

LEYBURN STATE SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement



Belonging and engagement

School priority 1	Teaching and Learning	Monitoring				School priority 2	Curriculum	Monitoring					
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4		
Link to school improvement strategy:	Collaboratively develop a shared language regarding pedagogical approaches, practices and teaching strategies, and embedding this into curriculum planning and moderation to meet the diverse needs of students.					Link to school improvement strategy:	Broaden school wide processes for enacting evidence-based reading instruction approaches to ensure consistent implementation of effective reading practices across the curriculum.						
Strategy/ies	Collaboratively begin to develop the Leyburn State School Pedagogical approach to ensure consistent high-yield teaching and learning.					Strategy/ies	Refine whole school SSP processes to incorporate decodable readers.						
Actions: including Responsible role(s)			Resources			Actions: including Responsible role(s)			Resources				
- Form a small working team to guide the work collaboratively. - Facilitate workshops or staff meetings to identify which high-impact pedagogical strategies will form the backbone of the approach (e.g., explicit teaching, consolidations/retrieval, checks for understanding, gradual release, learning walls etc) - Use evidence-based resources (e.g., AITSL, Sharratt, HITS, EEF) to support decision making. - Prioritise a small set of non-negotiable practices to ensure clarity and consistency. - Draft the core elements of the Leyburn SS Pedagogical approach - Whole-school lesson structure - Routines for learning (e.g., WALT/WILF/TIB, warm-ups, exit tickets) - Expectations for feedback and assessment for learning - Differentiation and support structures - Classroom environment expectations - Compare the proposed pedagogical elements with what is currently occurring across classrooms. - Identify strengths to preserve and gaps to address. - Gather teacher input about what currently works well and what needs refining. - Provide professional learning on the agreed high-yield strategies. - Engage in peer observations or learning walks focused on specific components (e.g., clear learning intentions, checks for understanding). - Provide coaching where needed to ensure consistency in understanding and implementation. - Provide examples of model lessons using the school's agreed structure. - Develop rubrics, observation checklists, and walkthrough tools aligned to the approach.			- Human - Financial (TRS to release teachers) - Physical			- Conduct a stocktake of current decodable reader sets across the school. - Map existing decodables to our SSP sequence (e.g., phoneme–grapheme correspondences, blending level, irregular high-frequency words). - Identify gaps and purchase new decodable texts that match our SSP progression. - Establish a Decodable Reader Progression. - Embed Into Planning and Daily Routines - Require each class to include daily opportunities for students to read matched decodable texts. Ensure decodable reader use is explicitly built into current literacy block. - Run staff professional learning on: Purpose and benefits of decodable readers, how to match texts to SSP stages, how to teach decoding before, during and after reading. - Create a home-reading system where students take home only decodables aligned to their taught phonics skills. - Provide parent information explaining why decodable readers are used and how to support reading at home. - Agree on common expectations such as: When students move from decodables to levelled texts (and criteria for readiness), how many decodables students take home, how decodables are rotated, stored and cared for. - Use assessment data (e.g. phonics checks, Dibels) to review impact.			- Human - Financial (Purchase of decodable readers) - Physical				

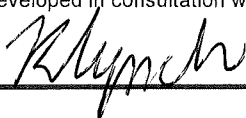


End of Year Success Criteria	Measures	Performance: English P-2 85% C standard (Increase from 76.9%) English P-2 50% A or B (Increase from 11.1%) Maths P-2 Sustain 90% C standard Maths P-2 Sustain 64% A or B standard English 3-6 Sustain 100% C standard English 3-6 A or B 50% (Increase from 0%) Maths 3-6 Sustain 88% C standard Maths 3-6 50% A or B (Increase from 0%)	End of Year Success Criteria	Measures	Performance: English P-2 85% C standard (Increase from 76.9%) English P-2 50% A or B (Increase from 11.1%) English 3-6 Sustain 100% C standard English 3-6 A or B 50% (Increase from 0%)
		Behaviour Students can/will: - Engage confidently with consistent lesson structures and routines across all classrooms. - Articulate the learning intention, success criteria, and purpose of learning using common school language (e.g., WALT/WILF/TIB). - Benefit from clearly sequenced, explicit teaching that supports strong understanding and success. - Demonstrate independence in using established routines (warm-ups, consolidation tasks, exit tickets). - Receive consistent feedback from teachers based on the pedagogical approach and respond to it to improve their learning. Teachers can/will: - Use the agreed Leyburn SS lesson structure and high-yield strategies consistently across learning areas. - Plan collaboratively using shared templates aligned to the school's pedagogical approach. - Engage in professional learning, coaching, and peer observations to deepen understanding of the approach. - Provide clear learning intentions, success criteria, examples/non-examples, and checks for understanding in every lesson. - Use consistent routines (warm-ups, explicit teaching, guided practice, independent practice, exit tickets). - Provide targeted and timely feedback aligned to the school's approach. - Contribute to the development, review and refinement of the pedagogical approach through collaborative discussions. Teacher aides can/will: - Use consistent school-wide instructional language when supporting students. - Implement small group routines that align with the pedagogical approach by reinforcing high-yield strategies during learning.. - Participate in PL sessions focused on understanding the key components of the approach. Leadership team can/will: - Facilitate collaborative development sessions to co-design the pedagogical approach. - Provide professional learning and access to research on high-yield strategies. - Model expected practices during coaching, modelling and walkthroughs. - Create planning templates, learning walk tools, and support documents aligned to the approach. - Ensure consistency through regular monitoring, feedback and data conversations. - Gather feedback from staff and adjust the approach as needed.			Behaviour Students can/will: - Select and read decodable texts that match their current SSP learning with increasing independence. - Apply taught phoneme–grapheme correspondences when reading, using blending and segmenting confidently. - Self-correct using decoding strategies rather than guessing from pictures or context. - Show increasing fluency and accuracy as they move through the school's decodable reading progression. - Talk about the skills they are learning (e.g., "I can sound that out using the /ai/ digraph"). Teachers can/will: - Explicitly teach phonics following the SSP sequence and match each student to appropriate decodable texts. - Embed daily opportunities for students to apply SSP skills through reading aligned decodable readers. - Use data (phonics checks, blending assessments, tracking tools) to adjust the level of decodables students are reading. - Provide targeted small-group instruction based on students' decoding needs. - Use a consistent whole-school procedure for introducing, practising and reviewing decodable texts. - Communicate with families about the purpose of decodables and how to support home reading. Teacher aides can/will: - Support small group reading by prompting students to apply their taught SSP knowledge using consistent language and cues. - Listen to home readers and ensure students are practising with the correctly matched decodable levels. - Record observations and relay student progress or concerns to the classroom teacher. - Use school-wide routines for handling, storing, and rotating decodable readers. Leadership team can/will: - Provide resourcing to ensure decodable readers align with the school's SSP sequence and fill identified gaps. - Implement a whole school progression for decodables. - Monitor consistency of practice through walkthroughs, data discussions, and coaching cycles. - Facilitate professional learning for teachers and aides on SSP and the use of decodable readers. - Ensure the home-reading system aligns with the SSP sequence and is consistently used across the school. - Review data at scheduled intervals (e.g., termly) to evaluate impact and refine processes.
End of Year Success Criteria	Artefacts	<i>Draft and final versions of the Leyburn SS Pedagogical Approach document.</i> <i>Planning templates aligned to the agreed lesson structure (e.g., WALT/WILF/TIB, warm-ups, explicit teaching steps).</i> <i>A whole-school Lesson Framework or "non-negotiables" poster displayed in staff areas or classrooms.</i> <i>PL agendas and slide decks focusing on high-yield strategies (explicit teaching, checks for understanding, gradual release, feedback, consolidation).</i> <i>Teacher feedback surveys or reflections from professional learning.</i> <i>Coaching plans, reflection notes, and records from modelling or co-teaching sessions.</i> <i>Photographs or samples of learning walls, anchor charts, and classroom displays aligned with the pedagogical approach.</i> <i>Examples of students using common language (e.g., WALT/WILF/TIB, success criteria).</i> <i>Samples of exit tickets or quick checks for understanding.</i>	End of Year Success Criteria	Artefacts	- Whole-school SSP scope and sequence documents. - A documented decodable reader progression aligned to the SSP sequence. - Updated Reading Handbook outlining processes, routines, and expectations. - Fully organised decodable reader sets, labelled and matched to SSP phases. - A documented home reading system (parent info sheets, take-home logs, guidelines). - Classroom decodable storage systems (clearly marked tubs, folders, rotation charts). - Whole-school tracking spreadsheets showing student SSP progress (phoneme–grapheme mastery, blending levels). - Regular phonics check data (internal or Year 1 Phonics Check) showing growth. - Fluency and accuracy records (Dibels) - Artefacts from classroom walkthroughs - Parent information sheets explaining decodables and SSP. - Parent workshop materials, newsletters
		Reduction of red tape in day-to-day work, planning and processes include: - Clarify expectations to record observations and provide updates to parents in SDK. - Clarify expectations for planning, monitoring and reporting.			

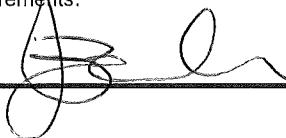
Approvals

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

Principal



P&C/School Council



School Supervisor

