Pumicestone State School
2026 ANNUAL IMPLEMENTATION PLAN
Educational achievement   Belonging and engagement

School priority 1	Educational achievement	Monitoring				School priority 2	Belonging and engagement	Monitoring			
	Equip every student with the knowledge (Australian Curriculum Version 9) to achieve in English with a focus on reading.	*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*					Consolidate MTSS implementation to support the diverse learning and contextual needs of every student.	*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

Link to school improvement strategy:	Refine the Explicit Improvement Agenda (School Review, 2022) to sharpen the focus on improving student engagement in the AC to enhance learning outcomes for all students (Executive Summary).	Link to school improvement strategy:	Collaboratively develop and communicate a shared understanding and whole school vision regarding school wide inclusion and differentiation practices Staff engage in professional opportunities to reflect, learn and apply evidence-based inclusive practices
Strategy	**Reading** Enact opportunities for students to focus on reading aligned with assessable elements of the curriculum to deepen students knowledge and strengthen the learning culture.	Strategy/ies	**Belonging** Consider the needs of our students to ensure access to learning, interests and goals are at the forefront of curriculum planning practices. **Engagement** Consolidate our shared understanding of MTSS to maintain schoolwide processes (Berry St, PBL).

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources
• Further refine moderation processes to ensure alignment between intended and enacted curriculum. • Develop a shared understanding and commitment to consistent instructional routines for reading and spelling. • Leverage moderation processes to further deepen teachers knowledge, capability and understanding of reading through the Australian Curriculum. • Prioritise a school-wide scope and sequence to teach Systematic Synthetic Phonics.	Pre-moderation sessions PLCs Staff meetings Leadership Meetings Data Discussions	• Reinforce the use of age-appropriate pedagogies to maximise student voice, engagement and active participation. • Monitor attendance effectively, linking data to learning outcomes and interventions through the MTSS framework. • Align MTSS principles across every aspect of learning to ensure equity and consistency. • Consolidate MTSS Tier 1 universal strategies across all learning areas to strengthen support for every student. • Support student engagement through the use of FlexiSpace classroom and teacher	PBL/MTSS teacher Flexispace classroom and Teacher Staff meetings Leadership Meetings Tiered support meetings Case Management Meetings

End of Year Success Criteria

Measures

Performance: Ongoing data measures
- Increase percentage of students achieving C and above in English
- Increase percentage of students achieving A-B in English
- Improved percentage of students achieving C and above in Reading tasks
- Increase number of students achieving gains in DIBELS
- Increased inter-assessment agreement between NAPLAN and Levels of Achievement (NAPLAN currently higher in Y3)
- Improved School Opinion Survey outcomes, with increased students' agreement in 'I am interested in my schoolwork'

Behaviour
Students can/will:
- Develop knowledge, understanding and skills to demonstrate success in Reading
- Participate actively in daily instructional phonics and reading routines

Teachers can/will:
- Complete Reading Modules 1, 2 and 3 from the Reading Gateway
- Embed consistent instructional routines including (Review, Teach, Practice, Apply)
- Deliver Systematic Synthetic Phonics aligned to the school-wide scope and sequence
- Use diagnostic, formative and summative reading data to inform instruction

Leadership team can/will:
- Lead Professional Development that deepens staff knowledge and skills in reading instruction with a focus on explicit instructional routines and Systematic Synthetic Phonics
- Provide opportunities for staff observations to enhance classroom practices for reading
- Engage in Reading Professional Learning throughout the year

Artefacts
- Pumicestone State School's CARP
- Data sets – SORD, NAPLAN, DIBELS, Year 1 Phonics Check, Level of Achievement
- Learning Walk and Talk Timetable
- PLC timetable and agendas
- Reading Action Plan and Inquiry Planner
- Scope and sequence for Synthetic Systematic Phonics

End of Year Success Criteria

Measures

Performance: Ongoing data measures
- Decrease the frequency and severity of behaviour incidents, including a reduction in repeat behaviours for targeted students (OneSchool/SORD data).
- Improved School Opinion Survey outcomes, with increased staff, student and parent agreement that behaviour is effectively managed across the school
- Increase in the proportion of students demonstrating positive behaviour and active engagement, as evidenced through acknowledgement system data and Tier 1 tracking.
- Greater consistency of teacher behaviour practices, measured through walk-through data and SET/EBS fidelity results

Behaviour
Students can/will:
- Engage in weekly 'Powers in Action' lessons with a specific focus
- Value and utilise the positive reinforcement system
- Celebrate positive achievements in wellbeing, learning and behaviour

Staff can/will:
- Consistently implement and value the school's positive reinforcement system to promote and acknowledge expected behaviour
- Use behaviour data to inform classroom practice and targeted interventions.
- Consider the principles of Age-Appropriate Pedagogy when planning and reviewing teaching practices
- Understanding the role of the FlexiSpace and its impact on student outcomes

Leadership team can/will:
- Monitor the implementation of MTSS including FlexiSpace across the school and adjust in response to data
- Ensure consistent, school-wide implementation of the MTSS framework.
- Refine referral and monitoring processes for an aligned approach to student support

Artefacts
- Positive Behaviour for Learning Action Plan 2026
- Data sets- SORD, School Opinion Survey
- Case Management Documentation
- QLD Engagement and Wellbeing Survey for students
- Tier 1 reinforcement data

Reduction of red tape in day-to-day work, planning and processes include:
Reduce non-essential meetings, interruptions and administrative tasks to maximise high-impact teaching
Define clear leadership responsibilities and streamline communication channels to reduce overlap, unnecessary email traffic and repeated follow-up processes.
Streamline and clarify behaviour processes to enhance staff confidence and consistency in decision-making and accessing tiered support.

Supporting red tape reduction in Queensland state schools
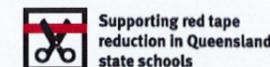
Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal   *T. Colyer*   P&C/School Council   *Martin Leach*   School Supervisor