

HOLLAND PARK STATE SCHOOL - 2026 ANNUAL IMPLEMENTATION PLAN



School priority: ***BRIGHTER FUTURES: Refine the school approach to teaching & learning to maximise belonging engagement & achievement for all students***

Link to school review strategy

- Collaboratively develop a single, accessible whole-school curriculum plan aligned to the P-12 curriculum, assessment & reporting framework (P-12 Framework) to ensure alignment of curriculum, assessment & reporting
- Prioritise a shared commitment from teachers & leaders about the use of evidence-informed pedagogies to support teachers in meeting the diverse learning needs of students
- Foster reflective teachers who evaluate the effectiveness of their teaching & make enhancements to their practice by developing & implementing an agreed observation & feedback processes for all teaching staff in prioritised areas across the school
- Broaden data analysis: Disaggregate & triangulate data to support teacher self-evaluation/reflection on impact.
- Strengthen staff knowledge & understanding of inclusive education to enhance school-wide differentiation practices that support positive learning & wellbeing for all students

FOCUS STRATEGY 1: ***Implement philosophical inquiry learning pathways that maximise student engagement/achievement & develop "Learning Superpowers".***

FOCUS STRATEGY 2: ***Achieve success for every student by embedding explicit instructional routines for reading & writing throughout all AC learning areas.***

Sub-strategies/Actions including Responsible officer(s)	Resources	Sub-strategies/Actions including Responsible officer(s)	Resources
<ul style="list-style-type: none"> • Provide curriculum leaders with learning that supports them to define & lead school & curriculum wide learning with pedagogical clarity, aligned to the requirements outlined in P-12 Curriculum, assessment & reporting framework- CARF (P). • Publish the Schoolwide Approach to Pedagogy (SWAPP) & deepen teacher knowledge to embed its components (DP/SIT). • Lead teaching teams to design & document ACV9 learning pathways for year levels aligned to CARF/SWAP (DP, HOD, HOSS). 	SIT Budget SWAPP meeting time HOD role reorientation CPL Cluster & Instructional Leadership project Met Sth	<ul style="list-style-type: none"> • Embed whole-school processes for monitoring reading progress (DP) & MTSS • Increase teacher data literacy to inform universal, targeted, & intensive instruction. • Build staff capability to implement explicit instructional routines in reading & writing, aligned to Australian Curriculum & DoE Reading Position Statement. • Centre peer observation on reading routines aligned to DOE PP4L's/SWAP 	SWAPP meeting release time Decodable Read Online subscription Dibels training (staff meetings) LEAP Teachers & TRIBE Prep role Peer observation/feedback process

Measurable outcomes		- Marker Students P-6 demonstrate increases on Continuum of Student Engagement - SOS – Students: "Teachers are interested in my learning" to be above Like & State Schools -Relative gain – Increase in "A level" Moderated LOA in English & Maths	PREP 1 2 3 4 5 6 DECODING & ENCODING (WORD LEVEL)								
			PMT	Phase 6	Phase 15	Phase 25					
- 100% of students demonstrate progress towards targets, between testing junctures (PMTs/DIBELS).	DECODING & fluency										
	NWF (CLS/WRC)			76-116/22-38	105-140/31-44						
	ORF			94-127	114-135	125-158	137-156	141-159			
	READING COMPREHENSION										
MAZE			9.5-17.5	15.5-22.0	17.0-27.5	21.0-29.0	26.5-33.0				
PAT-R			84.2	101.1	113.0	120.9	125.8	128.8			

End Term 4 Behavioural Indicators/ Success criteria	Students:	Teachers:	School Leaders:
	<ul style="list-style-type: none"> Attend & engage: They spend an increasing amount of time actively driving their own learning Classroom interactions demonstrate a team environment where peers lift each other up Seek & apply feedback from teachers/peers/learning walls to improve their learning Show growth in understanding & skill development within their AC assessment portfolios Strive for personal bests & celebrate learning progress, not grades 	<ul style="list-style-type: none"> Apply phonics, word reading/spelling & vocabulary skills across the curriculum Demonstrate expected progress towards Yr level targets, at assessment junctures Are actively engaged in instructional routines Articulate their learning progress, the steps they took to achieve goals & pride in learning Read for pleasure 	<ul style="list-style-type: none"> Build a love of reading & authorship. Connect students with a variety of text types suitable to purpose & aligned to developmental stage (including decodable texts) Engage in professional learning as teaching teams & collaboratively develop a shared knowledge & understanding (underpinned by AC & Scarborough's Reading Rope) of how to teach reading Track progress using agreed assessment & monitoring tools (HPSS Data Plan) Analyse data, identifying & articulating the stages of learning of their students Implement evidence informed school-wide reading & writing instructional routines

Artefacts

Whole School Approach to Pedagogy - Year level learning pathways OneNote - Collegial Engagement/Peer Observation Cycle - OneNote Differentiation Planners – quadrants Teaching Reading & Writing @HPSS including refined Phonics Scope & Sequence - Spelling Scope & Sequence - Progress trackers (PMT & DIBELS excel)

RED TAPE REDUCTION

Reduce burden in collecting behaviour incidents- Use instantaneous natural consequences & the RESET process to manage minor incidents. Record major behaviours only. **Limit data collection & unnecessary testing-** Refine, reduce & ensure tools align to SWAP **Reduce meetings-** Narrow focus. Remove meetings that are not aligned to the core business of teaching teams & the cycle of work across the year. **Clear expectations about parent contact -** Give families clear guidance about contact between home & school. Teachers are not required to communicate on weekends or at night **Remove unnecessary Curriculum planning -** Develop single shared ACV9 Yr level OneNote with clear learning sequences, key resources & tailored-supports built in.

Approvals

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

Principal- Simon Boyce **P&C President- Gavin Peterson** **School Supervisor- Rob Van den Heuvel**