BRIBIE ISLAND STATE SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement   Queensland Government

School priority 1	*Reading* - Embed a whole school approach to reading routines and systematic synthetic phonics (SSP) with high impact teaching strategies to improve students' word level reading and level of achivement in English.	Monitoring				School priority 2	*Engagement* - Embed a whole school approach to positive engagement and wellbeing that promotes a sense of belonging, wellbeing and safety, to improve positive student behaviour and improve staff and student wellbeing.	Monitoring			
		T1	T2	T3	T4			T1	T2	T3	T4

School improvement strategy:	Develop a whole-school pedagogical approach for the teaching of literacy to provide consistency and a universal lift to student outcomes. Establish a formal observation and feedback process, supported by learning walks protocols, to develop staff capability and to ensure agreed practices are enacted at a class level.	School improvement strategy:	Enact strategies designed to increase attendance and monitor their effectiveness in lifting attendance rates. Collaboratively review the SCOC to implement systematic consistent behaviour management practices. Establish a shared understanding of the agreed pedagogical approaches to provide a consistent approach to classroom learning and teacher development.

Strategies	1. Consistently implement a whole school approach to systematic synthetic phonics (SSP). 2. Consistently implement instructional routines for the teaching of reading. 3. Engage in collaborative discussion of responsive pedagogies through ongoing moderation processes in PLCs. 4. Strengthen teacher capability in understanding, teaching, and assessing reading within the Australian Curriculum. 5. Provide regular professional learning opportunities to build capability and consistency of practice in the agreed pedagogies in reading. 6. Utilise instructional leadership practices to maintain a line of sight for enactment of agreed pedagogical practices. 7. Implement reading targeted whole school observation, coaching, reflection and feedback cycles for teachers. 8. Analyse and respond to data to identify learning needs. 9. Embed reading throughout the Australian Curriculum V9, with clear links to writing.	Strategies	1. Provide ongoing professional learning to strengthen staff capability in student engagement. 2. Consistently implement the whole school approach to engagement, with agreed practices. 3. Enact whole school observation, coaching, reflection and feedback cycles. 4. Work collaboratively with staff members to strengthen wellbeing. 5. Utilise data to review effectiveness of strategies and identify target areas.

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources
1. Teachers implement 3x per week phonics block, utilise shared resources for SSP utilising PLD from the schools OneNote, shared planning for SSP lessons on OneNote, planning time structured into PLCs, teacher aides allocated for implementing consistency of reading. 2. School leaders provide professional development in instructional routines in staff meetings at PFD, sharing of instructional routines resources, support for teachers to attend the Explicit Instruction of Reading PD, agreed expectations of 'review, teach, practice, apply' implemented within reading and SSP lessons, teacher aides supporting implementation of SSP. 3. Teachers engage in PLCs once per week, targeted identification and review of appropriate pedagogies in alignment to moderation professional focus on HITS through Co-Lab team, 4x staff meetings allocated to professional learning in HITS, 4 x staff meeting for reading co-lab team. 4. Leaders, teachers and aides engage in reading Co-Lab group, teacher PD in simple view of reading, working collaboratively with local schools in approach to reading, hold staff sessions in staff meetings and twilights to develop a shared understanding of the agreed approach, reading and writing everyday, internal and external moderation in reading twice per year. 5. Teacher and aides engage with staff meetings, PLCs, twilight sessions, co-Lab groups, regional reading PDs, Reading through the AC portal 6. Leaders to work with teachers in identifying targeted pedagogies in alignment to the whole school approach for discussion in PLC and identification through student outcomes on learning walks, development of instructional leadership plan in alignment with the AIP. 7. Implementation of targeted observations each term with alignment to reading and the agreed pedagogical practices, including learning walks, 8. Teacher implement agreed data tracking for SSP, utilise SSP data within PLCs to identify next teaching, leaders triangulate reading data against LOC. 9. Teachers providing opportunities for reading and writing every day, aligning daily writing practice to text, using reading instructional routines across AC	*0.6FTE Additional teacher for PLC time. Allocation of two staff meetings per term, and 1 PLC for reading. professional learning. Staff meeting time. Allocation of meetings to Reading priority $5,000 for teacher training in Explicit Teaching of Reading. $5,000 release of teachers for reading assessments. TA timetable review to align to reading focus.*	**Actions:** 1. Leaders provide whole staff Berry St PD, Student engagement Co-Lab twice per term, STEWB meeting twice per term, Classroom Management Mentor. 2.Teachers and aides implement Positive Engagement Process, Berry Street Strategies Bribie Bucks, Circle Time, Ready to Learn Plans, explicit teaching of preferred behaviours in alignment to the behaviour matrix, fortnightly school-wide focus from behaviour matrix. 3. Leaders conduct formal observation cycles each Semester, teachers engage in formal observations with peers once per semester, development of the mentoring through the HAT leaders' team. 4.Leaders and teachers engage in development of wellbeing committee, working collaboratively to align with department resources to develop and implement an action plan, with a range of targeted strategies to improve the areas of wellbeing identified by the team. All staff members working collaboratively to identify areas in which staff morale can improve. 5.Staff and students to use data to identify fortnightly focus from behaviour matrix, regularly review behaviour data to monitor areas, times, and antecedents, and identify targeted strategies for improvement.	*$8, 000 Purchase of Berry St training, materials. Classroom Management Mentor Time Allocations Staff meeting times for Co-Labs and PD $8,000 for resources towards MTSS and PEP process resources and rewards.*

End of Year Success Criteria

Measures

Performance:
AIP desired outcomes by the end of 2026:
• P-2 - 55% of students achieving an A or B in English (53.6%)
• 3 -6 - 47% of students achieving an A or B in English (45.5%)
• P-2 – 75% of students achieving 'C or above' in English (73.5%)
• 3–6 – 85% of students achieving 'C or above' in English (84.4%)
AIP supporting outcomes:
• Maintain correlation of NAPLAN to LOA (Below 1) – inter-assessment agreement in Year 5 in spelling, grammar and punctuation, writing, and reading
• Improve correlation of NAPLAN reading and LOA – improved from 1.33 to below 1 in Year 3

AIP monitoring process
• Learning walks and talks with leaders & teachers
• Evidence of student learning, formative and summative
• Teacher feedback captured through PLCs & staff meetings
• Semester 1 & 2 level of achievement data
• English Assessment data trackers
• NAPLAN reading
Diagnostic and monitoring reading data
Year 1 Phonics Check

Performance:
AIP desired outcomes by the end of 2026:
SDAs – Reduced to below 40 (51).
Attendance – Improved to 87% (85.7%).
SOS data improved - staff morale 75% (71.43%).
AIP supporting outcomes:
• SOS data improved - student behaviour is well managed to 85% (student 64.1 parent 80.7 staff 58.9).
• SOS data improved - I feel confident in managing behaviour of all my students to 80% (73.5).

AIP monitoring process
• Learning walks and talks with leaders & teachers.
• Behaviour - majors and minors on OneSchool
• Attendance rates, students attending less than 85%.
• Teacher feedback captured through PLCs & staff meetings.

Behaviour
Students can/will: Recall sounds and phonics focus, apply the phonics focus in the reading, practice reading and writing every day, apply phonic knowledge to unseen text. Engage in differentiated reading routines. Increase academic achievement. Practice work level reading, decoding, segmenting. All students progressing on PLD data tracker. Engage in reading behaviours in and out of school weekly. Student achievement in AC reading assessments increasing.
Teachers can/will: Plan structure, sequential lessons to build phonic knowledge. Use lesson sequence of Review, teach, practice, and apply. Monitor progress with screening tool. Analyse student data to inform groups. Differentiate for groups within the class. Enact well established daily and weekly routines. Access shared resources. Utilise the High Impact Teaching Strategies to engage students in the learning. Collaborate with other teachers in planning activities. Improve their capability in the teaching of reading. Explicitly teaching SSP.
Teacher aides can/will: Implement planned intervention plans. Record student progress. Run focused and intensive group interventions. Support the development and preparation of resources. Support student learning groups. Engage in training for SSP. Support students in their practice of reading skills.
Leadership team can/will: Work with teachers to build a shared understanding of the agreed approach to reading, provide sessions of professional learning to build capability; work in classrooms with teachers to model, observe and provide feedback on agreed practices. Engage in coaching, observation, feedback, and modelling with reflective discussions aligned to whole school expectations. Engage in learning walk and talks with teachers to reflect on evidence of learning. Participating in teacher-led data analysis discussions to monitor student improvement and reflect on practice. Working within an instructional leadership model to drive the strategic agenda with line of sight to classrooms.

Three levels of planning. Systematic Synthetic Phonics Plan Professional Learning Plan Updated High Impact Teach Strategies Booklet.

Behaviour
Students can/will: Be actively engaged and participating in lessons. Improve school attendance. Engage in preferred behaviours. Follow the student code of conduct. Engage across learning areas. Follow procedures, routines and rules. Earn Bribie Bucks and engage in the school-wide rewards systems. Engage with their ready to learn plans. Be at their learning space, on task. Classes actively engaged. Participate in extra-curricular activities. Feel and safe and enjoy being at school.
Teachers can/will: Have improved wellbeing and job satisfaction. Higher expectations leading to increased student results. Reduced red tape. Provide opportunities for circle time daily to build a positive classroom culture. Implement ready to learn plans with visuals to support student engagement with their plans. Listening to students. Feel safe and be safe. Build positive relationships with students. Enact strategies that reduce risk. Explicitly teaching preferred behaviours.
Teacher aides can/will: Support students in learning within the classroom. TA supporting the implementation of learning routines. Refer to ready to learn plans. Use consistent language and phrasing with teachers for student engagement. Implement with the Positive Engagement Process confidently. Actively engaging with students, listening to students. Be present for the whole session. Feel safe and be safe. Enact strategies that reduce risk. Build positive relationships with students.
Leadership team can/will: Actively work with wellbeing co-lab to support implementation of identified strategies. Engage in regular classroom visits, to celebrate student achievement and engagement. Support students to share their positive stories and work. Engage with staff, parents, stakeholders and students to build engagement. Work with teachers to build capability in enacting the school's positive engagement process and Berry Street practices. Engage with multiple students over the term to review effectiveness of strategies. Build positive relationships with staff.

Positive Engagement Process Ready to Learn Plans Berry Street Resources Professional Learning Plan.

Reduction of red tape in day-to-day work, planning and processes include:
Planning:
● Three Levels of Planning documents (Yearly, Term, Weekly/Unit) are simplified and standardised across all year levels to ensure consistency and reduce duplication.
● Use shared digital templates and resources for reading and phonics planning to minimise time spent creating new documents.
Administration and Communication
● Streamline communication through weekly memo summarising key actions, deadlines, and professional learning instead of multiple emails.

Processes:
● Review meeting structures to streamline collaboration time.
● Use existing communication platforms (e.g., OneDrive, SharePoint, OneNote) for storing and sharing reading resources, coaching feedback, and data, avoiding duplication and version confusion.
● Maintenance and communication of STEWB support to reduce need for re-referrals.

Professional Learning:
● Prioritise in-house, targeted professional learning led by the co-labs to reduce reliance on external sessions and travel time.
● Embed short, bite-sized professional learning during staff or team meetings rather than creating additional sessions.
Outcome of Red Tape Reduction
By implementing these measures:
● Teachers and teacher aides can dedicate more time to high-impact teaching and less to administrative tasks.
● School-wide consistency will lead to improved quality of practice with reduced workload.

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