing. - Trial a FlexiSpace to support learners to improve Yr 8 English outcomes – Teaching and Learning HOD. - Review of the Student Code of Conduct in consultation with School Community – Students, Staff and Parents – Leadership Team. 		BSEM PD for all school staff. Restorative Practices PD for Teachers – IECM with support from Support Services Team Establish MTSS Team processes and Action Plan. Establish FlexiSpace processes including programs, student selection and data tracking. Develop Attendance strategy – recognise improved attendance, reward point system PBL Action Plan Junior Secondary Framework – Engagement Continuum				<ul style="list-style-type: none"> - Develop common understanding of the simple view of reading (Decoding and Comprehension) for Teachers and Teacher Aides – Reading Leaders. - Explicit Instruction of Vocabulary – Tier2/3 words on KDT tables, Word walls, Student friendly definitions – HOD English. - Agreed Reading Instructional routines to be determined eg Choral reading – Track with Me, Read with Me, Pair Share Reading A-B, B- A – Reading Leaders. - Roll out of Reading Instructional Routines gained with buy in from students – Student Voice – HOD Teaching and Learning. - Agreed Reading Instructional Routines added to the Literacy Strategy Booklet for Teachers and Teacher Aides – HOD English. - Writing activities using Tier 2/3 words – Reading Leaders. - Extend Literacy Strategy Booklet with Simple View of reading and Reading Routines – HOD English. - Tracking and monitoring reading through Dibels and Flexispace – HOD Teaching and Learning. - Reading Leaders are Leadership Team and English Teachers, trialling instructional routines in choral reading and next steps and Teacher Aide implementing Dibels. - Building staff capabilities through professional learning and coaching – Leadership Team. - Monitoring with Teachers – Walk throughs and WOW Observations, Moderation, Line meetings feedback – Leadership team. - Engage Parents in the reading process and provide professional development for them to support their child with reading – Leadership Team. 		Explicit Instruction of Vocabulary PD Literacy Strategy Booklet Dibels Training Reading PD by qualified presenter Reading through the Australian Curriculum Resources					
End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> • Reduction in SDAs to below 60 for the year from 78. • Reduction in repeat students with SDAs to < 15 from 19. • Reduction in under 85% attendance from 48% to below 30%, Increase daily attendance from 78% to 85%. • Improved QEW survey for sense of belonging and peer relationships. 					End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> • Maintain English A-C LOA 91%, A&B LOA 63% in Years 7 – 9 • NAPLAN YR 9 – In Yr 7 Reading was 32 % Strong→target 40%, Exceeding 5% target 13% • NAPLAN YR 9 – In Yr 7 Writing was 36 % Strong→target 37%, Exceeding 0% target 11% • Track NAPLAN results in Writing and Reading for future improvement and analyse level of agreement between English LOAs and NAPLAN data for Yr 7&9 				

	<ul style="list-style-type: none"> Improved SOS results: Behaviour is well managed – 21% Parents, 28% Students and 68% Staff. This is a good School – 29% Parents, 57% Students and 84% Staff. Staff are well supported at this school. 64% Staff The wellbeing of employees is a priority for this school. 80% Staff I receive useful feedback about my work at this school. 72% Staff Maintain Yr 7 - 9 English A-C LOA 91%, A&B LOA 63% Reduction in N's across core subjects – English, Maths, Science, Humanities and HPE 	<ul style="list-style-type: none"> Dibels Data for Year 7&8 – establish baseline data Flexispace Data for Year 8 – establish baseline data Anecdotal Moderation with cluster data – Year 7 English with Cluster Primary Schools, Year 7&8 English with Cluster High Schools.
	<p>Behaviour Students will be more engaged with learning and respectful to all school community members as shown by increased LOA and reduced SDAs. Teachers will be using common language/expectations and strategies with students to promote positive culture in the classrooms and playground to create a welcoming and engaging environment in their classrooms and the playground. Teacher aides will be using common language/expectations and strategies with students to promote positive culture to support a welcoming and engaging environment in classrooms and the playground. Leadership Team will lead positive culture strategies and monitor the climate of the culture of the school with staff, students and parents. Leaders to be consistent in support of staff and students.</p>	<p>Behaviour Students will be engaged in reading activities to develop improved skills in reading and writing, with most students reading at level or above. LOA results will correlate with NAPLAN. Teachers will implement explicit instruction of vocabulary, reading routines and writing strategies to improve student reading and writing. Teachers will receive professional development and modelling of strategies. Teacher Aides will support explicit instruction of vocabulary, reading routines and writing strategies to improve student reading and writing, especially with under achieving students. Teacher Aides will receive professional development and modelling of strategies. Some Teacher Aides will receive Training in Reading Testing with Dibels. Leadership Team will deliver professional development to staff, model routines and strategies and monitor reading progress.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artefacts</p>	<p><i>BSEM Agreed Practices, FlexiSpace student selection and data tracking processes and 2026, 2026 Student Code of Conduct, MTSS processes for Support Services and Action Plan, Attendance Strategy, PBL Action Plan, Senior Agreement, Collegial Engagement – WOWS timetabled, Case Management Data Walls</i></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artefacts</p> <p><i>Literacy Strategy Booklet, Agreed reading routines, Moderation processes within school and in the cluster – primary and secondary, Parent information on supporting their child with reading</i></p>

Reduction of red tape in day-to-day work, planning and processes include: Term 1 and 3 reports emailed not printed, 2 Parent Interview afternoons – Beginning Term 2 and 4, Implement Track ED to reduce data collection for Student Profiles, Attendance Data, Awards Night and Rewards Days. Student Profiles to be digital.



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

Principal *A. Reeves* 27/2/26 P&C/School Council *Neil* 2/3/26 School Supervisor *Boale*