

# CRANBROOK STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement



Belonging and engagement



School priority 1	Monitoring				
<p>All teachers will systematically enact reading practices aligned with the Simple View of Reading so that all students make measurable progress in reading comprehension across the curriculum.</p>	<p>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4
Term 1	Term 2	Term 3	Term 4		
<p><b>Link to school improvement strategy:</b></p> <p><b>Domain 6: Leading systematic curriculum implementation</b></p> <ul style="list-style-type: none"> <li>Prioritise teachers and leaders collaboratively planning curriculum, moderating student work and observing student learning to extend systematic curriculum leadership and expertise across all staff.</li> <li>Develop shared understandings between teachers and leaders regarding the purposes and processes of moderation to target moderation junctures that respond effectively to student achievement data.</li> </ul> <p><b>Domain 5: Building an expert teaching team</b></p> <ul style="list-style-type: none"> <li>Systematically implement agreed observation and feedback processes to ensure all teaching staff receive effective guidance on their teaching practice.</li> </ul>					
<p><b>Strategies</b></p> <p>Strategies are evidence and data-informed approaches to achieve the priority.</p> <ul style="list-style-type: none"> <li><b>Strengthen teacher knowledge and collective understanding of effective reading instruction</b> <ul style="list-style-type: none"> <li>Deliver whole-school professional learning aligned with the SVR, systematic synthetic phonics, vocabulary, and ACv9 reading expectations</li> <li>Build shared understandings and consistent language about the components of reading instruction through the Supporting People Journal for Reading and reflective processes</li> </ul> </li> <li><b>Implement consistent reading instruction across the curriculum</b> <ul style="list-style-type: none"> <li>Embed explicit, consistent routines for word reading, word study, vocabulary instruction, and shared/dialogic reading across learning areas (English/Science)</li> <li>Integrate age-appropriate, rich, and authentic texts selected deliberately to support comprehension</li> </ul> </li> <li><b>Use data effectively to inform instruction and intervention (MTSS)</b> <ul style="list-style-type: none"> <li>Strengthen data literacy to analyse universal screeners, diagnostics, and formative assessments (InitialLit, SpellEx, DIBELS, English LOA)</li> <li>Implement short-term data cycles to review reading every 4 weeks to monitor progress, identify instructional needs, and drive MTSS reading case management and intervention decisions</li> </ul> </li> <li><b>Strengthen collaborative professional practices through moderation and collegial feedback</b> <ul style="list-style-type: none"> <li>Embed consistent reading moderation processes to ensure reliable judgments against reading success criteria</li> <li>Implement collegial engagement structures including co-teaching cycles, walkthroughs, and watching others work to refine reading practice and ensure fidelity</li> <li>Engage in external moderation to calibrate Reading Summative Assessment tasks</li> </ul> </li> <li><b>Embed digital pedagogies to support engagement, comprehension, and extension</b> <ul style="list-style-type: none"> <li>Use digital tools and platforms to enhance vocabulary, comprehension, and student engagement in reading</li> <li>Provide targeted digital opportunities for A/B students to self-monitor, set goals, and undertake independent inquiry</li> </ul> </li> <li><b>Strengthen parent and community engagement with reading</b> <ul style="list-style-type: none"> <li>Share whole-school reading processes, routines, and strategies with families</li> </ul> </li> </ul>					
Actions: including Responsible role(s)	Resources				
<p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>Leaders develop whole-school instructional documentation outlining agreed and explicit instructional routines for vocabulary, shared/dialogic reading and word reading/word study.</li> <li>Leaders maintain and review key school artefacts (placemats, reading expectations, documentation) to monitor fidelity of implementation and guide improvement.</li> <li>Leaders, teachers and teacher aides participate in whole school professional learning on the Simple View of Reading (CSS Placemat), Version 9 of the Australian Curriculum, and Systematic Synthetic Phonics (InitialLit and Spell-Ex).</li> <li>Leaders monitor and support MTSS reading case management processes to ensure timely intervention and when students are not progressing.</li> <li>Leaders conduct reading walkthroughs, observations and coaching cycles to quality assure implementation and provide feedback to staff. Leaders integrate digital tools into the three levels of planning to support reading engagement and extend A/B students.</li> </ul> <p><b>Leaders and Teachers:</b></p> <ul style="list-style-type: none"> <li>Leaders and teachers engage in professional learning to deepen knowledge of ACV9 and reading demands across the curriculum, including Science, HPE and Technology.</li> <li>Leaders and teachers engage in coaching using the Reading Supporting People Journal to strengthen consistency of evidence based instructional routines.</li> <li>Leaders and teachers embed digital learning cycles that allow students to track reading, writing and speaking goals, reflect on progress and receive targeted feedback.</li> <li>Leaders and teachers develop students' digital literacy and metacognitive skills to support independent reading, inquiry and research.</li> <li>Leaders and teachers share whole school reading processes, expectations and strategies with parents and the community through transition programs, newsletters, school website updates and 'What Your Child Is Learning' communication.</li> </ul> <p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>Teachers implement agreed instructional routines consistently across learning areas of the Australian Curriculum. (English/ Science) contexts.</li> <li>Teachers participate in whole-school reading and writing moderation processes</li> <li>Teachers engage in collegial engagement structures (WOW, co-teaching, walkthroughs, lesson observations) to refine reading practice aligned to the school's collegial engagement framework.</li> </ul> <p><b>Teacher aides:</b></p> <ul style="list-style-type: none"> <li>Teacher aides implement and support instructional routines for word reading and word study within classroom and MTSS intervention</li> </ul> <p><b>All staff:</b></p> <ul style="list-style-type: none"> <li>All staff administer universal screeners (DIBELS, Year 1 Phonics Check, InitialLit Screener, Spell-Ex Screener) and diagnostic assessments (InitialLit Progress Monitoring, Spell-Ex Cumulative Reviews) in line with the school data plan.</li> <li>All staff engage in short term data cycle collaborative discussions to evaluate student progress and determine next instructional steps and MTSS intervention needs.</li> </ul>	<p><b>SPELLEX Resources</b></p> <ul style="list-style-type: none"> <li>PD – \$2, 722.50</li> <li>Kits – \$22, 312.50</li> <li>Booklets- \$537.20</li> </ul> <p><b>INITALIT Resources</b></p> <ul style="list-style-type: none"> <li>Kits - \$2180</li> <li>Booklets - \$1100 (Y2)</li> <li>Digital Library - \$1850</li> <li>Decodable readers - \$2500</li> <li>Classroom resources - \$336</li> </ul> <p><b>INTERVENTION Resources</b></p> <ul style="list-style-type: none"> <li>MINILIT/MACLIT PD (TAs) - \$1210 1<sup>st</sup> + \$726 everyone after</li> <li>Teacher Aides -</li> <li>Recording booklets - \$43 each book -</li> <li>Student booklets - \$215 (pack of 5)</li> </ul> <p>Teacher release supported by SBS credits and internal school staff to support moderation processes, PD release and data collection processes</p> <p><b>Curriculum Resourcing –</b></p> <ul style="list-style-type: none"> <li>DOE resources – Curriculum Gateway, Reading Portal, Teaching and Learning Hub</li> <li>English texts \$5000</li> <li>SORA - \$1.50 per student</li> <li>Book creator –</li> <li>Padlet –</li> <li>A/B tutor –</li> <li>Smart labs –</li> <li>Board maker -</li> <li>Britannica kids –</li> <li>IXL -</li> <li>Study ladder –</li> <li>Author visit (Y3) -</li> </ul>				

- Performance:**
- Whole school target: Increase the percentage of students achieving a C or better in English to 89% by Semester 2, 2026.
  - Increase the percentage of students' achievement A/B in English as per targets in table below.

2026 cohorts		P	1	2	3	4	5	6
ENGLISH	C% and > S1 2025		81.0%	81.0%	84.0%	84.0%	71.0%	83.0%
	2026 Target	84.0%	84.0%	84.0%	87.0%	87.0%	75.0%	87.0%
	A/B 2025		63.0%	49.0%	56.0%	42.0%	24.0%	42.0%
	2026 Target	65.0%	65.0%	55.0%	60.0%	50.0%	30.0%	45.0%

- Prep – Year 2 At least 80% of students demonstrate expected progress milestones in phonics and decoding skills by Semester 2, 2026.
- Years 3-6 80% of students demonstrate improved spelling accuracy and word study skills as measured by Spell-Ex cumulative reviews.
- Improve NAPLAN reading outcomes in Years 3 and 5 by increasing the percentage of students in the top two bands by at least 5% compared to the previous year.

**Behaviour**

Students can/will:

- Read, view and respond to rich, age-appropriate texts across the curriculum with increasing comprehension.
- Use explicitly taught vocabulary to communicate ideas and understanding across the Australian Curriculum.
- Articulate reading goals, track progress and identify next steps using the 5Q4S.
- A/B Students apply digital skills to extend reading comprehension, inquiry and independent learning.

Teachers can/will:

- Apply shared beliefs and understanding of effective reading instruction aligned with the Simple View of Reading and the Australian Curriculum into daily practice.
- Identify and explicitly teach the reading and writing demands across learning areas, including English and Science.
- Implement consistent reading instructional routines aligned with the SVR and Australian curriculum (word reading, word study, vocabulary shared/dialogic reading).
- Analyse student reading data collaboratively to evaluate student progress in reading (diagnostic, formative, and summative) and plan next steps in MTSS within 10-day/ 4 week cycles.
- Provide opportunities for A/B students to extend their reading through the use of digitally enabled and enhanced pedagogy and independent inquiry.

Teacher aides can/will:

- Apply shared beliefs and understanding of effective reading instruction aligned to the Simple View of Reading and the Australian Curriculum into daily practice.
- Implement consistent instructional routines for word reading and word study through reading intervention and T2 intervention within the classroom (MTSS).
- Support student use of explicitly taught vocabulary through consistent instructional routines.
- Interpret diagnostic data and collaboratively analyse (progress monitoring, cumulative reviews, placement test) to inform intervention next steps

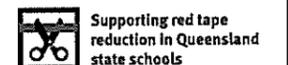
Leadership team can/will:

- Apply shared beliefs and understanding of effective reading instruction aligned to the Simple View of Reading and the Australian Curriculum into daily practice.
- Quality assure the implementation of whole school reading practices through coaching, observation and feedback.
- Analyse whole school reading data (diagnostic, formative, and summative) to evaluate student progress in reading and focus areas for improvement.
- Monitor the impact of digitally enabled and enhanced pedagogies to ensure reading engagement and extension for A/B students.

- Whole school phonic scope and sequence
- CSS Reading placemat and instructional routine supporting documentation
- Three levels of planning
- Reading case management process (Reader Profile)
- Supporting People Journal for reading

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

- Teaching and Learning Assessment plans provided to teachers to support long term planning and ensure consistency across classrooms
- Formative assessment tasks provided to teachers to support the monitoring and reviewing of student progress
- Templates created for assessment tasks and distributed to class teachers for each year level
- Communication home regarding homework and unit expectations and assessment timelines communicated by pedagogy coaches for whole year levels
- Progression notes on individual programs completed by SEP teachers



**Approvals**

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

Principal

*J Cooper*

JAN COOPER

P&C/School Council

Adrian Coventry

A.C

School Supervisor

*[Signature]*