



DECEPTION BAY STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Connecting Futures



	Educational Achievement Focus: Achieve excellence by establishing explicit instructional routines in reading		Belonging and Engagement Focus: Enhance engagement through establishing consistent engagement norms	
Link SSP:	Build an expert teaching team focused on a culture of continuous improvement in teaching practise enhancing student outcomes.		Wellbeing and engagement by establishing equity centred engaged, safe and positive environments to strengthen health and wellbeing for everyone	
Improvement Strategies	<ul style="list-style-type: none"> Provide professional learning opportunities that deepen knowledge and understanding of the science of learning to amplify the teaching of reading Develop school-wide instructional routines to establish consistent high impact pedagogical practices with low variance 		<ul style="list-style-type: none"> Provide professional learning opportunities that deepen knowledge and understanding of the principles of instruction reduce cognitive load in teacher practise Collaboratively design engagement norms to reduce learning based cognitive load Refine cohesion of support systems to improve staff capability and student engagement 	
Actions (including Responsible officer(s))	<ul style="list-style-type: none"> Establish an expert reading team providing baseline analysis of the DBSS Reading agenda using DOE's Implementation Guide Signposts to guide current and inform future initiatives Use Professional Learning Communities (PLCs) to develop, review and refine instructional routines through the delivery of the Australian Curriculum Engage with a Metropolitan North Collaborative Learning Community (CLC) to enable collaboration across other schools in Reading (CLC, PLT, Staff Meeting, Jnr Sec, Expert Team) Develop walk through routines for teachers to regularly engage in peer observations focused on the development of instructional routines Utilise DOE's Reading Modules and the work of Jocelyn Seamer to deepen teacher knowledge and inform the teaching of reading in all classrooms 		<ul style="list-style-type: none"> Embed cycle of professional learning, practise and feedback within PLC structure to engage teachers in practical learning and application of engagement norms. Conduct scheduled learning walks using a consistent observation tool to monitor and measure the implementation of agreed engagement norms across classrooms. Co-design and enact DSS Capability Development Framework and align Setting Professional Goals (SPG) to promote a strong culture of learning aligned to the school's EIA 	
Resources	<i>Reading Through the Aus Curriculum – Implementation Guide and Signposts</i> <i>Explicit Instruction –Hammond</i> <i>Science of Learning - Swain</i> <i>Identified CLC</i> <i>Reading Expert Team</i>		<i>Principles of Instruction – Rosenshine</i> <i>DBSS Capability Development Framework</i>	
End Term 4	Performance	<i>Starting Strong > 80% achieve an 'C' or above and 30% U2B in Eng</i> <i>Building on Foundation > 78% achieve an 'C' or above in and 25% U2B in Eng</i> <i>Teachers consistently using explicit instruction (Scarborough's Rope)</i>		<i>Starting Strong > 90% attendance; SDA 1%</i> <i>Building on Foundation > 85% attendance; SDA 1.5%</i> <i>SOS > Culture/Behaviour 75% + all sub groups</i> <i>Teachers know, understand and use identified engagement norms and engaged in consistent learning walks</i>
	Behaviour	Teachers engaged explicit instructional routines through data informed (PLD) "skills teaching" consistently. Use of Reading Signposts to de-implement instructional reading behaviours. Teachers SPG focused aligned to AIP and EIA Leadership team embedded quality learning walks leading de-implementation of past and implementation of expected consistent instructional routines		Teachers engaged in consistent use of engagement norms and targeted professional learning walks feeding back through the PLC cycle to peers. Teachers SPG focused and aligned to AIP and EIA Leadership team using learning walk cycle to feedback enactment of DBSS Capability Development framework to PLC's for improvement in teacher practise
	Artefacts	Co-designed DBSS Capability Development framework Expert Reading Team use Reading Signpost de-implementation plan mapped and tracked		Learning walk observation template and cycle process
End Term 1	Performance	<i>Starting Strong > 76% achieve an 'C' or above and 25% U2B in Eng</i> <i>Building on Foundation > 72% achieve an 'C' or above and 20% U2B in Eng</i> <i>Teachers develop a clear and consistent understanding of Word Reading exploring instructional routines</i> <i>Students know and understand Word Reading</i>		<i>Starting Strong > 88% attendance; SDA 1.5%</i> <i>Building on Foundation > 83% attendance; SDA 2%</i> <i>Teachers develop an understanding of engagement norms and begin to use in practise</i> <i>Students respond to engagement norms</i>
	Behaviour	Teachers deepening understanding of Word Reading with consistent rote instruction through data informed (PLD) "skills teaching". Teachers exploring instructional routines. Use of Reading Signposts to review and continue de-implementing instructional reading behaviours Lead Reading Team to unpack Reading Signpost de-implementation procedures and processes		Teachers engaged in developing, selecting, testing and deepening understanding of engagement norms. Teachers engaged in peer learning walks observing and learning for collegial practise. Leadership team refine learning walk cycle feeding back to PLCs consistency of rote based instructional behaviours
	Artefacts	Expert Reading Team developed Reading Signpost to audit current practise for de-implementation		Learning walk refined routine schedule and expectation document aligned to DBSS Capability Development framework
End Term 2	Performance	<i>Starting Strong > 76% achieve an 'C' or above and 25% U2B in Eng</i> <i>Building on Foundation > 72% achieve an 'C' or above and 20% U2B in Eng</i> <i>30% of Years 3 and 5 students to achieve in NAPLAN U2B for Reading and Writing</i> <i>Teachers understand Word Reading developing a consistent understanding of explicit instruction</i> <i>Students know and understand Word Reading and engaging in explicit instruction lessons</i>		<i>Starting Strong > 89% attendance; SDA 1.5%</i> <i>Building on Foundation > 84% attendance; SDA 2%</i> <i>Teachers using MTSS Tier strategies to broaden engagement of students</i> <i>Students beginning to use PBL established student centred social skill strategies</i>
	Behaviour	Teachers clear and consistent Word Reading skill focused teaching reflecting growing understanding of instructional routines. Teachers in engaging in professional peer learning walks Leadership team embed regular learning walks feeding back to PLC's consistent use of instructional routines		Teachers have a clear and consistent understanding of engagement norms. Teachers beginning consistently use identified co-selected low variant engagement norms in pedagogical practises Leadership team collaboratively using staff meetings to design and develop DBSS Capability Development framework
	Artefacts	Instructional routine "cheat sheet"		Identified engagement norms Draft DBSS Capability Development framework
End Term 3	Performance	<i>Starting Strong > 80% achieve an 'C' or above and 30% U2B in Eng</i> <i>Building on Foundation > 78% achieve an 'C' or above in and 25% U2B in Eng</i> <i>Teachers using instructional routines consistently in the teaching of reading</i> <i>Students know and understand Word Reading engaging in instructional routines</i>		<i>Starting Strong > 90% attendance; SDA 1%</i> <i>Building on Foundation > 85% attendance; SDA 1.5%</i> <i>SOS > Culture/Behaviour 75% + all sub groups</i> <i>Teachers effectively and consistently using engagement norms</i>
	Behaviour	Teachers consistently using instructional routines practises in Word Reading. Teachers in engaging in professional peer learning walks focused on instructional routines in action. Leadership team learning walk feedback to PLC's consistent use of instructional routines. Pairing with teachers to develop skills in professional observation and feedback.		Teachers enacting DBSS Capability Development framework consistently using engagement norms in practice. Teachers engaged in learning walks with Admin partner identifying and observing engagement norm in peer's practice. Leadership team collaboratively finalising agreed DBSS Capability Development framework and enacting paired learning walks with teachers.
	Artefacts	Collegially refined instructional routine process and digital feedback tools		Co-designed DBSS Capability Development framework

Approvals

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

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