



Hillview State School

2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement  Belonging and engagement 

| School priority 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| Link to school improvement strategy:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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implement practices that best meet the needs of the curriculum, the learner and the learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |                                                                                                                                                                                                                                                                                                                                                                         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| Strategy/ies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          | <ul style="list-style-type: none"><li>Develop and implement a whole-school reading approach grounded in Explicit and Direct Instruction, ensuring consistent routines and engagement norms across all learning areas.</li><li>Embed a data-informed Multi-Tiered System of Support (MTSS) to target and monitor reading progress for every student.</li><li>Strengthen collective teacher capability through structured PLTs, coaching cycles, modelling, and collaborative problem-solving focused on reading instruction.</li><li>Build shared professional knowledge through a staff learning wall and ongoing professional development aligned to evidence-based reading practices.</li><li>Use high-quality, curriculum-aligned texts across all year levels to support decoding, fluency, vocabulary, and comprehension development.</li><li>Prioritise regular analysis of reading data (DIBELS, A–E, formative assessments) to inform instructional next steps and track whole-school progress.</li></ul> |  |  |  |                                                                                                                                                                                                                                                                                                                                                        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| Actions: including Responsible role(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| <ul style="list-style-type: none"><li>Staff identify reading-related professional learning needs and provide targeted PD, coaching and modelling throughout the year.</li><li>Staff collaboratively develop, refine and implement whole-school explicit instruction and engagement routines for reading, reviewing these each term.</li><li>Teaching team implement these whole-school instructional routines consistently across all learning areas which underpin both priorities: engagement norms, daily reviews, model→ guided→ independent cycle, learning walls.</li><li>Teachers embed the agreed routines in unit and lesson planning, using curriculum-aligned texts to support decoding, fluency, vocabulary and comprehension.</li><li>Teachers analyse reading data each term (DIBELS, A–E, formative checks) to identify next steps for instruction and monitor individual and cohort progress.</li><li>Teachers use reading data to provide differentiated support within a Multi-Tiered System of Support (MTSS), including targeted small-group instruction.</li><li>Staff maintain and use the reading data wall to track progress, adjust supports, and celebrate growth.</li><li>Teacher aides apply agreed evidence-based strategies during small-group and one-on-one instruction and participate in PD and collaborative planning.</li><li>Teaching team participate in coaching, observation and feedback cycles to support consistent implementation of Explicit and Direct Instruction in reading.</li><li>Staff contribute to the reading learning wall to build a shared understanding of effective reading pedagogy and ensure consistency across the school.</li></ul> |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  | <ul style="list-style-type: none"><li><i>Staffing:</i> HoD-C, AVT, Specialist Teachers, Teacher aides</li><li><i>Departmental:</i> AC – literacy general capability, Reading Portal, K-12 Framework, Teaching and Learning Hub, Brighter Futures, Literacy continuum</li><li><i>PD:</i> Training for teachers and teacher aides in evidence-based reading instruction, DIBELS training, Ongoing coaching and modelling sessions to embed explicit and guided instruction norms, Provide TRS.</li><li><i>Time allocation:</i> Scheduled PLT time focused on reading pedagogy and planning, Release time for staff to attend PD and cluster collaboration.</li><li>DIBELS</li><li>PLD</li><li>‘Explicit and Direct Instruction’ by Ybarra and Hollingsworth for all staff</li></ul> |  |  |  |                   |  | <ul style="list-style-type: none"><li>Staff identify professional learning needs in curriculum, planning and pedagogy and provide targeted PD throughout the year.</li><li>Staff collaboratively establish and refine whole-school explicit instruction routines, reviewing implementation through PLTs and coaching cycles.</li><li>Teachers embed explicit instruction routines and agreed pedagogical approaches into unit planning, lesson design and assessment.</li><li>Teachers develop and distribute clear term overviews to families to strengthen home–school communication about curriculum intent and learning expectations.</li><li>Staff analyse achievement, attendance and engagement data each term to set targets, adjust planning and refine teaching approaches.</li><li>Teaching team formalise moderation processes within the school and across the cluster to ensure reliability of A–E judgments.</li><li>HoD-C and principal prioritise planning, pedagogy and assessment alignment during PLTs, ensuring consistent implementation of the K–6 Curriculum Planning Model.</li><li>Teachers maintain and use classroom learning walls (including bump-it-up walls) to support student goal-setting, success criteria clarity and self-monitoring.</li><li>Teacher aides engage in collaborative planning sessions and apply agreed explicit and guided instruction routines during small-group support.</li><li>Teaching team participate in ongoing coaching, modelling and feedback to strengthen consistent, high-quality pedagogical practice across all classrooms.</li></ul> |  | 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                                                                                                                     |  | <ul style="list-style-type: none"><li><i>Staffing:</i> HoD-C, AVT, Specialist Teachers, Teacher aides.</li><li><i>Departmental:</i> Teaching and learning hub, K-12 Framework, Australian Curriculum, Curriculum Gateway, Teaching and Learning Hub, Brighter Futures</li><li><i>PD:</i> training for teachers and teacher aides on a range of pedagogical approaches, leadership coaching on instructional leadership and feedback protocols, provide TRS.</li><li><i>Time allocation:</i> Dedicated PLT days for curriculum planning and moderation, Regular collaborative sessions for refining three levels of planning, Cluster meetings for moderation and sharing best practice.</li><li>‘Explicit and Direct Instruction’ by Ybarra and Hollingsworth for all staff</li></ul> |  |  |  |  |  |  |  |  |  |
| End of Year Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Measures | <b>Performance:</b> * Due to small cohort sizes, targets will be expressed as individual student goals and cohort counts rather than percentages. <ul style="list-style-type: none"><li>DIBELS – All students improving in benchmark scores from beginning of year to end of year. Students move from “At Risk” category to “Some Risk” or above by the end of year.</li><li>A-E results for reading – target 4 out of 5 of students are achieving a C or above in reading assessments in English across all year levels by the end of the year.</li><li>Year 1 Phonics check – 1 of 1 year 1 student achieve the expected benchmark by the end of year 1.</li><li>All students achieve measurable growth in reading ability and confidence from the start to the end of the year, evidenced through movement along the literacy continuum, reading behaviour indicators and individual reading goals.</li></ul>                                                                                                  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | End of Year Success Criteria | Measures | <b>Performance:</b> * Due to small cohort sizes, targets will be expressed as individual student goals and cohort counts rather than percentages. <ul style="list-style-type: none"><li>Attendance data – each student demonstrates improved attendance relative to their personal baseline, with most students achieving 85–90% attendance each term. Year 1 student maintaining 95-100% attendance throughout the year.</li><li>A-E data – 4 out of 5 students achieve a C or above in all learning areas and increase in A-B achievement across all learning areas.</li><li>School survey – maintain positive responses in parent and student surveys.</li><li>3 levels of planning for all LAs – all teachers consistently implement and maintain planning aligned with the AC.</li><li>All class timetables aligned with planning.</li><li>Reliable and consistent data collected through moderation processes.</li><li>All students achieving a C or above for behaviour and effort.</li><li>All teachers and teacher aides implement agreed routines with fidelity as measured by coaching cycles.</li></ul> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |  |  |  |  |  |  |  |
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least one year’s growth in reading (measured through DIBELS testing, year 1 phonics check and A-E for Reading Assessment).</li></ul> Teachers can/will: <ul style="list-style-type: none"><li>Teach reading through the AC and integrate reading strategies across all learning areas.</li></ul>                                                                                                                                                                                                                                                                                                                                                      |  |  |  |                                                                                                                                                                                                                                                                                                                                                                         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         |          | <b>Behaviour</b><br>Students can/will: <ul style="list-style-type: none"><li>Engage confidently in lessons because teaching is clear, structured, and responsive to their needs.</li><li>Engage with classroom learning wall to improve learning outcomes.</li><li>Demonstrate improved achievement and participation across all learning areas.</li></ul> Teachers can/will: <ul style="list-style-type: none"><li>Use explicit instruction routines purposefully to meet curriculum and learner needs.</li><li>Align lesson plans, assessment tasks, learning wall and reporting with the K–12 Framework.</li><li>Engage with the staff learning wall and contribute to discussions about pedagogy during meetings.</li></ul>                                                                                                                                                                                                                                                                                    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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <ul style="list-style-type: none"><li>• Deliver reading instruction using evidence-based approaches.</li><li>• Collect and use data to plan targeted teaching and to track student progress using the reading data wall.</li><li>• Provide regular, constructive feedback to students.</li></ul> Teacher aides can/will: <ul style="list-style-type: none"><li>• Support students during reading activities using agreed evidence-based strategies.</li><li>• Reinforce skills taught by teachers during small-group or one-on-one sessions.</li><li>• Participate in professional development and collaborative planning to ensure consistency.</li><li>• Share observations about student progress and engagement with teachers.</li></ul> Leadership team can/will: <ul style="list-style-type: none"><li>• Build capability in others in the teaching of reading and maintain and update the reading learning wall.</li><li>• Facilitate professional development and ensure staff have access to current research on effective reading instruction.</li><li>• Monitor implementation of the whole-school reading approach through observations and feedback.</li><li>• Use data from the reading data wall to inform school-wide decisions and celebrate growth.</li><li>• Promote a culture of reading by prioritising discussions in PLT sessions and ensuring alignment across all learning areas.</li></ul> |  |           | <ul style="list-style-type: none"><li>• Model a positive learning environment and high expectations for all students.</li></ul> Teacher aides can/will: <ul style="list-style-type: none"><li>• Actively participate in collaborative planning sessions to understand pedagogical approaches.</li><li>• Support teachers in implementing explicit and guided instruction norms.</li><li>• Share observations about student engagement and progress during ongoing feedback discussions.</li></ul> Leadership team can/will: <ul style="list-style-type: none"><li>• Facilitate professional development, collaborative practice sessions and moderation for staff.</li><li>• Monitor implementation of explicit instruction routines through observation and constructive feedback.</li><li>• Promote a culture of continuous improvement by reviewing research and sharing best practice.</li><li>• Ensure communication with families through term overviews and encourage staff and student voice in decision-making.</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Artefacts | DIBELS benchmark assessments<br>A-E LoA Data<br>NAPLAN Data<br>Reading planning evident in 3 levels of planning<br>Reading learning wall<br>Reading data wall<br>Literacy Continuum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Artefacts | 3 Levels of planning<br>A-E LoA data<br>School Survey<br>Attendance data<br>Staff learning wall<br>Classroom learning wall including bump it up wall<br>Behaviour and effort data<br>Reflections from moderation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <div>Reduction of red tape in day-to-day work, planning and processes include:</div> <ul style="list-style-type: none"><li>• Collaboration between principal, Cluster HOD-C and AVT to streamline systems and expectations</li><li>• Use of consistent planning templates across Learning Areas and cluster schools to improve efficiency</li><li>• Collaborative planning processes to reduce duplication and enhance consistency</li><li>• Fewer modes of assessment to reduce teacher workload while maintaining rigour</li><li>• Simplified assessing and reporting processes within the provision plan</li><li>• Create a central digital hub on OneDrive for planning and curriculum documents, and PD materials</li></ul> <div><div></div><div>Supporting red tape reduction in Queensland state schools</div></div> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <div>Approvals</div> <div>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</div> <div><div>Principal</div><div>P&amp;C/School Council</div><div>School Supervisor25 Feb 2026</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |