Chevallum State School
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

School Vision 2025 – 2028

Our students will achieve outcomes that reflect their capabilities and potential. We will achieve this through our teachers' deep understanding of the Australian Curriculum and their expertise in enacting teaching practices that respond to the learning needs of their students.

Our students will engage in a culture that promotes belonging, community, sense of identity and collaboration. Students are supported to build in strategies, resilience and self-regulation. They are supported to take risks and build on restorative practices.

School Priority 1	Educational Achievement: Implement a whole-school, evidence-based approach to reading aligned to AC v9 English, using consistent assessment and teaching practices to improve reading outcomes through consistent, high-quality instruction across Prep - Year 6.	Monitoring				School Priority 2	Engagement and Belonging: Strengthen engagement, wellbeing and belonging by embedding inclusive, accessible practices that reflect our school values to build a thriving school community where everyone feels engaged, valued and a sense of belonging.	Monitoring			
		Green –on track, Yellow – underway, White – yet to commence. Shade cell at the end of each term after reflection based on progress.						Green –on track, Yellow – underway, White – yet to commence. Shade cell at the end of each term after reflection based on progress.			
		Term 1 Week 5 Week 10	Term 2 Week 5 Week 10	Term 3 Week 5 Week 10	Term 4 Week 5 Week 10			Term 1 Week 5 Week 10	Term 2 Week 5 Week 10	Term 3 Week 5 Week 10	Term 4 Week 5 Week 10

Link to school improvement strategy:	Domain 1: Driving an explicit improvement agenda	Link to school improvement strategy:	Domain 1: Driving an explicit improvement agenda
	Strengthen leaders' instructional leadership practices to foster collective accountability for continuous improvement in curriculum design and teaching and learning across the school.		_Strengthen leaders' instructional leadership practices to foster collective accountability for continuous improvement in curriculum design and teaching and learning across the school._
	Domain 2: Analysing and discussing data		**Domain 5: Building an expert teaching team**
	Refine processes for consistent collection, analysis and discussion of data, including monitoring strategies, to enhance student feedback and inform next steps for differentiation, and focused and intensive teaching.		_Broaden processes for teaching staff to engage in professional networks, within and beyond the school, to learn from each other's practices._
	Domain 5: Building an expert teaching team		**Domain 6: Leading systematic curriculum implementation**
	Broaden processes for teaching staff to engage in professional networks, within and beyond the school, to learn from each other's practices.		_Collaboratively align school contextual structures and the whole-school plan for curriculum implementation with system requirements to ensure every student accesses their entitlement to learning in a multi-age context._
	Domain 6: Leading systematic curriculum implementation		**Domain 8: Implementing effective pedagogical practices**
	Collaboratively align school contextual structures and the whole-school plan for curriculum implementation with system requirements to ensure every student accesses their entitlement to learning in a multi-age context.		_Collaboratively review pedagogical approaches through analysing student data to determine the impact of current pedagogies on student engagement and achievement._
	Domain 8: Implementing effective pedagogical practices		
	Collaboratively review pedagogical approaches through analysing student data to determine the impact of current pedagogies on student engagement and achievement.		

Strategy/ies		Strategy/ies	
	Strategy 1: Build consistent, shared understanding of evidence-based reading instruction.		**Strategy 1:** Strengthen the wellbeing of students, staff, and families by embedding inclusive, values-aligned practices that reflect our school's core beliefs and foster connection, care, and a strong sense of belonging.
	Strategy 2: Co-construct and trial whole-school expectations for reading instruction.		**Strategy 2:** Establish a whole-school behaviour system anchored in restorative practices, providing universal, targeted, and intensive supports to create safe, supportive and inclusive environment. Clarify roles, embed consistent processes, and ensure timely identification of learning and wellbeing needs to strengthen academic progress, engagement, and student wellbeing.
	Strategy 3: Establish consistent data cycles to inform teaching and differentiation.		**Strategy 3:** Build the capability of staff, students, and the school community to confidently implement evidence-informed behaviour and classroom management practices, including consistent school-wide systems, explicit teaching of social-emotional skills, and responsive approaches for all learners.
	Strategy 4: Systemically enact communication with families.		

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources

Strategy 1:

Actions: *Establish a common instructional foundation for reading across Prep–Year 6 with a focus on English:*

- Provide staged professional learning on the Simple View of Reading and SSP instructional routines for teachers and Teacher Aides **throughout the year.**
- Develop shared language and understanding of how SVR, SSP and DIBELS work together as a reading system **throughout the year.**
- Establish a Reading Working Party to support leaders and teachers as we build shared understanding and gradually embed our whole school reading approach **by the end of Term 1.**
- Develop a 4-year action plan for the roll out of reading as a whole school approach using the departmental documentation (e.g. signpost and placemats)

Responsible: Principal, Deputy Principals, HOD-C, Literacy/Reading Working Party, SLP.

Strategy 2:

Actions: *Ensure clarity and consistency in daily reading instruction from Prep – Grade 6:*

- Co-construct and trial whole-school expectations for reading instruction, including SSP routines, literacy block structures and agreed non-negotiables by the **end of Semester 2.**
- Document and share agreed practices to support consistent implementation across classrooms by the end of **Semester 2**
- Use walkthroughs to support alignment and identify areas needing refinement of reading instructions and guide responsive resourcing **throughout the year.**

Responsible: Leadership Team, Teachers, Reading Working Party

Strategy 3:

Actions: Ensure teaching decisions are informed by timely and relevant evidence:

- Establish DIBELS as a whole-school literacy screening and progress monitoring tool to identify students' reading strengths and barriers by the end of Term 1.
- Determine the alignment between DIBELS and SSP by the end of Semester 2.
- Establish systems and processes for staff to engage in regular data analysis aligned with the whole school data plan by the end of Term 3.
- Analyse data to identifying student at risk and plan for instruction and differentiation
- Use SSP stages DIBELS data to measure the impact of instruction.

Responsible: Leadership Team, Teachers, Inclusion Team

Strategy 4:

Action: *Increase shared understanding and support for reading development.*

- Establish processes and timelines to provide clear, consistent information to families about reading instruction and phonics approaches used at school by end of Term 1
- Share practical guidance to support reading at home utilising SLP and LS by the end of Semester 1.
- Establish a whole-school approach to support students reading at home. S

Responsible: Leadership Team, Teachers

Resources

Financial
- *PLD resources*
- *Release days for professional learning*
- *Professional learning costs*

Human:
- *Working Party for whole school approach to reading*

Physical:
- *Teachers Planning documents*
- *PLT meeting*
- *TA Meeting*
- *Staff meeting*
- *Department documents and modules including the Reading Implementation Guide and Signposts to track progress,*
- *Surveys*
- *Whole-school reading framework (to be developed)*
- *Whole School Data Plan*
- *Screening and tracking tools, data conversation records, survey*
- *Action Plan*

Virtual resources
- *PLD online training modules*
- *EFI Professional Learning*

Strategy 1:

Actions: Wellbeing and belonging that is values aligned:

- **Establish working party to align school vision with values and ways of working,** by the end of Semester 2.
  - → Reflect voice and agency of students, staff and community to include Restorative Practices, Multiage, UDL, Collaboration.
  - → Embed across school culture.
- **Review, refine and embed a cohesive Student and Staff Wellbeing Framework** into school culture, by the end of Semester 2.
  - → Establish a working party to review and refine current wellbeing frameworks.
  - → Aligned with the Student Learning and Wellbeing Framework and DoE Staff Wellbeing Framework.
  - → Develop an implementation Action Plan for strategic implementation.
- **Deliver targeted professional learning,** by the end of Semester 2.
  - → Mentally Fit Schools – Gotcha4Life, Restorative Practices, DoE Wellbeing Frameworks to build shared understanding of mental fitness and inclusive wellbeing practices.
  - → Support social-emotional development and a school wide restorative culture.

Strategy 2:

Actions: Whole-school behaviour system anchored in restorative practices with clear roles and responsibilities:

- **Develop a clearly articulated multi-tiered system of support (MTSS),** by the end of Semester 2 encompassing:
  - → Student engagement anchored in restorative practices.
  - → Educational achievement, aligned with Priority 1.
  - → Student wellbeing grounded in social emotional learning.
  - → Roles and responsibilities are explicit and consistently enacted.
- **Refine whole school behaviour process:**
  - → Develop and communicate a clear flowchart outlining behaviour response pathways.
  - → Ensure consistent application of whole school processes across classrooms and support settings.
- **Refine OneSchool processes:**
  - → Strengthen accuracy and consistency of recording and referral processes.
  - → Build capacity of all staff.
  - → Ensure timely data entry and monitoring to inform interventions.

Strategy 3:

Actions: Build the capability of staff, students and the school community for student engagement and belonging:

- **Establish systematic progress-monitoring processes within a multi-tiered system of support.**
  - → To be able to review, refine and adjust interventions, using data-driven decision-making to maximises student engagement, wellbeing and academic growth.
- **Implement Social Emotional Learning SEL.**
  - → Explicit teaching and monitoring through Mentally Fit Schools - Gotcha4life, by the end of Semester 2.
- **Teacher aide training on recording behaviour and contacts in OneSchool**
  - → Ensure accurate, consistent data for behaviour tracking and interventions.
- **Staff refreshers of restorative practices,** by end of year
  - → Maintain consistency of approach in classroom and playground contexts.
- **Develop and implement new staff induction process,** by the end of Term 1.
  - → Include introduction to Restorative Practices, NCCD, Universal Design for Learning (UDL), OneSchool, Multi-age learning, and Collaboration.
- **Review and update the Code of Conduct.**
  - → Ensure alignment with Restorative Practices.
  - → Update Anti-Bullying policy and clearly define processes.

Resources

Financial
- *Release time for Working Parties, MTSS, reviewing Student Code of Conduct*
- *Professional Learning – MTSS, Mentally Fit School – Gotcha4Life*
- *Resources to support SEL*

Human
- *Working Party for: School vision and ways of working alignment with Whole School Vision (Students, Staff and Community)*
- *TA meetings*
- *Staff Meeting*
- *PLT Meetings*

Physical
- *Mentally Fit School – Gotcha4Life – Professional Learning sessions that are face to face.*
- *Student and Staff Wellbeing framework – (Staff)*

Virtual
- *Mentally Fit School – Gotcha4Life*
- *Departmental FFI courses*

Performance:

Specific Measures:

Strategy 1:
- 80% of teaching feel confident in their understanding of SVR and SSP, by the end of Semester 2, measured via survey.
- 100% of Teacher Aides trained in agreed SSP routines, by end of Semester 2.

Strategy 2:
- Reading Working Party (RWP) co-construct and document whole-school expectations of agreed practices, by end of Semester 1.
- 100% classroom and SEP teachers trialled whole-school expectations of agreed practices, by the end of Semester 2.
- Increased consistency of reading routines observed during walk throughs across Prep–Year 6 by end of Semester 2.

Strategy 3:
- An increase in student achievement in reading by Term 3, measured via DIBELS data.
- Teachers report increased confidence using data to plan instruction, measured via survey.

Strategy 4:
- Increased family participation and confidence in supporting reading at home, measured via classroom processes.
- Improved consistency between school and home reading practices, measured via classroom processes.

Measurable/desired outcomes – linked to Whole School Data Plan

DIBELS:
- Increase in reading data (DIBELs) from baseline data in Term 1 to end of Term 2(as a checkpoint) and then to end of Term 4.

Structured Synt
- Increase in SSP data (PLD) from baseline data in Term 1 to end of year data.

A – E Data – Increase (at times – looking for the 1% increase in some cases)

English A – C	SEM 2 2025 Region	SEM 2 2025 State	SEM 2 2025	SEM 1 2026 – Target	SEM 2 20206- Target
Prep	85.8%	84.9%	82.8%	84%	86%
1	86.3%	84.1%	90.3%	83.5%	85%
2	86.2%	84.8%	84.5%	91%	92%
3	86.9%	84.9%	93.2%	86%	88%
4	88.1%	86.2%	88.9%	94%	94%
5	87.9%	84.7%	98.1%	89.5%	90%
6	90.9%	88.4%	100%	98.1%	99%

English A – B	SEM 2 2025 Region	SEM 2 2025 State	SEM 2 2025	SEM 1 2026 – Target	SEM 2 20206 – Target
Prep	63,8%	63.5%	62.1%	63%	64%
1	55.9%	55.9%	55.6%	63%	65%
2	55%	53.8%	49.3%	56%	58%
3	49.8%	49.2%	61.6%	50%	52%
4	47.8%	48.5%	58.7%	62%	64%
5	45.9%	47.7%	64.8%	59%	61%
6	52.5%	52.8%	92.3%	65%	67%

NAPLAN
- Year 3 and Year 5 targets in relation to 2025 data:
  - → Decrease in needs support and Development by 5%
  - → Increase in strong by 5%
  - → Maintain Exceeding

Year 3	Year 5
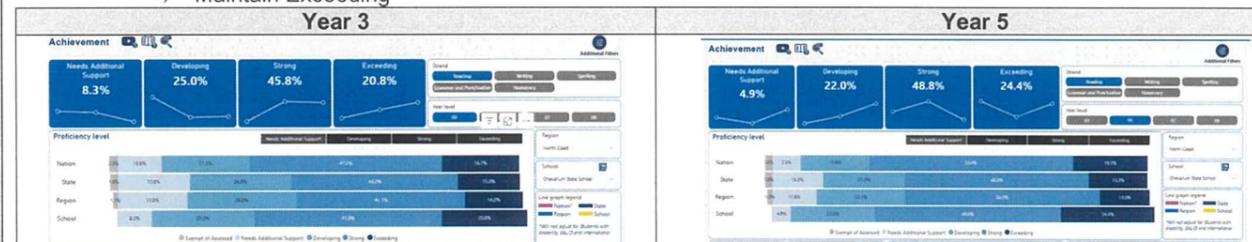
Performance:

Strategy 1:
- School values and ways of working documented that align to the school vision will be established, communicated to the community, and on the website, by the end of Semester 2.
- The following Frameworks will be completed by the end of Semester 2, with clear implementation plans:
  - → Student Wellbeing Framework
  - → Staff Wellbeing Framework
- 100% staff, students, and 60% parents have a shared understanding of Mentally Fit Schools - Gotcha4Life/SEL, by Semester 1.
- Mentally Fit School - Gotcha4life/SEL teaching embedded across all classrooms by end of year.

School Opinion Survey:

Student SOS

Behaviour is well managed at my school:
- Increase student responses to 75% of in agreement

Staff SOS

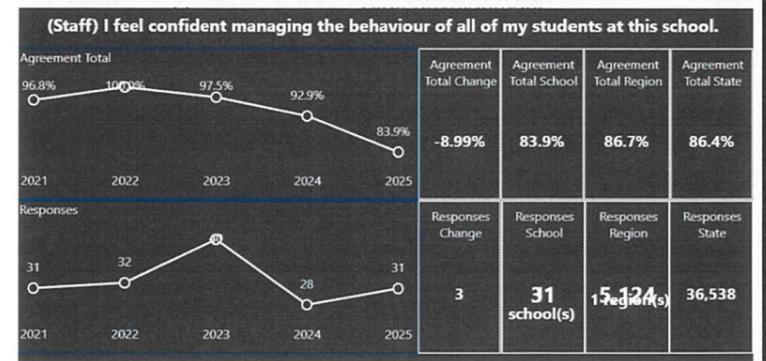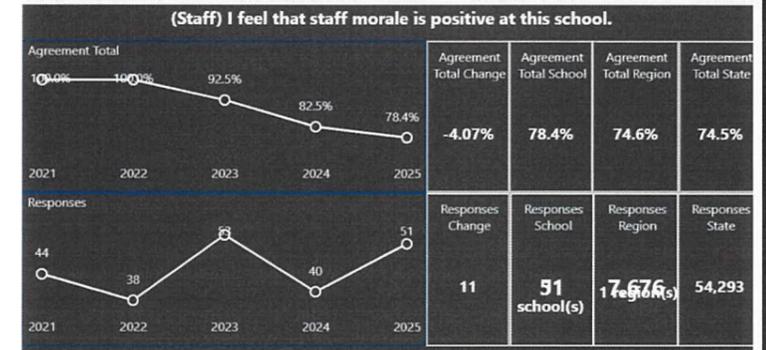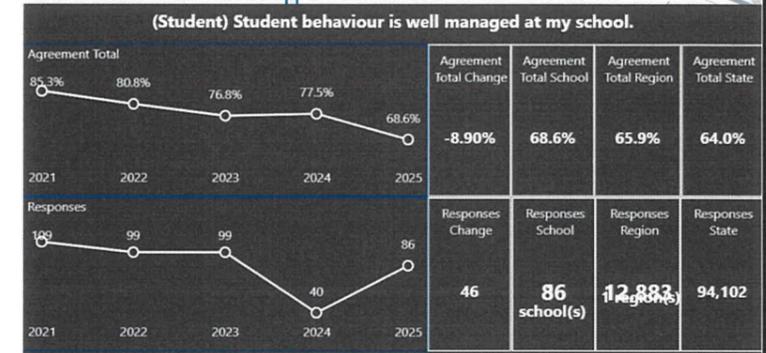I feel that staff morale is positive at this school:
- SOS data: increase staff moral from 78.8% to 82%

I feel confident managing behaviour at this school
- SOS data: increase confident in managing behaviours from 83.9% to 88%


Strategy 2 and 3:
- MTSS framework documented and communicated, by end of Semester 2.
- All staff complete restorative practice refreshers, by end of Semester 2.
- New staff induction implemented and feedback collected, by end of Term 1.
- Behaviour flowchart visible and consistently followed across classrooms, by the end of Term 3.
- Increased consistency in behaviour responses observed during walkthroughs, by end of Term 3.
- Accurate and timely OneSchool data entry (audit checks each term).
  - → 90%+ of all behaviour and wellbeing referrals actioned within agreed timeframes under the MTSS framework, reflecting clear processes and improved system efficiency.
  - → 100% of Teacher Aides trained and accurately recording behaviour in OneSchool, by end of Semester 2.
- Improved student attendance and wellbeing indicators.
- Attendance: 93% of students attending >90% of the time (aligned with state Education Strategy priority).
- Code of Conduct reviewed and updated, by end of Semester 2. Released to all stakeholders, on PFD 2027.

Queensland Government

Behaviours	**Behaviour** **Students will:** • Identify and discuss A-Level thinking and their personal learning goals to improve reading outcomes. • Participate actively in daily Structured Synthetic Phonics (SSP) lessons. **Teacher Aides will:** • Participate in SSP-aligned training (target: 100% by end of Semester 2). • Actively support implementation of daily SSP lessons and evidence-based reading instruction. • Begin to understand the data collected and discuss within their teaching teams. • Confidently explain and enact agreed SSP routines (target: 100% by end of Semester 2). **Teachers will:** • Build confidence in their understanding and application of the Simple View of Reading (SVR) and SSP (target: 80% by end of Semester 2). • Use student data to inform differentiated, evidence-based reading instruction. • Engage in PLTs to share best practice, evaluate impact and identify areas for capacity building. • Trial and embed agreed whole-school reading routines by the end of Semester 2. • Increase consistency of reading practices observed during Prep–Year 6 walkthroughs. • Contribute to the Reading Working Party (RWP) to co-construct and document whole-school agreed practices by the end of Semester 1. **Leadership team will:** • Model and consistently use shared language aligned to evidence-based reading instruction (SVR and SSP). • Clearly and consistently articulate the whole school expectations for SVR and SSP. • Maintain visible presence in classrooms to support and reinforce agreed practices to monitor expectations. • Facilitate PLTs and monitor implementation through walkthroughs, learning walks and professional dialogue. • Align financial, human and physical resources to support sustained implementation.	**Behaviour** **Students will:** • Understand, articulate and engage with shared values in daily interactions. • Engage positively and participate in restorative conversations. • Be clear about the behaviour expectations and articulate the processes that are followed at CSS. • Participate in Gotcha4life/SEL programs, interventions, and provide feedback. **Teacher Aides will:** • Model and reinforce values when supporting students, peers and the community. • Support targeted and intensive interventions and reinforce expectations. • Implement identified supports, follow referral processes, record data in OneSchool. • Articulate roles, responsibilities and tiered behaviour responses (via annual survey and induction evaluations). • Support classroom and behaviour management, record data in OneSchool, reinforce Mentally Fit Schools- Gotha4life/SEL and restorative practices. **Teachers will:** • Model and reinforce values, embed in lessons, and assist with the induction of new staff, with peers and the community. • Implement identified supports, follow referral processes, record data in OneSchool. • Articulate roles, responsibilities and tiered behaviour responses (via annual survey and induction evaluations). • Deliver Mentally Fit Schools - Gothca4Life/SEL lessons, implement restorative practices, monitor student behaviour, and engage in wellbeing reflections. **Leadership will:** • Integrate values into induction, professional learning, and school policies. • Oversee framework development, monitor data, provide feedback and coaching. • Articulate roles, responsibilities and tiered behaviour responses (via annual survey and induction evaluations). • Lead capacity-building initiatives, monitor progress, provide professional learning, analyse data, and embed wellbeing frameworks. • Align financial, human and physical resources to support sustained implementation. **School Community will:** • Participate in school initiatives that reflect shared values. • Engage in restorative conversations when required and support behaviour expectations. • Engage with Mentally Fit Schools - Gotcha4life/SEL programs and support restorative practices at school and home.
Artefacts	*Strategy 1:* - *PLD resources in every classroom* - *Teaching planning documents* - *PLT minutes* - *TA meeting minutes* - *Department documents, modules including the Reading Implementation Guide and Signposts to track progress* - *Surveys* **Strategy 2:** - Establish a Working Party for co-constructed Whole school reading framework, - Learning walks and talks/Walkthroughs and feedback records - surveys. *Strategy 3:* - Whole school Data Plan - Screening and tracking tools – SSP and DIBELS - Data conversation records - Survey *Strategy 4:* - Newsletters - *Parent information sessions* - Family information resources - Surveys	*Strategy 1:* • Establish a Working Party for co-constructed school values that align to school vision and ways of working to be published on the school Website. • P&C Meetings and school involvement, professional learning session for all with Mentally Fit Schools - Gotcha4life • School communication - Shout outs, Newsletters, Website • School Events - Thinking Play, Passion Projects, Culminating events, Parades, community meetings. • Staff and student Wellbeing Frameworks. **Strategy 2:** • *Documented MTSS framework.* • *Roles and responsibilities clearly documented.* • *Whole-school behaviour flowchart.* • *Referral applications.* • *OneSchool data reports and audit records – contacts, PLR, incidents etc.* • *Walkthrough observation notes.* • *Communication materials shared with families.* • *Intervention plans and referral documentation.* *Strategy 3:* • MTSS and progress-monitoring documentation. • Gotcha4Life participation/SEL logs and lesson plans. • OneSchool behaviour data and intervention records. • Restorative practices refresher training materials. • Staff induction handbook and onboarding materials. • Staff wellbeing framework documents. • Updated Code of Conduct and Anti-Bullying policy. • Surveys and staff feedback.

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

- **Reviewing Whole School Data Plan –** Also include on the Data Plan – Include - <u>The Why:</u> The purpose of the data, <u>The What:</u> Targets (this will be a work in progress), <u>How:</u> Monitoring tools, How is the data used? <u>The Who:</u> Who is responsible, <u>Where:</u> Where is the data stored, <u>Timelines.</u>

Supporting red tape
reduction in Queensland
state schools
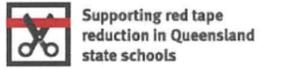
Approvals

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

Principal

P&C/School Council

School Supervisor

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