



# Labrador State School 2026 ANNUAL IMPLEMENTATION PLAN




Labrador State School

Educational achievement



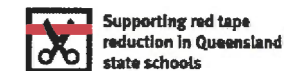
Belonging and engagement

<b>School priority 1</b>	<b>CREATING FUTURES OF CHOICE: Every child succeeding</b> Sharpening enhanced educational achievement through the consolidation of the teaching of reading, ensuring consistency across all curriculum areas. <div style="text-align: right; margin-top: 10px;"> </div>	<b>Monitoring</b> <small>Green – on track, Yellow – underway, Magenta – yet to commence.</small>	Term 1	Term 2	Term 3	Term 4				
<b>School priority 2</b>	<b>INSPIRING MINDS: Innovative Teaching and Learning</b> Establish and embed consistent, innovative, evidence-informed and agreed pedagogical practices, supported by explicit feedback cycles, to improve the outcomes and engagement of all students. <div style="text-align: right; margin-top: 10px;"> </div>	<b>Monitoring</b> <small>Green – on track, Yellow – underway, Magenta – yet to commence.</small>	Term 1	Term 2	Term 3	Term 4				
<b>Link to school improvement strategy:</b>	<ul style="list-style-type: none"> <li>Review and refine leaders' and key teachers' roles and responsibilities to provide clarity and ensure consistency in driving the improvement agenda.</li> <li>Enact practices for collaboratively engaging staff in whole-school planning, to ensure the teaching of reading is embedded and consistently implemented across all curriculum areas.</li> <li>Collaboratively develop school-wide goal setting processes to enable individual students to effectively monitor their own learning and set goals for the future.</li> </ul>	<b>Link to school improvement strategy:</b>	<ul style="list-style-type: none"> <li>Collaboratively develop a shared understanding and language about the principles of pedagogy to determine pedagogies appropriate for the school context, the curriculum, the learning and the learner.</li> <li>Formalise peer observations and feedback cycles to build staff expertise, promote peer learning and enhance teaching quality in priority areas.</li> <li>Formalise consistent opportunities for observations and feedback involving leaders to enhance teachers' capability in a range of appropriate pedagogical practices.</li> </ul>							
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Review and refine leaders' and key teachers' roles and responsibilities to provide clarity and ensure consistency in driving the improvement agenda.</li> <li>Continue to broaden the teaching of reading through the Australian Curriculum across all classrooms P-6.</li> <li>Further develop knowledge of DIBELS to inform reading intervention cycles.</li> </ul>	<b>Strategies</b>	<ul style="list-style-type: none"> <li>Formalise peer observations, team teaching opportunities and feedback cycles to build staff expertise and enhance teaching quality in innovative pedagogical practices.</li> <li>Enhance teachers' digital capabilities through collegial engagement and professional development opportunities.</li> <li>Build teacher capability in curriculum design, differentiation, and high-impact teaching practices embedding student agency and empowering student engagement.</li> </ul>							
<b>Actions: including Responsible role(s)</b>	<b>Resources</b>		<b>Actions: including Responsible role(s)</b>			<b>Resources</b>				
	<ul style="list-style-type: none"> <li>Strengthen clarity of reading expectations by refining and enacting clearly defined leadership and key teacher roles to support consistent implementation of the Structured Literacy Block across P-6 (SLT).</li> <li>Enact agreed evidence based, teaching practices in reading and build teacher confidence and consistency through sequenced professional learning (DP P-2).</li> <li>Initiate a school-wide goal setting process for reading to empower students' autonomy (DP P-2, HODc).</li> <li>Embed reading through the curriculum within the three levels of planning across the school (HODc).</li> <li>Maintain high quality before, during and after moderation practices (HODc).</li> <li>Review assessment to ensure it is equitable and captures context and student voice (HODc, DP P-2).</li> <li>Sharpen the use of data to drive responsive teaching by strengthening the use of DIBELS, LOA and formative assessment to inform Tier 1 instruction and guide timely Tier 2 and 3 supports (HODc, HOI, DP P-2).</li> </ul>		<ul style="list-style-type: none"> <li>Reading resources</li> <li>Professional Development budget</li> <li>Reading champions release time purchase (I4S)</li> <li>Additional SLP time (I4S)</li> <li>Regional reading team</li> <li>HODc (I4S)</li> <li>Planning Days</li> <li>Reading portal</li> </ul>		<ul style="list-style-type: none"> <li>Collaboratively review the school Collegial Engagement Framework and develop identified strategies and resources for implementation across all classrooms (Principal).</li> <li>Build understanding and capability in a whole-school approach to pedagogy and develop agreed key instructional norms and pedagogical approaches (initially aligned to the teaching of reading) for implementation across all classrooms (SLT).</li> <li>Professional development in Amy Berry's 'Continuum of Engagement' for all teaching staff (Principal, DPs).</li> <li>Harness the digital maturity continuum to assess the school's current digital pedagogy progress to inform the Digital Pedagogy action plan (DP 3-6).</li> </ul>			<ul style="list-style-type: none"> <li>Release time for collegial engagement (PLT's, WOW time, feedback cycles)</li> <li>Digital Technologies specialist teacher (I4S)</li> <li>Professional Development budget</li> <li>PLN - Engagement</li> </ul>		
<b>End of Year Success Criteria</b>	<b>Measures</b>	<b>Performance:</b> <ul style="list-style-type: none"> <li>Relative proportion of students achieving in English:               <ul style="list-style-type: none"> <li>LOA C and above: Prep – 90%; Year 1 – 90%; Year 2 – 93%; Year 3 – 85%; Year 4 – 85%; Year 5 – 90%; Year 6 – 90%.</li> <li>LOA A or B: Prep to 2 – 70%; 3 to 6 – 50%.</li> </ul> </li> <li>NAPLAN Improvement:               <ul style="list-style-type: none"> <li>Reading – Strong and Exceeding: Year 3 – 60%; Year 5 – 60%;</li> </ul> </li> <li>DIBELS Improvement:               <ul style="list-style-type: none"> <li>70% within Green and Blue ranges on DIBELS, reflecting the effectiveness of Tier 1 reading instruction.</li> </ul> </li> <li>Improvement in Year 1 Phonics Check (as per Phonics Check recommendations).</li> </ul>								
	<b>Behaviour</b>	Students can/will: <ul style="list-style-type: none"> <li>Engage in explicit, evidence-based reading practices</li> <li>Set explicit reading goals and understand strategies to reach their goals</li> </ul> Teachers can/will: <ul style="list-style-type: none"> <li>Implement agreed teaching practices into daily literacy lessons</li> <li>Monitor student progress using DIBELS and assessment data to inform next steps and pedagogical approaches</li> </ul> Teacher aides can/will: <ul style="list-style-type: none"> <li>Participate in learning opportunities in how to support and implement the teaching of reading across classrooms.</li> <li>Support students to understand their reading goals.</li> </ul> Leadership team can/will: <ul style="list-style-type: none"> <li>Conduct focused walks and talks as per the school's collegial engagement policy</li> <li>Provide support and access to ongoing professional development to build further knowledge in the teaching of reading</li> </ul>								
<b>Artefacts</b>	<ul style="list-style-type: none"> <li>Three levels of planning</li> <li>LSS Reading Action Plan</li> <li>LSS Staff Reading Wall</li> <li>Student goal setting procedure</li> </ul>		<b>Measures</b>							
<b>Artefacts</b>	<ul style="list-style-type: none"> <li>LSS Collegial Engagement Framework</li> <li>LSS Digital Pedagogies Action Plan</li> <li>Agreed key instructional norms</li> <li>Staff and student feedback</li> </ul>									

School priority 3	<b>NURTURING CHILDREN:</b> <b>A positive and inclusive school culture</b> Build a unified wellbeing and inclusion framework that improves engagement and belonging for the whole school community.	 <table border="1" data-bbox="1145 128 1484 306"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <td colspan="4">Green – on track, Yellow – underway, Magenta – yet to commence.</td> </tr> </thead> <tbody> <tr> <td style="background-color: #e91e63; color: white;">Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </tbody> </table>	Monitoring				Green – on track, Yellow – underway, Magenta – yet to commence.				Term 1	Term 2	Term 3	Term 4
Monitoring														
Green – on track, Yellow – underway, Magenta – yet to commence.														
Term 1	Term 2	Term 3	Term 4											
Link to school improvement strategy:	<ul style="list-style-type: none"> <li>Collaboratively develop a student wellbeing framework that aligns SEL, trauma-informed practices and agreed behaviour support processes to enhance students' wellbeing and engagement.</li> <li>Collaboratively develop a whole-school inclusion model, enhancing staff understanding of equity, inclusion and differentiation, to maximise learning outcomes for all students.</li> <li>Strengthen staff capability in effectively engaging and supporting students with complex behaviours to maximise wellbeing outcomes for students and staff.</li> <li>Develop a Parent and Community Engagement (PaCE) framework to broaden family involvement in learning, strengthen partnerships, and foster shared responsibility for student outcomes.</li> </ul>													
Strategies	<ul style="list-style-type: none"> <li>Collaboratively develop a unified student wellbeing and inclusion framework that aligns social-emotional learning, trauma-informed practices, and agreed behaviour support processes to enhance equity, inclusion and differentiation for all students.</li> <li>Embed proactive, positive behaviour and pedagogical strategies that increase engagement and belonging.</li> <li>Strengthen partnerships with parents, carers, and community agencies that support wellbeing and engagement through the development and implementation of a Parent and Community Engagement (PaCE) Framework.</li> </ul>													
<b>Actions: including Responsible role(s)</b>		<b>Resources</b>												
<ul style="list-style-type: none"> <li>Initiate the development of a Student Wellbeing and Inclusion Framework that aligns Tier 1 PBL practices, Tier 2 targeted support, SEL approaches and attendance engagement strategies (Principal, HOD SE, HOD Inclusion).</li> <li>Develop and implement an evidence-based SEL program across the school (HOD SE, HOD Inclusion).</li> <li>Review, refine and implement current Tier 1 and Tier 2 PBL practices using data-informed inquiry cycles, including explicit teaching of expectations, targeted regulation supports and consistent response processes (HOD SE).</li> <li>Provide ongoing in-class support and professional development opportunities to build capability in SEL and behaviour management (SLT).</li> <li>Monitor engagement and attendance through OneSchool and SORD using targeted initiatives to promote positive attendance, early intervention and student connection to school (SLT).</li> <li>Begin consultation on a PaCE Framework, providing additional opportunities for community input (SLT).</li> </ul>		<ul style="list-style-type: none"> <li>HOD – Student Engagement</li> <li>Professional Development budget</li> <li>PBL Principal Advisor</li> <li>Inclusion Principal Advisor</li> <li>SEL budget</li> <li>Additional TA allocation</li> <li>PLN - Engagement</li> </ul>												
End of Year Success Criteria	<b>Performance:</b> <ul style="list-style-type: none"> <li>Decrease in SDA rate (below 40, &lt;15 students).</li> <li>30% reduction in major behaviour referrals.</li> <li>Increase in PBL Tiered Fidelity Inventory (TFI) results – 90%+.</li> <li>Increase in School Opinion Survey results for:               <ul style="list-style-type: none"> <li>School and Workplace Culture (all stakeholders) – 90%+.</li> <li>Staff Wellbeing – 90%+.</li> <li>'Behaviour is well managed' – 90%+ all stakeholders.</li> <li>'I feel confident managing the behaviour of all my students at this school' – 90%+.</li> <li>'I feel accepted by other students at my school' – 90%+.</li> </ul> </li> <li>Improved student attendance – 92%+.</li> </ul>													
	<b>Behaviour</b> Students can/will: <ul style="list-style-type: none"> <li>Demonstrate and articulate PBL fortnightly focus and school rules</li> <li>Convey an increased sense of belonging at school</li> </ul> Teachers can/will: <ul style="list-style-type: none"> <li>Harness agreed SEL and behaviour support processes to facilitate student engagement</li> </ul> Teacher aides can/will: <ul style="list-style-type: none"> <li>Harness agreed SEL and behaviour support processes to facilitate student engagement</li> <li>Support diverse learner needs</li> </ul> Leadership team can/will: <ul style="list-style-type: none"> <li>Provide development in SEL and behaviour support practices</li> <li>Increase visibility across the school to support staff and students</li> </ul>													
Artefacts	<ul style="list-style-type: none"> <li>LSS Wellbeing and Inclusion Framework</li> <li>PBL Action Plan</li> <li>Tier Two team and support processes</li> <li>SEL program action plan</li> <li>Parent and Community Framework</li> </ul>													

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

- Streamlined reporting – reducing comment bank load and simplifying student reports.
- Purchasing additional Administration Officer hours to handle data-entry and other operational organisational processes.
- Streamlining data collection processes to reduce administrative burden on classroom teacher and streamlining Oneschool data entry processes.
- Centralise internal communication and document location through Sharepoint



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

  
 Scott Johnstone  
 Principal

Jens Schroeder  
 P&C President 

Alisha Le Brese  
 School Supervisor: 16 March 2026 