TAMBORINE MOUNTAIN STATE SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement

School priority 1	READING ACROSS THE AUSTRALIAN CURRICULUM		Monitoring			
			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	

Link to school improvement strategy:	To further refine a systematic approach to Reading and understanding of the Australian Curriculum v9 by monitoring classroom practice and student achievement data.
	Consolidate teacher understanding of the Australian Curriculum (English and Mathematics) to enable collaborative development of contextualised units that meet the needs of students and align to the K-12
	Further refine moderation processes throughout teaching and learning sequences, to calibrate and confirm teacher judgements against achievement standards.
Strategies	• Collaboratively enact a whole school approach to the teaching of reading through the Australian Curriculum to ensure every student receives effective reading instruction across the learning areas.
	• Enact a consistent school wide instructional routine (phonics and morphology) which includes review, teach, practise and apply components.
	• Initiate implementation of the structured literacy block with agreed consistent instructional routines to progress student proficiency in reading comprehension through word reading and language comprehension.
	• Consolidate knowledge and capability of teachers to effectively teach reading through the AC.
	• Prioritise on going monitoring and support of Teachers and TA in the implementation of explicit teaching reading practices.
	• Implement daily observations of the work in action through learning walks and talks.
	• Initiate surveys to gauge teacher confidence in the delivery of collaboratively planned contextualised units in English and Mathematics. (Scaled survey)
	• Refine the collaboration of contextualising and modifying units of work in English and Mathematics.
	• Further review and monitor LOA rates in English and Mathematics.
	• Sharpen the review of literacy assessments in planning (consistent understandings, practices and use of a common metalanguage about assessment)
	• Quality assure the moderation processes for all cohorts. Emphasising before, during and calibration phases of moderation.

Belonging and engagement

School priority 2	IMPLEMENTING EFFECTIVE PEDAGOGICAL PRACTICES		Monitoring			
			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	

Link to school improvement strategy:	Establish collaborative discussions of effective teaching practice, to foster a shared language and understanding of a whole school approach to pedagogy.
Strategies	• Engage in school-wide processes (moderation, feedback, reflective teaching and professional learning) to develop a shared understanding of evidence informed pedagogical decision making.
	• Professional Development – whole school and targeted groups – leadership team, sectors (P-2 / 3-6), cohorts, specialists, inclusion & teacher aides.
	• Initiate the Gradual Release model – I do (information, research, contextualise and model), We do (Cohorts - 5 week scenario tasks with HITS strategies and feedback / discussion collaboration sessions in PLTs), You do (personalising and contextualising HITS strategies to the students' needs – point in time)
	• Maximise professional commitment and integrity to this priority by staff including a HITS goal in their APDP.
	• Collaboratively build a consensus of consistency of high impact teaching pedagogies that are emulated across the school in all subjects, in all classrooms.

Actions: including Responsible role(s)	Resources
• Consolidate teacher and teacher aide understanding of the AC to enable collaborative development of contextualised units that meet the needs of students and align to the K-12 Framework.	Reading through the Australian Curriculum 2026: Strengthening Reading Implementation
• Broaden and deepen teacher and leader capability to execute the whole-school structured literacy approach with fidelity, driving consistent, high-quality English instruction across the school.	The Reading Portal
• Develop a shared understanding and language, using contemporary research and evidence.	ACARA
• Focus on the implementation of Literacy Blocks P-6 through coaching model. Observations of practice.	Curriculum Gateway
• Updates to draft Prep-Year 6 Systematic Synthetic Phonics and Morphology Scope and Sequence (Aligned to AC v9)	Moderation HUB
• Implementation of universal screening, monitoring and progress tools (DIBELS, Year 1 Phonics Check, MOTiF assessments, NAPLAN)	Teaching of Reading - Engagement Norms and Explicit Instructional routine practices
• Development of TMSS Assessment and Monitoring Schedule: English and Mathematics (Prep-Year 6)	Finances
• Review and update the Reading Signposts continuum.	$3000 P&C – Reading resources
• Establish and monitor consistent Engagement Norms and Instructional Practices Prep-Year 6 to enhance explicit instruction for reading and to provide excellent Tier 1 explicit literacy instruction for ALL students.	$20 000 school budget (pd, curriculum, literacy)
• Intentional, guided PLT conversations centred around teachers' commitment to action (working well & challenges)	Literacy Coach 0.6
• Lead data tracking of behaviour change and monitoring data sets – HOD/C and Literacy Coach (PLTs).	HOD/C 0.9
• Triangulation semesterly review and celebrations.	TA hours to assist teachers with data collection and support in class implementation
• Annual triangulated dataset reviews: o SORD A-E English (Progression & Regression reviews each term – 2024/2025/2026 1 year growth & D,E,N student 'Faces on the Data' – unpack and analyse at an Executive level to be shared with teachers at PLTs)	
• DP-2, DP 3-6, Literacy Coach and HOD-C responsible officers.	
• Formalise student voice practices in reading and curriculum planning, implementation, engagement and reviewing processes	

Actions: including Responsible role(s)	Resources
• Analyse data sets associated with Teaching and Learning (assessment and reporting data)	High Impact Teaching Strategies Framework
• Investigate and interpret data to determine the focus for each cohort and the school.	DoE Whole School Approach to Pedagogy
• Explore how pedagogies are currently employed in relation to the findings from the data.	Draw of research and workplace knowledge
• Create opportunities for staff to reflect on current HITS practices through Watching Others Work and targeted coaching & mentoring cycles guided by TMSS's Through Line model.	Provide release time for teachers to watch others work, unpack their students' datasets, discuss what is evident and what the next steps are.
• Shape the Professional Development action plan to flow consecutively from one strategy to another, while shining a light on specific strategies at significant times in the year (eg: feedback in draft moderation cycles).	Leadership team will measure improvement against system, school and cohort targets.
• PLT agenda item – Dedicated weekly HITS reflection and discussion time.	Hattie's effect size model.
	SORD
	One School Data
	Finances: $5400 • Professional development • Release time • Resourcing

Performance:
- Relative proportion of students achieving in English and Mathematics:

C and Above

P-2	Sem 2 2025	Target Sem 2 2026
ENGLISH	84	85
MATHS	93	95
3-6		
ENGLISH	92	93
MATHS	95	95

A or B

P-2	Sem 2 2025	Target Sem 2 2026
ENGLISH	47	50
MATHS	57	60
3-6		
ENGLISH	49	55
MATHS	64	65

Attendance (Engagement)

Whole School	Sem 2 2025	Target Sem 2 2026
	91	92

Staff (Engagement) – School Opinion Survey
I receive useful feedback about my work at this school

	2025 Agree	2026 Target
Teaching	93.8	100

(Measures / End of Year Success Criteria)

Performance:
- Monitoring and tracking: Are the implemented practices having a positive impact on student reading skill acquisition? (positive trajectory)

P-2

InitiaLit: Reading Assessment	Sem 2: % pass		
	Target to be determined after Sem1 reading assessments are moderated and reported.		
Year 1 Phonics Screener	Term 3		
	% Struggling Decoders (0-9)	% Developing Decoders (20-27)	% Fluent Decoders (28-40)
	Target to be determined after term 3 results.		

P-6

ENGLISH: Summative Reading Assessments (C and above)	Sem 2 2026 Target: % C and above		
	Target to be determined after Sem1 reading assessments are moderated and reported.		
DIBELS Composite Scores (identification of students at risk)	BOY % at risk	MOY % at risk	EOY % at risk
	Results as data is collected	Target to be determined after BOY assessments collected.	Target to be determined after MOY assessments collected.

NAPLAN

Year 3: Reading	Term 1
	% Strong and above
	60%
Year 5: Reading	Term 1
	% Strong and above
	75%

(Measures / End of Year Success Criteria)

Behaviour

Students will:

- Actively participate in structured literacy routines and apply taught strategies to strengthen reading accuracy, fluency and comprehension.

Teachers will:

- Deliver the structured literacy block with fidelity, implementing agreed routines in word reading, shared and dialogic reading, fluency and vocabulary, informed by student data.
- Increase knowledge, understanding and explicit instructional routine practices in the teaching of reading across the curriculum
- Consistently plan and teach using agreed curriculum, reading and high yield pedagogical approaches
- Demonstrate high-impact instructional practices in every classroom
- Regularly use data to differentiate and adjust instruction
- Participate confidently in coaching, moderation and professional learning team (PLT) processes

Teacher aides will:

- Participate in targeted reading professional development and data conversations (PLTs)
- Apply shared instructional routines and reading strategies accurately and consistently
- Support targeted intervention with fidelity and alignment to student learning plans

Leadership team will:

- Ensure full implementation and ongoing refinement of curriculum, pedagogy and reading frameworks
- Analyse and use data to monitor impact, adjust supports and improve consistency across the school
- Maintain strong systems for planning, moderation, professional learning and coaching

Whole School:

- Consistent explicit instructional routines and engagement norms across the school as monitored for quality assurance through targeted class observations by school leaders and in PLT meetings
- Regular collaborative progress data review meetings with results shared openly with staff, students and parents
- Students reach improved achieving benchmarks in Reading and English
- Consistent curriculum delivery and teaching quality are embedded as TMSS's way of working.

Behaviour

Students will:

- Active Engagement & Agency: Students take ownership of their learning, becoming more confident, independent and creative thinkers.
- Improved Academic Performance: Through structured lessons, scaffolding and explicit teaching, students deepen their knowledge, strengthen skills and achieve better results.
- Better Understanding & Goal Setting: Students clearly understand learning intentions and success criteria, allowing them to track their progress and reflect on their learning.
- Enhanced Wellbeing: Students feel safe, valued, and supported in a consistent classroom environment that promotes positive behaviour and social inclusion.
- Higher-Order Thinking: Students are better equipped to apply, transfer and communicate their knowledge in new, complex contexts.

Teachers will:

- Develop a clear understanding that the HITS will have the strongest impact on student learning when used as part of an ongoing improvement cycle and embedded in professional learning team discussions.
- Effective professional learning teams will use the improvement cycle to:
  - diagnose a classroom need
  - investigate a problem of practice
  - identify one or more of the HITS as a possible intervention
  - unpack, discuss and model the strategies
  - collectively review them as part of observation rounds.
- Consistently plan and teach using agreed high yield HITS
- Regularly use data to differentiate and adjust instruction

Teacher aides will:

- Participate in targeted reading professional development and data conversations (PLTs)
- Apply shared instructional routines and agreed pedagogical practices strategies accurately and consistently

Leadership team will:

- Ensure full implementation and ongoing refinement of HITS across the school as part of the 4 year Strategic Plan.
- Analyse and use data to monitor impact, adjust supports and improve consistent pedagogical practices across the school.
- Maintain strong systems for HITS planning, reviewing, professional learning and coaching streams.

Whole School will demonstrate:

- Consistent explicit instructional routines and engagement norms across the school as monitored for quality assurance through targeted class observations by school leaders and in PLT meetings

		• A shared use of successful instructional practices by providing:
		• a common language to use in planning, monitoring and reflecting on classroom practice
		• a developmental continuum to measure proficiency across ten high-impact teaching strategies, and
		• initial resources to guide a practice improvement journey.
	Artefacts	• Whole School Approach to Pedagogy Action Plan
		• Staff survey and feedback forms
		• Teachers' lesson observation documents
		• Staff APDPs

	Artefacts	• Instructional framework
		• Scope and Sequence (informed by the Literacy Spine and school programs)
		• Assessment and Monitoring Schedule: English and Mathematics

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

- Building Professional Learning Team meetings into the 9am-3pm workday
- Standardised Templates: Providing ready-to-go templates, assessment tasks and marking guides for core curriculum areas.
- Reducing Compliance Burden: Setting clear expectations for curriculum implementation to reduce over-recording and excessive reporting.
- De-implementation Framework: Developing a formal approach to remove redundant or unnecessary tasks that have accumulated over time
- Development of consistent school wide templates and visuals: Engagement Norms

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.
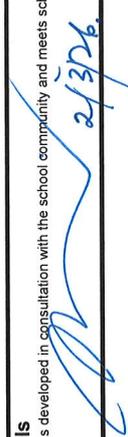
Principal	2/3/26.	**P&C President**		2-3-26.	**School Supervisor**	27.02.2026