

## PARKE STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN



<b>School priority</b>	<i>Implement a consistive and inclusive whole school approach to the teaching of Reading through evidence based practices/Australian Currciulum (AC), responding to the learning needs of every student.</i>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">Commenced</td> <td style="width: 25%; text-align: center;">Yet to commence</td> <td style="width: 25%;"></td> </tr> <tr> <td style="text-align: center;">Term 1</td> <td style="text-align: center;">Term 2</td> <td style="text-align: center;">Term 3</td> <td style="text-align: center;">Term 4</td> </tr> </table>	Monitoring					Commenced	Yet to commence		Term 1	Term 2	Term 3	Term 4
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<b>Link to school improvement strategy:</b>	<i>Broaden teachers' knowledge and understanding of evidence-informed approaches to the teaching of reading to support the delivery of reading through the AC. Strengthen moderation processes within and beyond the school to further build staff knowledge of the AC and effective use of data, in informing practices.</i>													
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Strengthen whole school wide practices of Reading (Version 9 English), responding to each student and their learning needs.</li> <li>Continue to lift students Reading outcomes in V9 English by building teacher capability.</li> <li>Refine collaborative practices with clusters schools to enhance teacher knowledge and expertise.</li> </ul>													

Actions & Responsible Officers	Resources
Drive excellence in the teaching of reading and refining actions to inform teaching, utilising multi-tiered systems of support (all staff). Strengthen peer Learning Communities (PLC) with focused on reading improvement (leader) via walks and talks within communities of learners (all staff). Broaden teachers' knowledge and understanding of explicit instruction and how it support student learning (principal). Prioritise engagement in department/HOD-C professional learning and moderation cycles.	Whole School Reading Framework/Reading Modules TRS for termly Professional Development/planning days- \$6000 DIBELS/Year 1 Phonics Check (teacher release) - \$5000 Sounds Write Professional Development (teachers/teacher aides) & TRS - \$6000 Decodable texts- \$10,000

<b>End of Year Success Criteria</b>	<b>Measures</b>	<b>Performance (AIP desired outcomes by the end of 2026):</b> <ul style="list-style-type: none"> <li>P-2 - 50% of students achieving an A or B in English, 85% C or better (Semester2, 2026).</li> <li>3 -6 - 45% of students achieving an A or B in English, 85% C or better (Semester2, 2026).</li> <li><b>DIBELS data:</b> 75% or better improvement from beginning to end of year assessment.</li> </ul>	<b>NAPLAN</b> <ul style="list-style-type: none"> <li>100% of students participating</li> <li>50% or more strong or exceeding. (Reading/Spelling)</li> <li>0.5 or lower NAPLAN/LOA agreement</li> </ul>	<b>School Opinion Surveys</b> <ul style="list-style-type: none"> <li>100% of parents agree that their child's learning needs are being met.</li> <li>85% or more of students agree that they can talk to their teacher about concerns.</li> <li>100% of staff feel that staff morale is positive at this school.</li> </ul>
	<b>Students can/will:</b>	<b>BEHAVIOURS</b> Students can/will: <ul style="list-style-type: none"> <li>Actively engage in all areas of daily reading, including listening for and recognising phonemic sounds, applying phonics to decode and spell, reading accurately and fluently, using vocabulary to construct meaning, and linking ideas to develop reading comprehension.</li> <li>Use reading goals to support positive work habits, identify next steps for improvement, using feedback to improve learning.</li> </ul>		<b>Teacher aides can/will:</b> <ul style="list-style-type: none"> <li>Support teachers in collecting and implementing reading data and observations.</li> <li>Implement targeted reading interventions as directed by teachers, using agreed programs and strategies.</li> <li>Engage in professional development to support the delivery of Systematic Synthetic Phonics through MTSS.</li> </ul>
	<b>Teachers can/will:</b>	Teachers can/will: <ul style="list-style-type: none"> <li>Explicitly teach the six elements of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension) as part of structured literacy time, using common language, routines, and instruction.</li> <li>Use formative and summative data to effectively differentiate teaching in English (Reading) for all students, utilising data, and observations to inform next steps of teaching and learning.</li> <li>Engage in professional dialogue and development centred on systematic, explicit reading instruction, student work samples and instructional practices.</li> <li>Engage in reflective practices, providing feedback on the reading implementation tools, engaging in collaborative planning and moderation.</li> </ul>		<b>Leadership team can/will:</b> <ul style="list-style-type: none"> <li>Develop and implement Professional learning opportunities aligned to build teacher capability in 'A level' thinking.</li> <li>Collaboratively analyse data with all staff to form lines of inquiry, monitor impact, differentiate, support, and celebrate learning successes.</li> <li>Monitor consistency and fidelity of reading instruction across classrooms, building a culture of trust, collaboration, and collective responsibility for reading outcomes.</li> <li>Engage in professional visits with cluster schools.</li> <li>Monitor and reflect on the reading journey via the signposts, collaboratively developing next steps.</li> </ul>
<b>Artefacts</b>	<ul style="list-style-type: none"> <li>School Summary Data (SORD)</li> <li>Reading framework &amp; student evidence of learning (Folios)</li> <li>Year 1 Phonics checks- completed start and end of year to track progress &amp; DIBELS data (beginning, middle and end) to inform MTSS across year levels.</li> <li>Learning walks and talks (school and classroom visits) feedback and professional discussions.</li> </ul>			

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

**Supporting red tape reduction in Queensland state schools**

- Use of shared Digital Resources (One Note, Share Point) to access whole school planning documents and communication.
- Work with small schools and HOD-C to share planning resources.

<b>Approvals</b>		
This plan was developed in consultation with the school community and meets school needs and systemic requirements.		
_____ Rebecca Macmillan Principal	_____ Tayla Maher P&C/School Council	_____ Leasa Smith School Supervisor