GLENEAGLE STATE SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN

Brighter futures
Delivering excellence in every state school, for every student

School Priorities

1

EXCELLENCE IN:
CURRICULUM & INSTRUCTION
(READING)

Data Literacy
Science of Reading
Learning Areas
Differentiation
Explicit Instruction
Academic Excellence

Brighter futures
- Educational achievement
- Belonging and engagement

Delivering excellence in every state school, for every student

2

EXCELLENCE IN:
MULTI-TIERED SYSTEMS OF SUPPORT
(MONITORING)

Data Literacy
Social & Emotional Wellbeing
Attendance
Behaviour
Educational Achievement
Academic Excellence

Priority 1 *Educational Achievement: 'Excellence in Curriculum & Instruction'*: Strengthen the explicit teaching of reading by using the 'Science of Reading' to raise the achievement and engagement of all learners.

Priority 2 *Belonging and Engagement: 'Excellence in Multi-Tiered Systems of Support' (MTSS)*: Strengthen and monitor multi-tiered systems of support (MTSS) to enhance belonging and engagement and target educational achievement, *(attendance, behaviour, social and emotional wellbeing, academic excellence).*

Data Target Success Indicators- *Aligned with Data Plan and Strategic Plan*

Educational Achievement
P-2 (Starting Strong):
- 80% of students achieving a 'C' and above in English and Maths
- 50% of students achieving an 'A/B' in English and Maths

3-6: (Building on Foundations):
- 80% of students achieving a 'C' and above in English and Maths
- 50% of students achieving an 'A/B' in English and Maths

P-6 (Starting Strong and Building on Foundations):
- Minimal 11 marker students achieve a C or better in English (D to C and above)
- Minimal 11 marker students achieve an A/B in English (C to B/A **or** B to A)

NAPLAN
- 100% of year 3 and 5 students meet National Minimum Standards and/or personal learning goals
- 40% of year 3 and year 5 students in the upper two band proficiency levels in Reading
- Increase in NAPLAN & A-E alignment

Attendance and Behaviour
- Increase whole school attendance to an aspirational 95%, reduce number of students attending less than 85% by 10%
- Reduce the number of SDAs by minimal 10%

School Opinion Survey (SOS)
- Increase the satisfaction of stakeholders (parent /carers, students), that behaviour is well managed at the school

Staff – 100% of staff engage in ongoing professional learning

Guiding questions for data-informed practice

Purposeful:
- What are we investigating?
- What questions do we have?
- Which data will help develop our understanding?
- What are our intended outcomes?
- What are our priorities for improvement?

Collaborative:
- Who can help evaluate and interpret this information accurately?
- When will this information be discussed and used?
- Where will we share our achievements and ongoing questions?

Solution focussed:
- What is working well? How can we apply our strengths to new situations?
- What potential issues could we prevent by responding to what we can learn from this data?
- What practices are we willing to keep, adapt, stop or start as a result of what we learn together from conversations informed by data?
- What are our targets for improvement? How will we know what progress is being made?

Ethical:
- Who should access this data?
- What other data do we need in order to take action from this information?
- What are the limitations of this data?
- How is prior experience and bias influencing our interpretations and communication?

Inclusive:
- For whom is it working well?
- Who could benefit from another approach?
- Where could we be making more impact?
- What haven't we seen yet?
- Who aren't we talking about?