

PALLARA STATE SCHOOL

2026 Annual Implementation Plan



TERM 1

TERM 2

TERM 3

TERM 4

STRENGTHENING A WHOLE SCHOOL APPROACH FOR TEACHING READING THROUGH THE AC

Students learn to read through the consistent implementation of SLS (Structured Literacy Sessions) outlined for each phase of learning. Explicit instruction in reading is prioritised including a clearly identified learning intention, review, teach, practice and apply structure. Engagement norms (white-boards, pair-share, complete sentences, pronunciation, read and track with me) are established. Leaders, teachers and teacher aides work to build consistency and expertise in in SLS and EI in reading, supported by mentoring and responsive professional development. Success is measured in both qualitative (NAPLAN, DIBELS, Year 1 phonics check, LOA) and quantitative (observations, WOW, LW) measures.

READING THROUGH AC

- Implement refined SLS
- Phonics instruction - (pace & pronounce with me) - modelled across the school.
- Students demonstrate engagement norms (White board & Pair Share)
- Application of Instructional Design is evident in PLTs
- HOD's and YLM modelled lessons of instructional design in shared and dialogic reading
- Bank of modelled lesson vignettes created.
- Embedded (pair share, white board) engagement norms
- Engagement norms (Track with me & read with me) implemented.
- Instructional Design elements modelled by HODs and YLM in other components of SLS.
- SLS components taught using Instructional Design.
- All staff have knowledge of Explicit Instruction practices in Reading.
- Review embedded practises



ENHANCING THE CYCLE OF REFERRALS, TRACKING & SUPPORT TO BE RESPONSIVE TO STUDENT NEEDS

Students will be supported in their learning through data informed targeted supports within a Multi Tiered System Support Framework. Students will be identified through a refined referral and review process being responsive to individual need. Leadership track student engagement and achievement through an Intensive Case Management system. Student Support Team identify targeted intervention programs for priority groups (e.g. Speech & EALD) and upskill teacher aides. Success is monitored across the year in regular data checkpoints through achievement and engagement data (LOA, NAPLAN triangulation, DIBELS) and accurate PLP records to show adjustments to support a year's worth of learning.

INCLUSION

- Leadership refine the referral structure for support
- Leadership create and implement the Intensive Case Management cycle
- Student Support Team identify support programs for intervention
- Ensuring alignment of PLP ownership and uploading of evidence by all staff
- Teachers follow the new referral process for students
- Leadership review juncture points for analysis of student progress and impact
- Student Support Team strengthen documentation systems and accountability in OneSchool
- NCCD review collection and moderation (internal and external)
- Student Support Team clarify criteria for support aligned to MTSS
- Researching and refining co-teaching models with inclusion for 2027
- Publish Pallara's MTSS Framework



ACTIVELY ENGAGING STUDENTS THROUGH VISIBLE LEARNING

Students at Pallara clearly understand what they are learning and why, and where they go for help. Students and teachers make learning visible through co-construction that builds and grows throughout the unit. Teachers collaborate through PLT's to share best practice to determine what learning needs to be made visible and how to actively engage students during teaching. Students purposefully engage with visible learning. Success is measured through the students being able to articulate how they use the learning wall.

ACTIVE ENGAGEMENT

- Learning walks applied across all year levels
- PLT - agenda and lesson focusses around visible learning
- Sharing of best practice (memo, ghost walks)
- Guide to clarity developed to help teachers know what to put on the wall and why and how to engage students
- Mentoring teachers around how to use it
- Quality standard of how to use a learning wall
- Teachers are implementing co-constructed learning walls
- Review student use of the Learning Wall 'Where do you go to for help?' for future improvement & direction



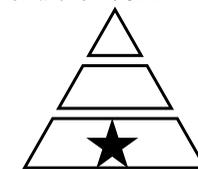
ELEVATING OUR WHOLE SCHOOL TIER 1 PEDAGOGY, ENSURING EVERY STUDENT BENEFITS

All students are receiving high quality, evidence-informed whole class Tier 1 instruction. This is intentionally and explicitly aligned to how students learn through clear modelling, scaffolded practice, cognitive load management, repetition, feedback, and strong routines. It is the foundation of our schoolwide data informed pedagogy and is designed so that at least 80% of students achieve success through strong universal and explicit instruction, without requiring additional layers of intervention.

Staff engage in professional learning to build a deep knowledge and understanding of the foundational layer within the Multi-tiered Support System. The GBB (Good, Better, Best) identifies best practice and provides clarity giving a shared understanding. All students' needs are met in a responsive manner by utilising all elements of the GBB.

TIER 1 TEACHING

- Leadership create and refine GBB with key stakeholders
- Introduce and apply cognitive load theory
- Introduce and use GBB
- Discussion around GBB in data conversations
- Review GBB at the end of the term
- Highlight best practice
- Provide mentor support including WOW opportunities
- Staff share examples of what works well in a whole class setting linked to GBB
- Collect feedback about how Tier 1 instruction is used
- Review and refine GBB



Priority 1 - Achievement

Priority 2 - Engagement

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MONITORING IMPACT

Leaders will -

- Develop a deep, consistent knowledge and understanding of the strategic direction and the research behind it.
- Use data to monitor the progress of students, classes and year levels aligned to class, whole school and year level targets including all sub-groups.
- Provide a research-based platform to drive improvement and engage in relevant professional learning aligned to key priorities and deliverables.
- Target resources to support identified school priorities and areas of need.
- Model and show trust with each other and staff.
- Interact with a mutual respect to colleagues as professionals.
- Be accountable for their actions and own mistakes by being prepared.
- Communicate openly with tact, transparency and integrity.
- Seek authentic feedback and allow everyone to have a voice.
- Trust others to take the lead and have their back if things do not go as planned.

Support staff will -

- Be open to learning new processes and skills, asking for help when needed.
- Articulate the leaning intentions when working with students and understand how the specific lessons support student learning.
- Use strengths to support students and staff.
- Communicate clearly, listen well, and consider others' perspectives.
- Provide constructive feedback on student learning.
- Handle conflict with a focus on solutions.
- Act professionally with integrity, flexibility, patience, and confidentiality.
- Be prepared and follow through on tasks.
- Build positive relationships with students.
- Be comfortable in the uncomfortable with honesty and respect.
- Engage in professional knowledge required to support student learning in key areas aligned to the school AIP.

Teachers will -

- Be open to learning new processes and priorities, building on new professional learnings, and working to strengths.
- Engage in PLTs and share qualitative and quantitative data to determine starting points, monitor progress and plan next steps.
- Co-construct learning walls and refer to them during teaching to support student learning.
- Be open and clear in communication, listening to others and considering different perspectives.
- Approach conflict with a solution-based mindset.
- Engage in professional collaborative discussions and planning conversations.
- Seek help when needed.
- Be professional by showing integrity, taking on feedback, showing patience, flexibility and maintaining confidentiality.
- Come prepared and follow through on actions.
- Take time to get to know students and build relationships.
- Be comfortable in the uncomfortable with honesty and respect.

Students will -

- Engage fully in learning, participating in lessons and trying their best.
- Understand the purpose of learning and what they need to do to be successful.
- Interact with the Learning Wall to support their learning and growth.
- Show curiosity by asking questions.
- Use feedback to improve their work.
- Engage in positive learning behaviours by staying focused on tasks, being organised, and avoiding distractions.
- Support their peers by encouraging others and working well in groups.
- Persevere through challenges, embracing the Learning Pit.
- Show respect by listening to others and valuing different opinions.
- Demonstrate a positive attitude, celebrating growth and showing willingness to try new things.

	Baseline	6 months	12 months
Whole School English LOA	A-B = 57% C and above = 86%	A-B = 60% C and above = 88%	A-B = 62% C and above = 90%
Whole School Mathematics LOA	A-B = 70% C and above = 92%	A-B = 73% C and above = 94%	A-B = 75% C and above = 97%
First Nations English LOA		Increase by 3%	Increase by 5%
SWD English LOA		Increase by 3%	Increase by 5%
This is a good school	Parents 92.3% Students 91.7% Staff 97.8%		Maintain
Interest in schoolwork	Parents 90.2% Students 65.1%		Increase by 5%
Student behaviour is well managed	Parents 89.3% Students 77.7% Staff 97.8%		Maintain

TARGETED RESOURCES

- \$400 000 Heads of Curriculum
- \$500 000 Professional Learning Teams
- \$50 000 Transitions

- \$220 000 Mentoring
- \$60 000 Additional resources/staffing to support wellbeing
- \$150 000 Professional Development incl. Collaborative Learning Communities and Networking

RESEARCH BASE

- **Explicit Direct Instruction** - John Hollingsworth & Silvia Ybarra
- **Explicit Instruction** - Anita Archer
- **Inclusive Education for the 21st Century** - Linda Graham
- **Accessible Assessment and Pedagogies** - Linda Graham
- **Clarity** - Lyn Sharratt
- **Visible Learning** - Douglas Fisher, Nancy Frey & John Hattie
- **PLC+** - Douglas Fisher & Nancy Frey
- **Science of Learning** - Nathaniel Swain

ENDORSEMENT

This plan was developed in consultation with the school community and meets school needs and systemic requirements. This document is endorsed by the Department of Education's strategy.

Nicole King
Nicole King - Principal Vicki Caldwell - School Supervisor

Sandra Johnstone
Sandra Johnstone - School Council Chair

RED TAPE REDUCTION



Pallara SS is committed to Reducing Red Tape. We achieve this by:

- Reviewing school processes and documentation to remove duplication and unnecessary administrative tasks.
- Streamlining planning, reporting and meeting structures to maximise time for teaching and learning.
- Using efficient systems to support clear communication and accountability.
- Aligning practices with Department of Education policy while minimising administrative burden.
- Prioritising staff time for high-impact teaching practices and student support