



Charleville State School

ANNUAL IMPLEMENTATION PLAN 2026



Priorities	Actions (Responsible officer)	Success Criteria	Success Indicators
Excellence in Teaching Reading	- Design a multitiered system of support for reading instruction and intervention informed by relevant reading data sets (Principal and HOD) - Build teacher capability in reading pedagogy and responding to student reading data to target support instruction through intentional collaboration (HOD) - Implement explicit instruction to ensure low variance routines in the teaching of reading specifically SSP and engagement norms (Teachers) - Develop and implement agreed processes for Instructional Walks including school leaders and teachers, including feedback loops, focussed curriculum alignment to ensure consistent implementation of curriculum, pedagogy and improvement actions (Leadership team) - Develop a reading action plan for the next 4 years to support the gradual rollout of the department's reading commitment (Leadership team)	Leadership team can/will: - Lead the design of the MTSS Reading and professional development in the teaching of Reading - Demonstrate instructional leadership behaviours and have clear line of sight into reading outcomes in classrooms Teachers can/will: - Implement explicit instruction as the primary pedagogy in the teaching of reading - Develop comprehensive unit plans which include details of the teaching of reading through the curriculum Teacher aides can/will: - Support the teaching of reading - Understand the simple view of reading and how this relates to their role in the classroom Students can/will: - Participate in routines and build confidence in their reading proficiency - Demonstrate gains through improved PLD data and LOA in English assessment	A-C English (Reading and Viewing) P – 2 = 72% 3-6 = 87% A-B English (Reading and Viewing) P – 2 = 41% 3 – 6 = 33% DIBELS – health check completed on all students and MTSS created to respond Improved teacher confidence and capability in delivering reading instruction (staff surveys, coaching feedback)
School Culture: The Charleville Champion Code	- Collaboratively design The Charleville Champion Code – our whole school approach to a positive learning culture, including agreed classroom practices, behaviour expectations and response systems (Principal) - Review and enact Student Code of Conduct in alignment with our whole school approach based on Real School's Restorative Practice 2.0 Principal) - Design and implement a Multi-Tiered System of Support for supporting engagement and belonging, including a Tier I handbook for classroom management strategies (All Staff) - Establish performance and development processes with all staff, aligned with school and system priorities and individual needs, to foster a culture of continual growth (Principal)	Students can/will: - Demonstrate The Charleville Champion Expectations – Be Safe, Be Respectful, Be Responsible and Be Active Learner - Develop a stronger sense of belonging and increased attendance at school Staff can/will: - Explicitly teach The Charleville Champion Expectations and deliver agreed Tier 1 strategies in all learning environments - Embed Real Schools Restorative Practice 2.0 framework in their classrooms and playground as the cornerstone of our Champion Culture - Commit to a culture of growth by engaging in the performance development cycle (SPGs) Leadership team can/will: - Lead the co-design of our Charleville Champion Culture and model expected behaviours that promote a strong sense of belonging - Support teaching and non-teaching staff with student engagement and consistently enact the Student Code of Conduct	Attendance Rate = 82% or above and 25% Students with Chronic Absenteeism MTSS = 20% of students requiring Tier II supports and intervention for engagement and behaviour Reduction in Major Behaviour incidents (End of Year) SOS Staff Morale – 10% Lift
Powerful Partnerships: Co-Teaching, Collaboration and Community	- Implement a co-teaching partnership model between classroom teachers and SWD teachers to increase engagement and outcomes for all learners (HOSES) - Establish an intentional collaboration cycle for all teaching staff to co-plan, analyse data and reflect on teaching and learning (HOD and HOSES) - Develop a parent and community engagement framework that provides opportunity for regular consultation and communication with key stakeholders about school priorities, collective actions and celebrate progress (Principal)	Students can/will: - Understand the importance of having a voice in classroom and school decision making by providing feedback on teaching, learning and culture Parents and carers can/will: - Engage with child's learning journey and school events, including Parent Teacher interviews and special ceremonies - Provide feedback to school staff about schooling experience and culture through communication modes outlined in PACE framework Staff can/will: - Enact school processes for communicating home - Engage in intentional collaboration processes and experiment with co-teaching model Leadership team can/will: - Model and maintain commitment to promoting effective feedback between students, parents/carers, staff and community that achieve positive student outcomes	Parent Attendance Rate at PT Interviews – 50% SOS Positive Partnerships Student 95% Staff 85% Parent 95% Principal Student/Staff/Parent Pulse Survey – 80% Positive Feedback

Endorsed by:

Tom Black – Principal

Nicola Freiberg – P&C President

Ashley Roediger – School Supervisor 