

Belgian Gardens State School 2026 ANNUAL IMPLEMENTATION PLAN

System Priority – Brighter futures	“...for every student to progress in their learning each year to achieve individual excellence, and to invest in the capability and expertise of our people to support them.”	Monitoring																																																																																																																									
Aligned School priority	Strengthen effective, evidence-informed pedagogical practices to improve teaching impact and student literacy outcomes.	Term 1	Term 2	Term 3	Term 4																																																																																																																						
Link to school improvement strategy:	Strengthen effective, evidence-informed pedagogical practices to improve teaching impact and literacy outcomes. (2022 Review Report – Key Improvement Strategy)																																																																																																																										
Strategy/ies	<ul style="list-style-type: none"> Maintain co-planning cycles alongside inclusion team, Curriculum Deputies and Literacy Leaders to build clarity and understanding of the teaching of reading through the curriculum, using EQ Implementation Guide and Signposts. Identify and develop early adopters to provide observation and feedback opportunities for colleagues to strengthen effective Tier 1 pedagogical practices. Including the creation of local vignettes demonstrating effective pedagogy. Engage Literacy Leaders across P-2 and 3-6 as instructional coaches through the GRR model to provide teachers with One on One coaching opportunities. Establish whole school DIBELS Assessment Routines including co-analysing and co-reflecting on data to inform next steps. Sustain in-school moderation (before, after, after end) of summative and monitoring with a focus on English. 																																																																																																																										
Actions: including Responsible role(s)	Responsible	Resources																																																																																																																									
<ul style="list-style-type: none"> Ongoing enacting of the Collegial Engagement Framework throughout the year (staff meetings, One on One's, Year Level Meetings) Teacher SPG's progress checks (establish, tracking toward goals, celebration of achievement of SPG goals) Termly planning and curriculum alignment sessions (as per term calendar) 2x yearly - Parent/Community Teaching of Reading sessions to build parent capability in supporting reading at home Identified key staff in Years 3-6 engaging with Reading Master Classes Deploy DIBELS Assessment Teams to capture reading data 3x/year and build data literacy through co-reflection and planning of Tier 1 Strategies Create vignettes of 'high yield' reading strategies to be used to support consistency of expectations aligned to the BG Reading Framework: <ol style="list-style-type: none"> to ensure co-reflection the teaching of reading through the curriculum is continually building capability of teaching staff. to model expected pedagogies act as school induction artefacts to fast-track new teachers expected ways of working celebrating high performance by showcasing in staff meetings or year level meeting or One on Ones 	<ul style="list-style-type: none"> Leadership Team Literacy Leaders Classroom Teachers Teacher Aides 	Human: Curriculum Leaders, Literacy Leaders Department: Reading Portal Literacy Continuum Whole school approach to Pedagogy Financial: <table border="1" style="width: 100%; text-align: center;"> <tr> <td>S/CC - 207800</td> <td>S/CC - 204416</td> <td>S/CC - 202500</td> <td>S/CC - 203200</td> <td>S/CC - 207016</td> <td>S/CC - 203214</td> </tr> </table>				S/CC - 207800	S/CC - 204416	S/CC - 202500	S/CC - 203200	S/CC - 207016	S/CC - 203214																																																																																																																
S/CC - 207800	S/CC - 204416	S/CC - 202500	S/CC - 203200	S/CC - 207016	S/CC - 203214																																																																																																																						
End of Year Success Criteria	Measures	Quantitative Performance: End of Semester 1				Performance: End of Semester 2																																																																																																																					
		Relative proportion of students achieving in English				Relative proportion of students achieving in English																																																																																																																					
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Prep</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>A-C</td> <td>89%</td> <td>89%</td> <td>91%</td> <td>89%</td> <td>87%</td> <td>93%</td> <td>91%</td> </tr> <tr> <td>A-B</td> <td>65%</td> <td>61%</td> <td>56%</td> <td>55%</td> <td>51%</td> <td>52%</td> <td>52%</td> </tr> </tbody> </table>					Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	A-C	89%	89%	91%	89%	87%	93%	91%	A-B	65%	61%	56%	55%	51%	52%	52%	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Prep</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>A-C</td> <td>93%</td> <td>94%</td> <td>95%</td> <td>93%</td> <td>92%</td> <td>96%</td> <td>94%</td> </tr> <tr> <td>A-B</td> <td>68%</td> <td>64%</td> <td>61%</td> <td>60%</td> <td>57%</td> <td>58%</td> <td>58%</td> </tr> </tbody> </table>					Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	A-C	93%	94%	95%	93%	92%	96%	94%	A-B	68%	64%	61%	60%	57%	58%	58%																																																																		
			Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																																																																																		
A-C	89%	89%	91%	89%	87%	93%	91%																																																																																																																				
A-B	65%	61%	56%	55%	51%	52%	52%																																																																																																																				
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																																																																																				
A-C	93%	94%	95%	93%	92%	96%	94%																																																																																																																				
A-B	68%	64%	61%	60%	57%	58%	58%																																																																																																																				
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">P-2 SPARKLE benchmark achievement</th> <th colspan="6">3-6 DIBELS Assessment at Expected Level</th> </tr> <tr> <th>T1</th> <th>T2</th> <th>MAZE (Adj)</th> <th>ORF - WC</th> <th>ORF Accuracy</th> <th>WRF</th> <th>NWF (CLS)</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td></td> <td></td> <td>Year 3</td> <td>T1: 65% T2:</td> <td>T1: 66% T2:</td> <td>T1: 50% T2:</td> <td>T1: 66% T2:</td> <td>T1: 59% T2:</td> </tr> <tr> <td>Year 1</td> <td></td> <td></td> <td>Year 4</td> <td>T1: 62% T2:</td> <td>T1: 65% T2:</td> <td>T1: 69% T2:</td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td>Year 5</td> <td>T1: 42% T2:</td> <td>T1: 45% T2:</td> <td>T1: 63% T2:</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>Year 6</td> <td>T1: 45% T2:</td> <td>T1: 55% T2:</td> <td>T1: 85% T2:</td> <td></td> <td></td> </tr> </tbody> </table>					P-2 SPARKLE benchmark achievement		3-6 DIBELS Assessment at Expected Level						T1	T2	MAZE (Adj)	ORF - WC	ORF Accuracy	WRF	NWF (CLS)	Prep			Year 3	T1: 65% T2:	T1: 66% T2:	T1: 50% T2:	T1: 66% T2:	T1: 59% T2:	Year 1			Year 4	T1: 62% T2:	T1: 65% T2:	T1: 69% T2:			Year 2			Year 5	T1: 42% T2:	T1: 45% T2:	T1: 63% T2:						Year 6	T1: 45% T2:	T1: 55% T2:	T1: 85% T2:			<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">P-2 SPARKLE benchmark achievement</th> <th colspan="6">3-6 DIBELS Assessment at Expected Level</th> </tr> <tr> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> <th>MAZE (Adj)</th> <th>ORF - WC</th> <th>ORF Accuracy</th> <th>WRF</th> <th>NWF (CLS)</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td></td> <td></td> <td></td> <td></td> <td>Year 3</td> <td>T1: 65% T2: T4:</td> <td>T1: 66% T2: T4:</td> <td>T1: 50% T2: T4:</td> <td>T1: 66% T2: T4:</td> <td>T1: 59% T2: T4:</td> </tr> <tr> <td>Prep Goal:75%</td> <td></td> <td></td> <td></td> <td></td> <td>Year 4</td> <td>T1: 62% T2: T4:</td> <td>T1: 65% T2: T4:</td> <td>T1: 69% T2: T4:</td> <td></td> <td></td> </tr> <tr> <td>Year 1 Goal:75%</td> <td></td> <td></td> <td></td> <td></td> <td>Year 5</td> <td>T1: 42% T2: T4:</td> <td>T1: 45% T2: T4:</td> <td>T1: 63% T2: T4:</td> <td></td> <td></td> </tr> <tr> <td>Year 2 Goal:75%</td> <td></td> <td></td> <td></td> <td></td> <td>Year 6</td> <td>T1: 45% T2: T4:</td> <td>T1: 55% T2: T4:</td> <td>T1: 85% T2: T4:</td> <td></td> <td></td> </tr> </tbody> </table>					P-2 SPARKLE benchmark achievement				3-6 DIBELS Assessment at Expected Level						T1	T2	T3	T4	MAZE (Adj)	ORF - WC	ORF Accuracy	WRF	NWF (CLS)	Prep					Year 3	T1: 65% T2: T4:	T1: 66% T2: T4:	T1: 50% T2: T4:	T1: 66% T2: T4:	T1: 59% T2: T4:	Prep Goal:75%					Year 4	T1: 62% T2: T4:	T1: 65% T2: T4:	T1: 69% T2: T4:			Year 1 Goal:75%					Year 5	T1: 42% T2: T4:	T1: 45% T2: T4:	T1: 63% T2: T4:			Year 2 Goal:75%					Year 6	T1: 45% T2: T4:	T1: 55% T2: T4:	T1: 85% T2: T4:		
	P-2 SPARKLE benchmark achievement		3-6 DIBELS Assessment at Expected Level																																																																																																																								
	T1	T2	MAZE (Adj)	ORF - WC	ORF Accuracy	WRF	NWF (CLS)																																																																																																																				
Prep			Year 3	T1: 65% T2:	T1: 66% T2:	T1: 50% T2:	T1: 66% T2:	T1: 59% T2:																																																																																																																			
Year 1			Year 4	T1: 62% T2:	T1: 65% T2:	T1: 69% T2:																																																																																																																					
Year 2			Year 5	T1: 42% T2:	T1: 45% T2:	T1: 63% T2:																																																																																																																					
			Year 6	T1: 45% T2:	T1: 55% T2:	T1: 85% T2:																																																																																																																					
	P-2 SPARKLE benchmark achievement				3-6 DIBELS Assessment at Expected Level																																																																																																																						
	T1	T2	T3	T4	MAZE (Adj)	ORF - WC	ORF Accuracy	WRF	NWF (CLS)																																																																																																																		
Prep					Year 3	T1: 65% T2: T4:	T1: 66% T2: T4:	T1: 50% T2: T4:	T1: 66% T2: T4:	T1: 59% T2: T4:																																																																																																																	
Prep Goal:75%					Year 4	T1: 62% T2: T4:	T1: 65% T2: T4:	T1: 69% T2: T4:																																																																																																																			
Year 1 Goal:75%					Year 5	T1: 42% T2: T4:	T1: 45% T2: T4:	T1: 63% T2: T4:																																																																																																																			
Year 2 Goal:75%					Year 6	T1: 45% T2: T4:	T1: 55% T2: T4:	T1: 85% T2: T4:																																																																																																																			
2026 Qualitative Performance:		P-2 Teachers:				3-6 Teachers:																																																																																																																					
<ul style="list-style-type: none"> Observed implementing the teaching of reading (through TLC and WL) with consistency and demonstrating ability to identify pedagogical strategies aligned to the Reading Implementation guide and Signposts. Reflecting on own pedagogy of how to improve the teaching of reading and agreed strategies. 		<ul style="list-style-type: none"> Working with the Literacy Leader and demonstrating improved pedagogy and content knowledge or 'Fluency Pairs & Word Study' aligned to the Reading Implementation guide and Signposts – tracked through the BGSS Monitoring Tool. 				<ul style="list-style-type: none"> Working with the Literacy Leader and demonstrating improved pedagogy and content knowledge or 'Fluency Pairs & Word Study' aligned to the Reading Implementation guide and Signposts – tracked through the BGSS Monitoring Tool. 																																																																																																																					
Behaviours																																																																																																																											
Students can/will:		Teachers can/will:		Teacher aides can/will:		Leadership team can/will:																																																																																																																					
<ul style="list-style-type: none"> Through the 5Q4S, students being able to articulate what they need next to support improvement in reading and writing. Achieve agreed English LOA Goals. 		<ul style="list-style-type: none"> Knowing and enacting what every child needs next to take the next step in their reading journey. Knowing and enacting what every child needs next to take the next step as an influential writer. Answer the 5Q4T demonstrating knowledge of what students need to know to be successful in their English Unit of work. 		<ul style="list-style-type: none"> Knowing and supporting what every child needs next to take the next step in their reading journey by leveraging TA Master Class Modules and Literacy Leader role. 		<ul style="list-style-type: none"> Leadership team, literacy leaders and teachers sharing common knowledge/meta language through the co-development of consistent approach to the teaching of reading across P-6. All leaders knowing what every staff member needs next to ensure their capability reflects standards associated with BG approach to Reading Through the Curriculum. 																																																																																																																					
Artefacts	<ul style="list-style-type: none"> Collegial Engagement Framework Assessment Literacy Cycles BG Reading Implementation Framework Data Plan Term Planning (3-levels of planning) SPG's BG Reading Placemat (Vignette repository) 		Signatures:		School Supervisor:		Principal:		P&C President:																																																																																																																		
						Red Tape Reduction Strategies																																																																																																																					
						<ul style="list-style-type: none"> Streamline and refine 3-Way Conversations resulting in reduction of workload, recording and duplication of student progressional information. Continue to use Corella to drive unit and lesson design aligned to the curriculum. Use Corella to craft student specific feedback on writing tasks. Reducing teaching load of CT's so they only teach English, Maths, HASS and Semester of Science. Teachers only writing overall and behaviour report card comments. 																																																																																																																					