Albany Hills State School Annual Implementation Plan 2026

Improvement priority: *Educational Achievement -* Implement a repertoire of pedagogical approaches for all students, particularly to lift student achievement from B to A in English.
Expand current collegial practices to include ongoing teacher capability development.

Strategies: Implement a whole-school approach to the teaching of reading and spelling.
Develop a whole school approach to pedagogy to support student achievement.
Implement Australian Curriculum Version 9 in English, maths and science.
Develop formalised opportunities for teachers to participate in Watching Others Work.

Actions	Timeline	Outcomes	Responsible Officers
Teachers to commence mapping school progress on the Reading Signposts.	Term 1	An A in English (Sem 2 2026): *Starting Strong* (P-2) from 22% to 30%. *Building on Foundations* (Yrs 3-6) from 26.9% to 30.7%.	Chris Hansen Jodie Farley Beth Henderson Steve Wiedman Christie Meiklejohn Reading Team
Ensure evidence-based reading instructional practices for all students through the Australian Curriculum. (Tier 1): *Structured Synthetic Phonics*	Ongoing		
• Refine implementation of the AHSS Instructional model for teaching phonics on Prep – Year 2.		One-to-One Reading program data improvement (AHSS screener – increased mastery of sound sets for identified students).	
• Provide feedback to Prep – Year 2 teachers to assist reflection on, and improvement in their professional practice.	Terms 2 and 3		
• Strengthen practice and consistency by providing teachers with opportunities to watch each other work.	Ongoing	Improved Year 1 Phonics Check data (retest 'developing and struggling decoders' in Year 2, Term 2).	
Shared and Dialogic Reading	Term 1		
• Identify teachers to establish a team to build a shared understanding and lead a trial of the AHSS Instructional Model for Teaching Shared and Dialogic Reading.		Improved A-E reading summative task data (C and above).	
• Build capacity of staff by providing professional development opportunities.	Ongoing		
• Develop processes for collaborative planning of shared and dialogic reading routines using rich curriculum texts aligned to the instructional model (planning days).	Term 2, 3 and 4	Decreased number of students at risk of reading difficulties from beginning to end of year (DIBELS).	
• Commence implementation of the model.		Continued Inter-assessment agreement (English and Reading).	
• Trial a feedback template for implementation in 2027.	Term 3		
Identify and commence implementation of engagement norms aligned to evidence-based research:	Term 3 and 4	Teacher change of practice (reading routines) is evident as part of collegial engagement processes.	
• Identify practices to de-implement that are no longer aligned to Version 9 of the Australian Curriculum.	Ongoing		
• Plan opportunities to build engagement norms into instructional models.		Monitoring of Reading Signposts demonstrates continued implementation progress.	

 Belonging and engagement — **Build a shared understanding of inclusion that promotes a whole school approach to differentiated teaching and learning practices.**

Strategy: Expand the focus of the inclusion support model to build a shared understanding of inclusion within the school community that promotes a whole-school approach to differentiated teaching and learning practices, informed by formative assessment in every classroom for every student.			
Actions	**Timelines**	**Outcomes**	**Responsible Officer/s**
Develop a shared understanding of the Multi-Tiered System of Support (MTSS) framework. Promote Tier 1 evidence based instructional practices that promote predictablilty and inclusion for all students. Investigate a consistent approach to instruction for and identification of students requiring Tier 2 and 3 supports. Commence review of Support Teacher roles and responsibilities to ensure alignment to MTSS.	Ongoing	Evidence of high impact strategies to improve outcomes for students requiring targeted and intensive teaching.	Chris Hansen Steve Wiedman Jodie Farley Beth Henderson Zoe Elsworth Christie Meiklejohn Support Teachers

Promote the wellbeing of students and staff, respect the diversity of the school community and implement proactive measures in order to maintain a safe and inclusive learning environment.

Strategy: Implement Positive Behaviour For Learning In order to foster staff and student engagement and wellbeing.			
Actions	**Timelines**	**Outcomes**	**Responsible Officer/s**
Implement tasks from Positive Behaviour for Learning (PBL) action plan.	Aligned to PBL Action Plan	Reduced variability in terms of: • behaviour expectations. • consequences and procedures regarding student behaviour. Reduced number of major incidents recorded in OneSchool.	Steve Wiedman Collette Proud Chris Hansen

Endorsement

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

Chris Hansen
Principal

Andrew Hanigan
School Council Chair

Tracy Egan
School Supervisor