



Our Vision: "Creating brighter futures together"

Robertson State School

Our school motto: "Achievement through Effort"

2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement  Belonging and engagement 

School priority 1	Wellbeing	Monitoring				School priority 2	Curriculum and Pedagogy	Monitoring			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:		Develop and implement an agreed staff wellbeing strategy to implement actions designed to enhance wellbeing outcomes for all staff.				Link to school improvement strategy:		Establish consistent school-wide processes to quality assure curriculum delivery to ensure the enacted curriculum is aligned to the planned for, intended curriculum.			
Strategy/ies		Strengthen our communication framework to promote respectful collegial interactions, engage all staff and our community, and enhance staff and student wellbeing so everyone is healthy, confident, kind and emotionally aware. Embed whole-school practices that foster a strong sense of belonging and create a positive learning environment for all students, staff and parents.				Strategy/ies		Build a shared understanding of delivery procedures, instructional design, and consistent implementation of the Australian Curriculum v9 across learning areas (English, Mathematics, Science, HPE and Music) to enhance student learning, engagement and attention. Use data analysis and moderation to continually refine teaching practices and improve student outcomes.			
Actions:		Resources				Actions:		Resources			
<ul style="list-style-type: none"> Embed ACARA General Capabilities for Personal and Social Capability across learning areas to strengthen student social and emotional wellbeing. Implement staff wellbeing strategy with all staff engaged in one wellbeing action each semester. Prioritise staff wellbeing strategies through the Staff Wellbeing Committee Initiatives E.g. Unpack Staff Opinion Survey to create an action plan and interact with regional wellbeing resources Empower all staff to implement PBL strategies and Zones of Regulation. Collaboratively develop a whole-school communication framework to enhance and streamline communication processes and practices across the school. Introduce Teach Like a Champion Program across the school. 		PBL team Wellbeing Committee Trauma informed PD Behaviour Boost teacher				<ul style="list-style-type: none"> Establish clear, consistent, engagement norms for explicit reading instruction in every classroom and clarify and refine instructional routines Define clear leader and teacher roles with the roll out of Australian Curriculum V9 and provide our staff with regional resources, professional development and planning. Establish consistent, school wide processes to quality assure curriculum delivery to ensure the enacted curriculum is aligned to the planned for intended curriculum. Staff to maintain and develop proficiency with the digital literacies and emerging technologies that align with the teaching and learning of the Australian Curriculum Version 9. 		Pedagogical Mentors / Reading Champions HOD-C Leadership team All staff Reading portal Reading implementation guide Explicit teaching Content Language and Integrated Learning (CLIL) Australian Curriculum DIBELS Gradual release			
End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> School opinion survey data – Staff Wellbeing 90% School Improvement Domain 3 PBL (Positive Behaviour for Learning) TFI (Tiered Fidelity Inventory) and EBS (Effective Behaviour Support Survey) data Reduction in negative behaviour incidents and/or improvement in engagement data (attendance, on-task behaviour) compared to the previous year. Evidence of explicit teaching of social and emotional skills in teaching programs and lesson plans, with at least 90% of classes embedding Personal and Social Capability learning intentions and success criteria. Increase in positive responses related to belonging, resilience, and relationships in student wellbeing or engagement surveys (e.g. school-based surveys or system tools). Attendance data (Students – 95%, Staff – 95%) NAPLAN participation data Behaviour data Wellbeing team – Guidance Officer/s, Chaplain, Social Worker Referral data 				Performance: <ul style="list-style-type: none"> Increase in A and B level of achievement data (2026 targets – English 70%, Maths 85%) Increase in C level of achievement data (2026 targets – English 95%, Maths 98%) NAPLAN performance School Improvement Domain 6 DIBELS data 					
	Behaviour Students can/will: have high attendance, be engaged in their learning, and feel deeply connected to their school community, peers, and staff. They will be happy, positive, and demonstrate a growth mindset and resilience. Students will feel safe, supported and confident to take risks, with their voices valued and heard. Staff can/will: demonstrate high attendance and a strong sense of belonging within the school community. They will show a strong commitment to teamwork and collaboration, building trust by sharing openly and working alongside one another. Staff will bring a positive, happy attitude to their work and model growth mindset. They will display resilience, take appropriate risks in their practice, and contribute to a culture of collective efficacy. Respectful relationships underpin their interactions, and they strive to be active, lifelong learners. All staff will lead with professionalism and integrity. "Parents feel a strong sense of connection within the school community. They will feel positive around their child's learning and wellbeing at school, and that their input is valued and heard. Trust and pride in the school is evident through a school culture that fosters a strong sense of belonging, communication and respectful relationships".		Behaviour Students can/will: develop clarity around their learning and assessment expectations. They will be visibly and actively engaged in their learning and remain on task each day. Students will participate in agreed routines and take increasing ownership of their learning. They will independently seek, accept, and use feedback to support their growth and will be able to explain what they are learning. Teachers can/will: actively engage with planning, assessing, and implementing Version 9 of the curriculum, ensuring their pedagogy aligns with evidence-based practice. They will work with collective efficacy to strengthen curriculum knowledge, maintain alignment across year levels, and ensure the enacted curriculum reflects the intended curriculum. Teachers will use data and feedback to refine teaching, explicitly teach and model concepts, and use common language and high-response strategies to check for understanding. They will participate in moderation to build assessment literacy and contribute to shared expectations and consistent instructional design across the school.								

			<p>Teacher aides can/will: align their practices with the whole-school approach, explicitly model and support delivery procedures, and use common language and high-response strategies. They will contribute to shared year-level expectations and demonstrate collegiality through consistent, collaborative practice.</p> <p>Leadership can/will: lead with professionalism and integrity, engage in instructional leadership rounds and walk-throughs to maintain line-of-sight on priorities, and provide targeted, collaborative planning time.</p> <p>Leaders will support teachers to actively engage with planning and assessing Version 9 of the curriculum and strengthening their pedagogical practices. They will foster collective efficacy, ensure fidelity of curriculum knowledge, and promote alignment across year levels. Leaders will cultivate collegial practice, use evidence-based approaches, and ensure the enacted curriculum reflects the intended curriculum.</p> <p>Leadership will facilitate and participate in moderation processes to build assessment literacy and contribute to shared expectations of year-level achievement. They will support teachers to use data and feedback to refine teaching, explicitly teach and model expectations, and promote a common language and shared understanding of whole-school procedures and instructional design. They will also monitor and interrogate student achievement data to ensure pedagogical alignment across the school and develop clear milestones for implementation.</p>
Artefacts	<ul style="list-style-type: none"> • School opinion survey data – Staff Wellbeing • PBL (Positive Behaviour for Learning) TFI and EBS data • Attendance data • NAPLAN participation data • Behaviour data • Referral data 	Artefacts	<ul style="list-style-type: none"> • DIBELS data • Year 1 Phonics check • Year 1 Numeracy check • NAPLAN data • Three levels of planning • A-E Level of achievement data

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

- End of term checklist digitised
- Review and refine Robbie's Week Ahead
- Review SharePoint home page
- Review SharePoint content (archive/delete)
- Continue QLearn development and processes



Approvals

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

Principal *T.A. Bunn*

P&C/School Council

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School Supervisor

[Signature]