

ANNUAL IMPLEMENTATION PLAN

2026



PRIORITY 1

EDUCATIONAL ACHIEVEMENT

Establish a **shared understanding** of how engagement norms support the **explicit teaching of reading** through v9 of the Australian Curriculum from Prep to Year 6 to **improve learning outcomes for all students.**

Link to School improvement strategy

Systematically enact unit planning processes, integrating evidence-based practices for the explicit teaching of reading through the curriculum, to build teacher capability and consistent effective practices.

Strategies

- Identify evidence-based practices that align to the explicit teaching of reading (eg low variance routines that sit within the structured literacy block, checking for understanding, personalised learning)
- Strategic implementation of guided book study to build a common understanding of explicit direct instruction
- Align professional learning time (additional NCT) to sector specific capability development.

Actions including Responsible Roles(s)

- Develop an action plan to ensure identified school priorities (eg explicit teaching of reading) are documented, tracked and monitored (Principal, HOSES, HOD-C)
- Build leadership team knowledge in reading through JS online modules (Principal)
- P-2 facilitated PD – *Reading Success in the Early Years* (RSITEY) (LT)
- 3-6 facilitated EDI – building consistency in practice for teachers (engagement norms) (LT)
- Building capability in implementation of DIBELS + Y1 Phonics check encompassing opportunities to enhance data literacy skills for all staff P-6 DIBELS – BOY, MOY, EOY (HOD-C/ Inclusion Team + Principal)

Resources

- Jocelyn Seamer-RSITEY's Modules P-2 for facilitated/intensive PD
- Hollingsworth + Ybarra EDI text (guided study engagement norms)
- EFI Masterclass Reading
- DoE Reading Modules (DIBELS)
- DIBELS class kits
- Reading through the Aus Curriculum: Implementation Guide

End of Year Success Criteria

Measures

Performance

- 90% whole of school achieving C and above in English
- 65% whole of school achieving A or B in English
- 15% achieving Exceeding results in Reading NAPLaN for Grades 3 & 5
- 100% of classroom teachers using DIBELS screener three times per year
- DIBELS administration improving across 2026 - used to identify at-risk students and monitor progress in P-6 reading development
- MTSS – instruction, behaviour and social-emotional supports
- Year 1 Phonics Checks implemented with fidelity

Behaviour

Students can/will: know what feeling successful as a literate learner means and this will be evidenced in their learning growth.

Teachers can/will: using data, track and identify students and their current level of achievement; deliver *inclusive* explicit instruction and explicit reading routines in response to data.

Teacher aides can/will: support teachers in delivery of reading routines.

Leadership team can/will: be visible as instructional leaders and consistently track and monitor school progress against the Reading Improvement Guide.

Artefacts

- Data conversations (electronic) in response to DIBELS screening
- Systematic implementation of visuals anchoring the principles of instruction from P-6
 - NAPLaN data + LOA English
 - Action Plan documentation (Reading)
 - Perceptual data from staff (opportunities for feedback)
 - PD plan clearly aligned to reading goals+improvement
 - RIG as school tracking document



PRIORITY 2

BELONGING AND ENGAGEMENT

Develop a **shared understanding** of whole school inclusive practices to **increase student belonging and engagement.**

Link to School improvement strategy

Formalise inclusion processes, including documentation of ICP's, PLP's, NCCD evidence and support mechanisms, to maximise staff understanding of procedures, roles and accountabilities.

Build staff knowledge and understanding of the decision-making processes and expectations aligned to the behaviour matrix to establish clarity of actions and processes that support student behaviour.

Strategies

- Prioritise change - management approach to student support to ensure equitable access and flexible response to student needs
- Evaluate the impact of strategies and adjustments via use of disaggregated achievement and engagement data
- Build capability in HOSES to enable systematic leadership of inclusive practices at QBSS
- Identify and communicate clear roles and responsibilities for newly formed Inclusion Team including TA's
- Review decision making process and expectations aligned to the behaviour matrix including further refining the Student Code of Conduct

Actions including Responsible Roles(s)

- Develop an action plan to ensure identified school priorities (eg inclusive practices) are documented, tracked and monitor (LT)
- Data informed decision making for student support model (Principal/HOSES)
- Whole staff capability building: inclusive practices (eg responsibilities for documenting adjustments)
- Forward plan dedicated professional learning for Teacher Aides (HOSES/BM)
- Refine the roles and relationships between the classroom teacher and inclusion teacher that reflects a multi-tiered level of support approach (LT)
- Refine the QBSS SEL approach from P-6 (You Can Do It) to increase student belonging (LT)
- Review all aspects of PBL by revisiting core principles to strengthen collective ownership to provide greater clarity and consistent implantation of agreed behaviour support processes (PBL Coach/LT)

Resources

- Purchase of Inclusion Teacher
- HOSES capability development PD
- TA PD via ATA
- Brokered intensive support with regional PA
- Teaching + Learning Hub
- Signposts for improvement (inclusive education)
- TCLC + QBSS staff engagement

End of Year Success Criteria

Measures

Performance

- Impact of inclusive practices measurable via LOA data, student engagement and staff feedback
- 100% of staff aware of roles, relationships and responsibilities (including their own)
- Increased attendance to 94%
- Visibility through out the school and common language between students, parents and staff - PBL + YCDI
- Reduced behaviour incidences via PBL data analysis
- SOS survey data reflecting positive gain – 'student behaviour is well managed at this school'

Behaviour

Students can/will: feel an increased sense of wellbeing and belonging and are engaged and challenged in their learning.

Teachers can/will: know they are part of a coordinated approach to planning and recording differentiated teaching and adjustments for identified groups and individuals with diverse learning needs.

Teacher aides can/will: be accessing professional learning directly relevant to their roles.

Leadership team can/will: model high expectations for student achievement, engagement and wellbeing through existing and emerging inclusive practices that are enacted across the school.

Artefacts

- PBL flow chart that is responsive to school wide feedback
- OneSchool attendance % increases
- Action Plans to support school wide and visible communication
 - YCDI visuals from P-6
 - Roles and Responsibilities communicated and visible
 - Action Plan documentation (Inclusive practices)

Brighter Futures at



Queens Beach State School

Wellbeing & belonging create the conditions for achievement, and achievement reinforces wellbeing.

Great Things Through Hard Work