

YANDINA STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

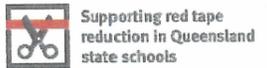
School Vision: GREAT TO EXCELLENT

		Monitoring						Monitoring			
School priority 1	EDUCATIONAL ACHIEVEMENT To lift student achievement in English through a strengthened, consistent, whole-school focus on Reading, underpinned by high-quality teaching, early identification and targeted support.	Term 1	Term 2	Term 3	Term 4	School priority 2	BELONGING AND ENGAGEMENT To strengthen student belonging, engagement and wellbeing through consistent expectations, inclusive practice, strong relationships and early support—maximising learning days.	Term 1	Term 2	Term 3	Term 4
		Confirm whole-school reading expectations and daily routines. Staff PD.	Review data through moderation. Review intervention groups.	Review and evaluate whole-school reading expectations. Ongoing Staff PD.	Review data. Evaluate, reflect and plan for 2027.			Establish early engagement with students and families	Review attendance and behaviour data.	School Opinion Survey	Review attendance and behaviour data
Link to school improvement strategy:	<p>Key improvement strategies (Executive Summary 2025)</p> <ul style="list-style-type: none"> Domain 6: Leading systematic curriculum implementation Systematically enact evidence-based planning for reading instruction to support consistency in the teaching of reading through the Australian Curriculum (AC). Domain 8: Implementing effective pedagogical practices Refine the school-wide approach to the teaching of reading to build staff knowledge of effective pedagogical practices for teaching reading through the AC. Domain 2: Analysing and discussing data Prioritise developing staff data literacy, in alignment with the data plan, to support staff in making data-informed decisions about teaching and learning. 					Link to school improvement strategy:	<p>Key improvement strategies (Executive Summary 2025)</p> <ul style="list-style-type: none"> Domain 7: Differentiating teaching and learning Strengthen staff knowledge of differentiation practices to ensure all students are appropriately supported to progress in their learning. Domain 8: Implementing effective pedagogical practices Broaden teaching staff members' understanding of evidence-informed pedagogical practices to support the selection of the most appropriate pedagogies for the curriculum, the learning and the learner. 				
Strategy/ies	<ul style="list-style-type: none"> Implement the Australian Curriculum with clarity and consistency through collaborative planning and shared expectations. Strengthen whole-school evidence-based pedagogy through whole staff PD in Australian Curriculum Reading Modules. Maintain shared data culture: termly cycle of screening, progress monitoring and moderation to adjust instruction and supports. Embed Bump It Up Walls and clear success criteria in every classroom to lift quality and student ownership. Continue Learning Walks & Talks to strengthen consistency, feedback and continuous improvement. Strengthen implementation through a Multi-Tiered System of Support (MTSS): strong Tier 1, targeted Tier 2, intensive Tier 3. Use Reading Portal resources and modules as the consistent staff reference point for practice and professional learning. 					Strategy/ies	<ul style="list-style-type: none"> Strengthen inclusive practice and reasonable adjustments so every learner can access and succeed. Strengthen proactive attendance follow-up and support for school refusal/attendance concerns. Maintain consistent school-wide behaviour and wellbeing practices (teach, model, reinforce). Strengthen parent and community engagement through early contact, positive communication and clear pathways for support. Continue targeted case management for students needing additional support. Review and refine engagement initiatives and incentives to maximise learning and school pride. 				
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			
<p>A. Curriculum, Teaching and Learning (Tier 1)</p> <ul style="list-style-type: none"> Refresh and confirm whole-school reading routines (daily reading block expectations, explicit instruction sequence, success criteria). Ensure instruction systematically addresses: decoding/word recognition (as needed), fluency, vocabulary, comprehension, and reading-writing connections. Embed explicit teaching routines (model - guided - independent - check for understanding). Implement consistent classroom practices: learning intentions/success criteria used; BIU walls referenced; exemplars and 'what makes it an A?' language. Daily home reading program and before-school reading (P-2) Maintain collaborative planning cycles and moderation of assessment tasks. <p>B. Assessment, Data and Response to Students (MTSS)</p> <ul style="list-style-type: none"> Use universal screening and progress monitoring to identify students at risk early and regroup promptly. Maintain marker-student tracking and case management for students requiring targeted support. Use evidence to allocate the right support at the right time (Tier 2 small group; Tier 3 intensive individualised). Strengthen alignment between classroom instruction and intervention (tight links between Tier 1 content and targeted practice). <p>C. Capability Development (Professional Learning)</p> <ul style="list-style-type: none"> Term 1: PD on the agreed daily reading block routine and instructional language (success criteria/exemplars/BIU prompts). Term 2-4: coaching, Learning Walks & Talks and feedback cycles aligned to the agreed 'look-fors'. Termly: moderation and data conversations to strengthen consistency and next steps. Build staff capability using Reading Portal modules and shared practice opportunities; aligned to SPG goals. 		<p>Responsible Officers: Principal, Deputy Principal, HOD Curriculum, HOSES, Leadership Team, Year Level Leaders, Support Teams</p> <p>Resources: Professional learning time, coaching time, moderation release, intervention resourcing, agreed reading resources/tools</p>				<p>A. Culture, Behaviour and Wellbeing</p> <ul style="list-style-type: none"> Re-teach expectations explicitly in Week 1 and revisit daily, weekly, termly. Strengthen consistent classroom management routines (entry, transitions, attention signals, routines). Maintain proactive wellbeing supports and clear referral pathways. Continue targeted support plans for students requiring additional adjustments. <p>B. Attendance and Engagement</p> <ul style="list-style-type: none"> Ensure accurate daily roll marking and prompt follow-up for unexplained absences. Use early intervention for attendance/engagement patterns (check-in, parent contact, support planning). Implement targeted strategies for students at risk of disengagement. Strengthen belonging through signature extracurricular programs: Sparklers Dance and Spartans Rugby League (and other inclusive activities/events e.g. STEAM Night, Under 8s Day). <p>C. Inclusion and Student Support</p> <ul style="list-style-type: none"> Maintain regular review cycles for student support plans. Use case management meetings to coordinate supports and ensure follow-through. Strengthen staff capability in inclusive practice through practical, role-relevant support. <p>D. Partnerships with Parents</p> <ul style="list-style-type: none"> Prioritise early positive contact (particularly for new students or students with identified needs). Use agreed school communication channels and escalation pathways. Promote an 'ask early' culture - support available before concerns grow. Engage professional Resilience coach for parent workshops. 		<p>Responsible Officers: Principal, Deputy Principal, Inclusion Team Leader, Inclusion Team, Leadership Team, Year Level Leaders</p> <p>Resources: Wellbeing/inclusion spaces, case management time, targeted supports, staff capability development time</p>			

End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> • Increase the proportion of students achieving A–C (>90%) and A–B (>60%) in English across all year levels. • Improve Reading outcomes in external and school-based measures (including NAPLAN where applicable). • Ensure consistent implementation of agreed whole-school reading practices in every classroom. • Ensure completion of Australian Curriculum Reading Modules for all teaching staff. 	End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> • Maintain or improve high levels of student, staff and parent satisfaction.(>90% School Opinion Survey) • Improve attendance and reduce unexplained absences through early response and proactive partnerships. (93%) • Reduce major behaviour incidents, with strong consistency in prevention and response. (<5 SDAs) • Improve engagement outcomes for students requiring targeted wellbeing and inclusion support.
		Behaviour Students can/will: <ul style="list-style-type: none"> • Explain what they are learning and what 'great' looks like (learning intention/success criteria, BIU Walls). • Read more accurately and fluently at an appropriate level and self-correct. • Use vocabulary and comprehension strategies to respond to texts. Teachers consistently: <ul style="list-style-type: none"> • Deliver the daily reading block and connect reading to writing. • Use screening/progress monitoring and moderation to adjust instruction, grouping and supports quickly. • Provide feedback using exemplars and BIU prompts so students know how to improve. Teacher Aides can/will: <ul style="list-style-type: none"> • Teacher aides run aligned small-group practice and record brief progress notes • Undertake professional learning in staff meetings alongside teachers and leaders Leaders consistently: <ul style="list-style-type: none"> • Leaders protect instructional time, monitor practice (walkthroughs) and allocate intervention resources based on need. • Lead whole-school Learning Walks & Talks to monitor fidelity and strengthen consistent practice. • Align one whole-school Teacher Performance Goal (SPG) to maintain a clear line of sight from AIP to classroom practice. • Design the AIP in consultation with staff and key stakeholders to build shared ownership and commitment. • Lead whole-school Reading professional learning (including SFD sessions) to embed the agreed P–6 reading model. 			Behaviour Students can/will: <ul style="list-style-type: none"> • Feel safe, known and valued; follow routines across classrooms and playgrounds. • Attend regularly, arrive on time and engage in learning with increasing independence. Staff consistently: <ul style="list-style-type: none"> • Use consistent behaviour/engagement language and proactive strategies; respond calmly and fairly. • Act early on attendance/engagement patterns and wellbeing needs using clear pathways. Belonging: <ul style="list-style-type: none"> • Increased participation and pride through inclusive school culture and excellence programs (Sparklers Dance, Spartans Rugby League). Leadership/support: <ul style="list-style-type: none"> • Model a positive, high-expectations culture through consistent messaging and timely follow-up. • Act early and consistently on attendance, behaviour and parent engagement to maximise learning days and support student success. • Monitor attendance, wellbeing and behaviour data; coordinate targeted supports (case management, referrals, adjustments). • Strengthen partnerships with families through early contact and clear communication pathways.
	Artefacts <ul style="list-style-type: none"> • Whole-school reading routines and daily reading block guide (success criteria/exemplars). • Data plan: screening, progress monitoring and intervention tracking. • Moderation minutes/samples and Learning Walks & Talks snapshots/feedback notes. • Termly evaluation notes and next-step actions. 	Artefacts <ul style="list-style-type: none"> • Attendance follow-up logs, engagement check-ins and support plans. • Case management minutes/review records and referral pathway documentation. • Student support plan documentation and adjustments evidence. • Communication logs and engagement initiatives (incl. Sparklers Dance and Spartans Rugby League) 			

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

- Align every meeting agenda item to an AIP priority, removing or deferring anything that doesn't directly progress the plan.
- Use the whole-school agreed reading model and shared planning resources so teachers plan collaboratively and teach consistently.
- Streamline learning walks and feedback using one short "look-for" tool aligned to reading and other key strategies (e.g., BIU walls).
- Simplify MTSS administration with a single intake/referral process, clear tier entry criteria, and a central tracker for actions and reviews.
- Centralise staff and parent communications through one coordinated calendar and scheduled communication cycles to prevent repeated messaging and improve engagement.



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

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Michael Cookman

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