GLENMORE STATE SCHOOL (0574)
2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement · Wellbeing and engagement · Culture and inclusion

School priority 1	Educational Achievement - Literacy & Pedagogical Practices Focus	Phase	*Developing – D Implementing – I Embedding – E Reviewing - R*	School priority 2	Wellbeing and Engagement	Phase	*Developing – D Implementing – I Embedding – E Reviewing - R*
Link to school review improvement strategy:	Domain 5 - An Expert Teaching Team. Develop the instructional leadership capability of leaders to enhance the enactment and consistent implementation of curriculum and agreed pedagogies. Domain 5 - An Expert Teaching Team. Develop regular opportunities for teachers to work collaboratively, plan and network with colleagues to support their professional growth, and their curriculum confidence, knowledge and expertise. Domain 6 - Systematic Curriculum Delivery. Engage regional support in developing moderation strategies at the planning stage to support teachers in aligning assessment tasks to the achievement standards of the AC. Domain 8 - Effective Pedagogical Practices. Collaboratively define expected pedagogical practices, and align with professional learning, modelling, coaching and feedback, to support all teachers to understand and enact school-wise pedagogical approaches.			**Link to school review improvement strategy:**	Domain 1 - An Explicit Improvement Agenda. Implement cycles of review connected to associated timelines and measurable targets embedded within strategic planning documents to monitor impact on student outcomes. Domain 5 - An Expert Teaching Team. Develop the instructional leadership capability of leaders to enhance the enactment and consistent implementation of curriculum and agreed pedagogies. Domain 8 - Effective Pedagogical Practices. Collaboratively define expected pedagogical practices, and align with professional learning, modelling, coaching and feedback, to support all teachers to understand and enact school-wise pedagogical approaches.		
Strategy/ies	*Further develop Glenmore State School's Literacy Program incorporating Department of Education (DoE), Australian Curriculum Version 9.0 (ACARA) requirements whilst aligned to Decodable Readers Australia (DRA) and Lifelong Literacy by Lyn Stone as evidence-based methodologies underpining our teaching and learning.* *Updated DoE Pedagogical Practices Placemats will be embedded within curriculum units and daily teaching experiences, providing a structured framework that aligns the new curriculum with proven, research-driven instructional strategies. This approach ensures a cohesive and effective implementation of the updated literacy framework, fostering improved student outcomes.*			**Strategy/ies**	*Two domains will be focused on for Wellbeing and Engagement –* *1.* ***Wellbeing:*** *Strengthen Berry Street Educational Model (BSEM) practices into schoolwide processes, prioritising strategies for regulation and de-escalation with a strong focus on Module 3 – Engagement and Stamina.* *2.* ***Engagement:*** *Enhance student engagement through refined inclusion process integrating KOALA (SEP)staff and students within Curriculum teams. This partnership will focus on building staff capacity to implement targeted strategies that promote active participation and meaningful learning experiences for all students.*		

Actions - including Responsible officer(s)	Resources	Actions - including Responsible officer(s)	Resources

1. Literacy Team Inquiry Cycle Approach
A structured inquiry cycle will guide the Literacy Team's refinement and enhancement of the Literacy Program:
Scan & Assess:
o Refined updates from 2024 feedback embedded into 2025 teaching practices.
o Lyn Stone Feedback (handwriting and Daily Review) content further aligned with DRA and GSS ways of working - emphasis on video footage in 2025.
Prioritise:
o Literacy team continuing to lead upskilling and refinement processes with staff clearly articulating best practice.
Develop and Plan:
o Current reading plans updated based on progress through Lifelong Literacy and DRA PDs. Clear link in units of work.
Act:
o Consistent school approach – documentation, modelling/videoing/sharing of best practice/prioritise staff meeting time.
o Provide structured professional learning to upskill staff in consistent literacy practices, ensuring alignment across all year levels.
2. Data Collection and Analysis
Regular Reading Level Assessments:
o Conduct start of year reading test (newly constructed) and then termly testing using Sparkle program.
o Reading data added to OneSchool and used through TrackED for reading team to identify priority students for support
o Literacy Action Meetings to occur every 5 weeks during the term (week 5 DRA check in, Week 10 Literacy Action Meeting).
3. Monitoring and Review of Implementation
Learning and Collegial Walks:
o Observe and monitor classroom practices fortnightly, focusing on agenda items discussed in staff and cohort meetings.
o Sharing of practice amongst staff what best practice/progression practice looks like during show and share in meetings.
o Additional release time for teaching members to engage in collegial walk throughs.
 	
Short-Term Data Cycles:
o Collect and analyse termly data through the implemented program to track progress – reading team use to identify support.
o 5 weekly data conversations for updates on student progress
o Align data outcomes with semester A–C and NAPLAN results for further refinement of practices.
	• **Staffing of support staff roles – SLT, HOD-C, Reading Support**
	• **Resourcing – literacy texts, guides for all staff (inc. Tas)**
	• **Budget allocation for additional PD and resourcing for literacy**
	• **Lyn Stone expenses - $15,000**
		Know, How Go (Chains of Evidence)
		• **Professional Development:**
		  o Deliver *Berry Street Educational Model* (BSEM) refresher PD during Student Free Days (SFDs) to reinforce Engagement and Stamina.
		• **Reinforcing Key Documentation:**
		  o Reaffirm the *Glenmore Groove*, *Non-Negotiables*, and *Successful Classroom Engagement* as essential practices to support student wellbeing and learning. Review and updates to occur with full school consultation.
		• **Embedding RRL Practices:**
		  o Further integrate *Respectful, Responsible, Learner (RRL)* Program strategies into daily teaching and learning routines, with a focus on:
		    ■ Morning greetings to foster positive connections.
		    ■ Clear play expectations to promote safe and inclusive interactions.
		    ■ Mindfulness activities using the *Smiling Mind App* to support emotional regulation.
		• **Learning Walks:**
		  o Conduct regular administrative and collegial learning walks to monitor implementation, provide feedback, and enhance staff capacity in best and expected practices.
		• **Staff Wellbeing:**
		  o Prioritise staff wellbeing through ongoing initiatives, including:
		    ■ Regular *Wellbeing Committee* meetings.
		    ■ Utilisation of regional support tools, such as the wellbeing survey.
		    ■ Mindfulness sessions integrated into staff meetings.
		    ■ Combined health and wellness activities to promote a positive and supportive workplace culture.
		Engagement
		• **Curriculum Leadership:**
		  o HOD-C to guide school leaders, key teachers, and staff through the requirements of *Australian Curriculum Version 9.0 (AC V9.0)*, ensuring clarity and readiness for implementation of Science and HASS in 2026.
		• **Building Capability:**
		  o Admin team and Key Teachers to continue developing staff capacity in curriculum planning and pedagogy to effectively cater to the diverse needs of all students in their classrooms.
		• **Quality Assurance:**
		  o HOD-C to oversee curriculum and planning through the *Three Levels of Planning*, ensuring alignment with AC requirements and the creation of engaging, learner-friendly opportunities.
		• **Student Action Plans:**
		  o Ensure *Ready to Learn* Plans and individual goals are visible and accessible, empowering students to take actionable steps towards achieving their personalised plans.
			• **Prioritising PD and budgeting allocations to provide sufficient PD to all staff.**
			• **Release time provided to teaching staff to work with HOSES, HOD-C**

	Measurable outcomes	2024 Overall English Achievement to improve in 2025		**Measurable outcomes**	2024 Attendance data to improve in 2025

End Term 4

Measurable outcomes (left column)

2024 Overall English Achievement to improve in 2025

- Sem 1, 2024: Ranges from 66% to 85.5%.
- Sem 2, 2024: Small decline in some categories (e.g., Building on Foundations dropped from 75.9% to 70.0%).

2024 Key Areas of Concern:

- Starting Strong: Results declined slightly from 77.6% to 74.3%.
- Building on Foundations: Remains below 75% in some areas.
- First Nations students & early-stage learners see lower English achievement compared to peers.

- **Key targets for 2025:**
  Prep: 70% - Year 1: 80% - Year 2: 75% - Year 3: 85% - Year 4: 88%
  Year 5: 75% - Year 6: 90%+

Measurable outcomes (right column)

2024 Attendance data to improve in 2025

- General Trend: Glenmore's attendance rates range between 81.6% and 90.5%, falling short of the school's 92% goal (striving for 95%).
- Lower Attendance Groups:
  - First Nations (74.1% - 79.9%)
  - Starting Strong (70.5% - 83.5%)
  - Building on Foundations (76.7% - 85.1%)

- Addition of Youth Worker, A03 members to the Attendance Task Force meeting weekly to analyse and interrogate data sets and action follow up accordingly.

Success criteria (left column)

Behaviourally:
Students can/will:
- Grasp phonological, morphological and etymological concepts in age-appropriate reading tasks whilst building their reading and comprehension skillsets.
- Build writing skillsets through further modelling from teachers wherever possible for students to copy/write their own work in books – used as formative assessment within semester.

Teachers can/will:
- Effectively teach reading and writing concepts as per whole school approach.
- Continue to build writing stamina through modelling expected student writing skillsets (age appropriate) and through Friday's Writing Hour using Pobble.
- Engage in 3 weekly Admin Data conversations targeting students requiring support and goals for the following 3 weeks.

Leadership team can/will:
A) Lead evidence-based reading and writing practices from DoE and beyond ensuring leading practices are embedded to current programs.
B) Prioritise time and funds to successfully implement this process including additional TA purchases to promote reading agenda.
C) Monitor data sets 3 weekly Admin Data conversations and literacy check in's week 5 & 10) with clear communication and follow up enacted for staff.

- *12 months of reading growth in student reading levels as per DRA testing measures.*
- *Gap closed for non-indigenous students A-C in English and reading.*
- *Teachers have built their capacity to effectively implement reading strategies that build student reading and learning skills.*
- *School data in literacy has increased to 80% A-C pass rate in English.*

Success criteria (right column)

Behaviourally:
Students can/will:
- prioritise their wellbeing whilst building their social skilling around wellbeing topics.
- Increase attendance and engagement through further recognition of attendance, enhanced teaching and learning tasks.
- use effective and learnt strategies to make respectful and responsible choices.

Teachers can/will:
- have enhanced curriculum knowledge further finetuned around AC and moderating requirements.
- Cater to all students in their class, regardless of access ability.
- Have strategies to best cater to their student needs that are regularly reflected and actioned.
- Have exposure to wellbeing opportunities to support their work wellbeing

Leadership team can/will:
- Provide clear and consistent expectations around AC, moderation (updated to 3 Phases), curriculum and pedagogical practices to support teacher growth and development.
- Continue to reinforce high standards for the community along with guided for support where required.
Add any additional positions based on the needs of local context i.e., Teacher aides

- School-wide attendance meets the 90% target (improving from 2024).
- SDA rates continue downward momentum, with a continued reduction from 2024.
- Closing the FN gap: Indigenous students' A–C rates in English and Maths aligns closer to non-Indigenous peers.
- Teachers demonstrate full capacity to implement schoolwide wellbeing and engagement strategies.
- Curriculum planning is fully aligned with AC V9.0 for Science and HASS (2026 implementation readiness).
- Leadership actively supports high expectations, staff wellbeing, and student engagement.

Measurable outcomes / Success criteria	**Measurable outcomes / Success Criteria**

End Term 1

Left column:

Behaviourally:
Students can/will:
- Engage in structured phonological and morphological lessons, demonstrating improved decoding skills.
- Participate in guided writing sessions, showing greater confidence in forming sentences.
- Begin applying phonics and morphology knowledge to unfamiliar words in decodable readers.

Teachers can/will:
- Implement structured Daily Reviews focusing on phonics, morphology, and writing stamina.
- Provide clear, explicit handwriting instruction using DRA-aligned strategies.
- Use formative assessment in reading and writing to identify students needing intervention.

Leadership team can/will:
- Conduct initial collegial walkthroughs to assess classroom literacy practices and provide feedback realigning expectations and great practice.
- Identify priority students for intervention and ensure appropriate TA support is allocated.
- Monitor and analyse early OneSchool and TrackED data to assess instructional impact.

Baseline reading data:
- 100% of students complete the start-of-year reading assessment.
- All reading levels are recorded in TrackED and OneSchool.

DRA (Decodable Readers Australia) Testing:
- 80% of students will show at least 3 weeks' progress in reading levels by the end of Term 1.

Writing Progress:
- 70% of students achieve a C or higher in their first writing task.

Staff Engagement:
- 100% of teachers engage in 3-weekly Admin Deep Dive Data Conversations.
- 100% of teachers conduct initial writing samples to track progress.
- 100% of classes engage in Friday Writing Hour using Pobble.

Right column:

Behaviourally:
Students can/will:
- Actively engage in RRL Program strategies and use emotional regulation strategies when needed.
- Show increased self-awareness and social skills in classroom and playground settings.
- Recognise the importance of attendance and engagement in learning.

Teachers can/will:
- Implement non-negotiable classroom engagement strategies with fidelity.
- Begin aligning curriculum planning with AC V9.0 requirements.
- Participate in wellbeing opportunities (staff meetings, Wellbeing Committee initiatives).

Leadership team can/will:
- Ensure teachers receive clear expectations and support regarding AC V9.0 implementation.
- Monitor attendance trends and intervene early with at-risk students.
- Conduct learning walks to assess engagement strategies and provide feedback.

Attendance Improvement:
- School-wide attendance rate improves to 88% (baseline data from 2024).
- Students with <80% attendance receive targeted support via Attendance Taskforce.

Wellbeing & Behavioural Data:
- 10% reduction in student disciplinary absences (SDAs) compared to Term 1, 2024.
- 100% of classes engage in morning greetings, play expectations, and Smiling Mind mindfulness activities.

Staff Development & Curriculum Readiness:
- 100% of teachers attend Berry Street Educational Model (BSEM) refresher PD during SFD.
- 100% of teachers participate in a minimum of one collegial walkthrough.

			• 90% of staff report increased confidence in Australian Curriculum Version 9.0 (AC V9.0) through a Term 1 survey.

End Term 2	Behaviourally:
	Students can/will:
	• Demonstrate increased independence in applying phonological, morphological, and etymological concepts.
	• Show improved fluency and comprehension when engaging with decodable readers.
	• Demonstrate greater writing stamina and confidence in structuring responses.
	Teachers can/will:
	• Continue explicit instruction in reading and writing strategies aligned with whole school practices.
	• Engage in collaborative professional learning focused on refining literacy instruction.
	• Use structured feedback loops in TrackED to monitor individual student progress.
	Leadership team can/will:
	• Conduct mid-term literacy Check-ins and provide targeted feedback.
	• Monitor student growth through 5-week data conversations and ensure targeted intervention.
	• Provide structured PD on modelling/videoing/sharing best practice literacy instruction.
	Mid-Year Reading Growth:
	• 70% of students show at least 6 months' growth in reading levels by Week 10.
	Literacy Data Tracking:
	• 100% of reading data is updated in OneSchool and TrackED.
	DRA and Writing Proficiency:
	• 75% of students will achieve a C or higher in mid-year writing assessment.
	Intervention & Staff Development:
	• 100% of Literacy Action Meetings occur (Week 5 & Week 10).
	• 100% of teachers engage in structured collegial walkthroughs with release time.
	• 100% of intervention students receive targeted support via TA or teacher-led sessions.
		End Term 2	Behaviourally:
			• Students can/will:
			  o Demonstrate improved social and emotional skills, leading to fewer behavioural referrals.
			  o Consistently apply mindfulness strategies during learning transitions.
			  o Recognise and articulate the impact of respectful and responsible choices.
			• Teachers can/will:
			  o Adapt teaching to accommodate diverse learning needs (including access ability).
			  o Implement clear play expectations to reduce playground incidents.
			  o Engage in structured moderation practices (updated to 3 Phases), to refine curriculum delivery.
			• Leadership team can/will:
			  o Ensure curriculum alignment with AC V9.0 is progressing with structured support.
			  o Monitor teacher wellbeing and provide ongoing wellbeing initiatives.
			  o Conduct structured review sessions for Non-Negotiables and Glenmore Groove practices.
			Attendance Growth:
			• School-wide attendance rate reaches 89%.
			• At least 50% of students with Term 1 attendance <80% show improvement.
			Behaviour & Wellbeing Metrics:
			• 15% reduction in SDAs compared to the same time in 2024.
			• Increase in positive behaviour referrals recorded in OneSchool by 15%.
			Staff Development & Curriculum Readiness:
			• 100% of teachers implement Respectful, Responsible, Learner (RRL) strategies daily.
			• 100% of teachers have begun planning and trialling AC V9.0-aligned Science and HASS lessons.
			• 100% of teachers participate in peer coaching or collegial walkthroughs.

End Term 3	Behaviourally: Students can/will: • Independently apply morphological and phonological knowledge to complex reading and writing tasks. • Demonstrate increased engagement and confidence in decoding and comprehension. • Show greater fluency when reading aloud in structured groups. Teachers can/will: • Further refine explicit instruction in phonics and morphology as per the whole school approach. • Differentiate literacy instruction based on TrackED and OneSchool data. • Use formative writing assessments to inform next steps for student writing improvement. Leadership team can/will: • Align literacy outcomes with Semester A–C results and NAPLAN outcomes. • Identify necessary funding allocations for literacy resources and staffing in 2025. • Ensure sustained, evidence-based reading and writing practices across all year levels. End-of-Term Reading Growth: • 75% of students will have achieved at least 9 months' progress in reading levels by the end of Term 3. Literacy and Writing Performance: • 80% of students achieve a C or higher in the third writing task. Intervention Data & Teacher Engagement: • 100% of students requiring reading support are actively tracked through DRA, TrackED, and OneSchool. • 100% of teachers participate in 3-weekly Admin Data Conversations. • 100% of classes follow the structured Friday Writing Hour using Pobble. Leadership Actions: • All Literacy Team Check-ins are completed by Week 10. • 90% of staff attend at least one collegial walkthrough session.	**End Term 3**	Behaviourally: Students can/will: • Sustain higher attendance rates due to enhanced teaching and learning experiences. • Show greater independence in self-regulation and responsible decision-making. • Express a stronger sense of belonging and engagement in school activities. Teachers can/will: • Demonstrate refined differentiation strategies catering to all students. • Confidently apply AC V9.0 planning strategies in Science and HASS. • Implement consistent engagement strategies to support student wellbeing. Leadership team can/will: • Ensure full integration of AC V9.0 into planning documents for 2026. • Continue tracking staff wellbeing and workload management. • Reinforce high expectations while supporting staff through targeted PD and coaching. Attendance Goals: • School-wide attendance improves to 90% (schoolwide target). • 70% of students with historically low attendance (<80%) improve their attendance. Wellbeing & Engagement Improvements: • 20% reduction in SDAs compared to the same period in 2024. • Increase in positive OneSchool behaviour records by 25% from Term 2. Curriculum & Pedagogical Development: • 100% of teachers are confident in AC V9.0 planning for Science and HASS. • 100% of teachers actively engage in collegial walkthroughs, peer coaching, and feedback sessions. • 90% of staff report increased confidence in wellbeing strategies for student engagement (via survey).

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**

Queensland Government