

Beerwah State School

2026 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Belonging and engagement

Optional cover page – *Could include school information, logo, summary of School Strategic Plan priorities, key strategies or previous implementation successes/layering. Content is determined by local context. Delete if not required.*

School priority 1		Deliver an engaging English curriculum, with a deep focus on literacy (reading) that “opens up A-level thinking” for every student.		Monitoring Green –on track, Yellow – underway, Magenta –yet to commence. Shade cell at the end of each term after reflection based on progress. Term 1Term 2Term 3Term 4		School priority 2		Implement a reviewed and refined Education Services System to ensure it meets the needs of students in line with MTSS.		Monitoring Term 1Term 2Term 3Term 4	
Link to school improvement strategy:		Strengthen planning and moderation processes, to shape school wide approaches for the teaching of reading through the Australian Curriculum. Collaboratively formalise a whole school approach to differentiated, focussed and intensive teaching to ensure all students, including high achieving students, are appropriately engaged, challenged and extended.				Link to school improvement strategy:		Collaboratively formalise a whole school approach to differentiated, focussed and intensive teaching to ensure all students, including high achieving students, are appropriately engaged, challenged and extended. Refine collaborative planning for school improvement, providing clarity of roles, responsibilities and accountabilities to empower staff in enacting the improvement agenda Collaboratively review MTSS support strategies, including capability development, to enhance the effectiveness of agreed whole-school behaviour support processes.			
Strategy/ies		1. Clarify and embed evidence-based structured literacy pedagogies (Daily Review, Explicit Instruction). 2. Enhance the systematic analysis and use of reading data to inform curriculum decisions and pedagogical decisions 3. Strengthen whole-school moderation processes to embed the teaching of reading throughout English planning, assessment and daily instruction. 4. Formalise a system to identify, implement and review targeted reading interventions across the tiers of the MTSS.				Strategy/ies		1. Trial processes that will inform a ‘whole school approach to behaviour support’ 2. Collaboratively develop a systematic approach for Tier 2 and 3 behaviour support. 3. Strengthen existing Tier 1 processes to ensure consistency across whole school. 4. Review and refine existing Education Services System (including attendance system)			
Actions: including Responsible role(s)						Actions: including Responsible role(s)					
1. Clarify and embed evidence-based structured literacy pedagogy (including Daily Review, Explicit Instruction). • Collaboratively develop ‘norms’ and whole school instructional routines for daily review and explicit instruction (Principal, HoD with teachers) • Implement whole school norms and instructional routines for daily review and explicit instruction (teachers) • Monitor, provide targeted professional learning/coaching and provide feedback on implementation of whole school instructional routines for daily review and explicit instruction (HoD and Principal) 2. Enhance the systematic analysis and use of reading data to inform curriculum decisions and pedagogical decisions • Collaboratively develop whole school template for the planning and monitoring of curriculum decisions during daily review and explicit teaching (HoD with teachers) • Refine the use of whole school and classroom data to make curriculum and pedagogical decisions through collaborative data analysis and coaching (Principal, HoD with teachers) • Enact and monitor curriculum and pedagogical decisions (teachers with HoD) 3. Strengthen whole-school moderation processes to embed the teaching of reading throughout English. • Align whole school moderation processes to ‘reading through AC’ by identifying reading requirements for all tasks (Principal and HoD) • Implement intended learning identified through moderation (teachers) • Monitor effectiveness through moderation processes – learning walks and during moderation (teacher with HoD) 4. Formalise system to identify, implement and monitoring targeted reading interventions across the tiers of the MTSS. • Use Systems Leadership to formalise MTSS system for literacy that includes identifying, implement and monitoring targeted reading interventions (Principal/ Student Services Co-ordinator with HoD) • Provide Professional Learning and Coaching for Teach Aides to implement intervention (SSC) • Implement interventions as planned (teacher-aide with SSC) • Monitor and review implementation and effectiveness of interventions (SSC with Principal and HoD)						1. Trial processes that will inform a ‘whole school approach to behaviour support’ • Identify and develop action plans for Tier 3 students with specific actions, roles, resourcing and monitoring cycles (Tier 3 support team) • Implement action plans (eg. IBSP, PLP) as designed (all staff) • Monitor implementation and effectiveness of action plans in regular cycles as needed (1-5 weeks) (Principal and Tier 3 support team) 2. Collaboratively develop a systematic approach for Tier 2 and 3 behaviour support in line with MTSS. • Use Systems Leadership to collaboratively develop Tier 2 and Tier 3 system that incorporates the use of data cycles, clear roles and responsibilities and resourcing (Principal with leadership and PBL teams) • PBL team leader and Principal develop knowledge and understanding of MTSS in PBL and wellbeing • Identify Professional Learning and coaching for the implementation of behaviour support system (Leadership) 3. Strengthen existing Tier 1 processes to ensure consistency across whole school. • Collaboratively develop whole school understanding of expected behaviour and norms (Principal/ PBL Team with all staff) • Identify focus routine or expectation for ‘learning walk’ style monitoring (Principal with Leadership team) 4. Review and refine existing Education Services System (including attendance system) • Use Systems Leadership to review and refine existing education services system (Principal with Leadership team) • Identify Professional Learning for the implementation of education services system Principal with Leadership team)					
End of Year Success Criteria	Measures	Performance: English Levels of achievement: C and above P-2 > 95%; 3-6 > 85%; A or B P-2 > 70%; 3-6 > 45% NAPLAN performance (start 2027)				End of Year Success Criteria	Measures	Performance: • Decrease in average daily behaviour incidents below 5 per day. • Increase in positive behaviour acknowledgements (kandoo count) by 10%. • Decrease in number of students attending less than 80% • Increase in student wellbeing (Student sense of belonging to above 70% QEW) • Pulse survey collective team efficacy score 75%+ School Opinion Survey • 70%+ of parents agree that ‘Student behaviour is managed well’ • 60%+ of staff agree that ‘Student behaviour is managed well’ • 65%+ of students agree ‘I like being at school’			
		Reading	Spelling	Grammar and Punctuation	Writing						
	Year 3	Needs Additional Support <10% Strong and Exceeding >50%	Needs Additional Support <10% Strong and Exceeding >50%	Needs Additional Support <10% Strong and Exceeding >50%	Needs Additional Support <10% Strong and Exceeding >50%						
	Year 5	Needs Additional Support <5% Strong and Exceeding >65%	Needs Additional Support <10% Strong and Exceeding >65%	Needs Additional Support <12% Strong and Exceeding >40%	Needs Additional Support <5% Strong and Exceeding >65%						

Behaviour: Leadership Team can/will: • Demonstrate ongoing monitoring and review of all strategies and actions. • Explain how staff capability has been developed and monitored in data analysis and pedagogy through professional learning and coaching • Participate in collaborative moderation and explain how 'reading through the AC' has been implemented in the learning area of English • Explain how the MTSS system for literacy supports all learners in the school Teachers can/will: • Identify reading requirements and learning opportunities throughout English units • Monitor student progress using whole school assessment tools and ongoing formative assessment • Use whole school norms and instructional routines to deliver daily review and explicit teaching of literacy • Explain curriculum and pedagogical decisions using research-based evidence and student data • Explain how the MTSS system for literacy supports all learners in their class Teacher aides can/will: • Deliver interventions as per MTSS and explain how they support students Students can/will: • Actively participate in daily review and explicit teaching of reading every day, following instructional routines • Complete a task to say, do or write something which responds to a text everyday	Behaviour: Leadership team can/will: • Maintain clear, visible and coherent direction for behaviour, inclusion and wellbeing through the established systems • Quality assure consistency of Tier 1 practice through walkthroughs, coaching cycles and data-informed feedback. • Facilitate regular, structured data cycles that use behaviour, wellbeing and academic data to guide decisions to monitor and review Tier 2 and 3 processes • Ensure intervention pathways, case management and referral systems operate seamlessly, reducing duplication and ensuring timely support. Teachers and teacher aides can/will: • Explicit teaching of PBL focus with students demonstrating self-regulation and all staff using consistent language, routines aligned to Tier 1 norms expectations. • Implement agreed Tier 1 routines, expectations and norms, including PBL acknowledgement systems consistently and confidently. • Implement Tier 2 and 3 strategies with confidence and consistency Students can/will • Students engaged in the curriculum with T2 and T3 students readily accessing support. • Follow targeted Tier 1 routines and norms due to them being predictable, well-practised and reinforced.
Artefacts Documented whole school norms and instructional routines for daily review and explicit instruction Coaching control form and release booking page Whole school template for data analysis and monitoring during daily review and explicit instruction Unit plans with 'know, do, think' identified for reading curriculum in all units. Learning walk monitoring page and leadership notes Documented system for reading intervention (MTSS) with monitoring notes Focussed observation notes from reflection conversations	Artefacts Documented Behaviour support action plans with review cycle notes Documented Tier 2 and Tier 3 behaviour support system with monitoring and review notes Coaching control form for behaviour support system Documented Tier 1 expected behaviours and norms Tier 1 monitoring page and leadership notes Principal communication of Tier 1 behaviours and norms – newsletter Revised and updated Education Services System that includes attendance with monitoring and review notes

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

- Termly review of Education Services Systems (Differentiated Teaching & Learning, Case Management, Student Services & Enrolment)
- Investigate generative AI options through CORELLA



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 

P&C/School Council 

School Supervisor  14/07/2026