

## P-6 State School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

Key improvement strategies – ICPs aligned to P-12 CARF, differentiation and NCCD data accurate, whole school approach to Behaviour Management, 3 levels of planning, action plan for whole school reading plan.

School priority 1	Curriculum Entitlement FOR ALL	Monitoring	School priority 2	Weelbeing FOR ALL	Monitoring	
		Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.			Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.	
		Term 1    Term 2    Term 3    Term 4			Term 1    Term 2    Term 3    Term 4	
<b>Link to school improvement strategy:</b>	<b>Domain 6: Systematic curriculum delivery</b> <i>Embed an instruction phonics program to improve student word reading.</i>			<b>Link to school improvement strategy:</b>	<b>Domain 8: Effective pedagogical practices</b> <i>Embed an integrated curriculum to engage students in learning.</i>	
<b>Strategy/ies</b>	<ul style="list-style-type: none"> <li>Develop a systematic approach to embed reading practices across whole school aligned to the DoE Reading Position statement.</li> <li>Embed a plan for assessing and collating data using Dibels and Sounds Write to monitor and track student reading.</li> <li>Implement a home reading program to encourage learning for life.</li> </ul>			<b>Strategy/ies</b>	<ul style="list-style-type: none"> <li>Develop, articulate and implement integrated curriculum units to engage students learning.</li> <li>Embed a plan to collate data on student attendance.</li> <li>Implement student feedback and learning goals practices in integrated units.</li> </ul>	

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources
Prin - Share 'Brighter Futures' Priority Measures data sets. Share with staff and families to support alignment with the school developed priorities and practices. Prin and A/S – Collaborate with staff the reading signposts and track progress at the end of each Term A/S – Embed Sounds Write program to support systematic phonics and decoding including data collation A/S – Embed decodable levelled readers for students' ability T/S – Implement Dibbles to collate data on students reading abilities A/S – Engage with reading Professional Development – Sounds Write/ Reading through AC/ Dibels Prin and Com – Implement and Engage parents/carers with knowledge of reading importance and educate them to use decodable reading strategies with their children at home.	SORD – collection of data sets  Sign posts and Scarborough's rope TRS for staff training Dibbles resources TRS – to release staff (Sounds Write PD and reading PD, Dibels)	A/S – Research engagement practice insights A/S – Develop and implement Coowonga SS engagement norms A/S – Develop and implement a whole school approach to attendance Prin and A/S – Communicate with staff the attendance data and weekly track progress, report to WS at the end of each Term T/S – Implement Whole school student feedback practices and learning goals T/S - Participate in School Supervisor negotiated learning walks to build confidence with line-of-sight strategies and grow instructional leadership Prin and Com – Implement and Engage parents/carers with knowledge importance of attendance and engagement at school	TRS – to release staff (moderation, learning walks, HOD-C Cluster planning)  Youth engagement practice insights - <a href="https://education.qld.gov.au/student/student-engagement/Documents/practice-insights-for-youth-engagement.pdf">https://education.qld.gov.au/student/student-engagement/Documents/practice-insights-for-youth-engagement.pdf</a>

End of Year Success Criteria	Measures
	<p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>School wide shift in Reading and Spelling engagement and confidence</li> <li>Teaching Staff to accurately and confidently deliver Sound write lessons that decode and encode</li> <li>Utilise and track students with Sounds Write data:</li> <li>Increase levels with baseline Initial Code – (P -0)</li> <li>Increase levels with baseline of Extended Code – (P-0), (Yr 4 -0), (Yr 5 -11), (Yr 5 – 35), (Yr 6- 35)</li> <li>Utilise and track and increase levels students with Dibels data:</li> <li>Baseline data - LNF - (P-0) / PSF - (P-0) / NFW - (P-0) / WRF- (P-0)</li> <li>Baseline data - ORF - (Yr 4 -0), (Yr 5 -red), (Yr 5 – green), (Yr 6- green)</li> <li>Baseline data - MAZE - (Yr 4 -0), (Yr 5 -yellow), (Yr 5 – yellow), (Yr 6- blue)</li> <li>Increase Little learners love literacy Test results from Baseline (P – 5)</li> <li>A-E data English: Maintain English = (Yr 4 -C),(Yr5 = C),(Yr6- B) / Lift = (Yr5 – C to B)</li> <li>Reading signposts to track schools development : Increase in Level 1 and 2 Reading posts</li> </ul> <p><b>Behaviour</b> Students can/will:</p> <ul style="list-style-type: none"> <li>Display high levels of engagement in reading</li> <li>Apply word reading and language comprehension strategies to decode and encode</li> <li>Engage in reading through decodable readers and the MTSS to enhance vocabulary</li> <li>Engage in Dibels and Sounds Write assessment</li> <li>Increase fluency when reading</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>Deliver explicit teaching of reading/spelling through decodable readers and Sounds Write</li> <li>Assess and collect data with Dibels and Sounds Write</li> <li>Provide guidance to enable TAs to support the enactment of reading</li> </ul> <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> <li>Assist with delivery of reading/spelling through decodable readers and Sounds Write</li> <li>Build confidence and knowledge on explicit teaching to correct misconceptions</li> <li>Engage with staff to understand and elaborate on reading signposts</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Monitor/review and share data and continue collaborative inquiry approach to reading</li> <li>Lead staff on schools reading journey using the reading signposts</li> </ul>

End of Year Success Criteria	Measures
	<p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>School wide shift in student engagement</li> <li>Utilise O/S and SORD to track attendance data:</li> <li>Maintain = baseline of - (PY-90%), (Yr 5 -90%), (Yr 6-93%)</li> <li>Lift = (Yr5 – 74% to 80%), (Yr4- 46% to 50% and increase day length on PTP from 12pm – 1pm finish)</li> <li>Majors Behaviour data – shift from 229 behaviour incidents (2025) to S1- less than 30, S2 – less than 20</li> <li>Improve A-C data:</li> <li>Maintain English = (Yr 4 -C),(Yr5 = C) / Lift = (Yr5 – C to B),(Yr 6- B to A)</li> <li>Maintain Mathematics = (Yr 4 – C),(Yr 5 – B), (Yr 5 – B), (Yr 6 -A)</li> <li>Maintain Science = (Yr 4 – C), (Yr 5 - C), (Yr 5 - C), (Yr 6- A)</li> <li>Staff collaboration to develop schools' own engagement norms</li> <li>SOS - Increase in parent agreement that teachers at school provide useful feedback (baseline of 66.7% in 2025 SOS). Increase in students' agreement that student is interested in their schoolwork (baseline of 50% in 2025 SOS). Increase in staff agreement that staff have access to professional development (baseline of 87.5% in 2025 SOS).</li> </ul> <p><b>Behaviour:</b> Students can/will:</p> <ul style="list-style-type: none"> <li>Display high levels of engagement in integrated curriculum units with embedded ICTs (OneNote)</li> <li>Apply engagement norms during teaching and learning</li> <li>Increase in individual student attendance</li> <li>Recognise and apply strategies to use feedback to achieve learning goals</li> </ul> <p>Teachers can/will:</p> <ul style="list-style-type: none"> <li>Plan detailed integrated unit plans to engage student learning</li> <li>Provide detailed feedback for every student</li> <li>Assess and collect data for moderation</li> <li>Collaborate and provide guidance to enable TAs to support the enactment of implemented units supported by ICT's (OneNote and Teams)</li> <li>Model engagement norms and encourage others</li> </ul> <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> <li>Assist with delivery of integrated units, feedback and modelling</li> <li>Model engagement norms and encourage others</li> <li>Build capacity to understand GTMJ's and learning intentions of Learning Areas</li> </ul> <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <li>Monitor/review and share data. Continue collaborative inquiry approach to integrating units/feedback and engagement norms</li> <li>Lead staff on school's journey using data to inform individual student improvement</li> <li>Enable staff to engage in professional development – Aust Curriculum V9, backward mapping, interpreting GTMJ</li> </ul>

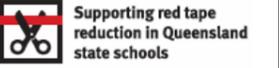
**Artefacts**

Sounds Write tracking Excel spreadsheet - teams  
Dibels tracking – teams  
Little learners love literacy - teams  
Reading signpost – Prin office and teams

**Artefacts**

CARF – teams  
3 levels of planning – teams  
Unit plans and weekly planning - OneNote

**Reduction of red tape in day-to-day work, planning and processes include:**



**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**