

Birkdale South State School ANNUAL IMPLEMENTATION PLAN 2026

Educational Achievement Belonging Engagement

Vision: 'Every child becoming 'their best self' Aspirational Goal: *Every child reading out loud and smiling big everyday!*

Mission: To build a community of engaged learners where each child connects to their understanding of self, contributes to building a community of belonging, and becomes an active citizen of the environment and culture in which they learn, grow, and achieve.

School priority 1	<p>“Every Child Achieving” To enhance curriculum outcomes for all students by implementing evidence-based teaching practices, and building the capability of all teachers to deliver high quality Australian Curriculum. (D6 & D8, 2025 -2028 Strategic Plan Priority)</p> <p>Increase student learning outcomes to 85% of Prep – Year 2 students Achieving A-C in English.</p> <p>Increase student learning outcomes to 46% of students receiving A-B English in Years 3-6 Note: Prep – 2, Semester 2, 2025 A-C 81.6%, Year 3-6 A-B Data was 42.5%</p>	<p>Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	School priority 2	<p>“Every Child Belonging and Growing” To collaboratively review, refine, and document our ‘Student Services and Supports’ by examining culture, policies, pedagogy, practices, and procedures, ensuring a consistent, equitable, and supportive approach to meeting the learning needs of each student. (D7)</p> <p>To strengthen inclusive practices that improve attendance rates, increase classroom engagement, and lift the percentage of students with disability achieving A–C in English. Note: Increase the number of ‘days of learning’ for every child by reducing SDA’s and Increasing attendance rates</p>	<p>Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4																		
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Strategy/ies	<ol style="list-style-type: none"> Review and refine the Curriculum Roadmap strategy to ensure there is a clearer focus on learning intentions and success criteria linked to the Learning Wall Pedagogy. Develop a consistent practice for the teaching of spelling and morphology across 3-6 whilst continued embedding the Structured Synthetic Phonics, Sounds Write approach in Prep – Year 2. Students clearly understand <i>what they are learning and how they are going and what are their next steps</i>, increasing engagement and achievement. Strengthen each student’s literacy skills by building competence in every child reading aloud with specific focus on fluency and word building routines. 	Strategy/ies	<ol style="list-style-type: none"> Strengthen the Student Services Support Team model to include great understanding of adjustments and differentiation for Students with Disability (specifically ASD and ADHD). Provide more targeted academic case management for SWD. Implement Year 4/5 Flexispace Program in 2026, specifically students with low attendance and low engagement. Review the differentiation planning practices within the Curriculum Roadmap to provide more targeted differentiation in the teaching and learning sequencing for Students With Disability (HOD-SS to support DP) Further develop the 11 dimensions of belonging and school spirit/culture as a framework to support every child to ‘smile big every day’ 																												
Actions: including Responsible role(s)		Resources		Actions: including Responsible role(s)		Resources																									
<ol style="list-style-type: none"> Leadership team to engage in Instructional Walkthroughs to further clarify the intent of Learning Walls to develop student clarity of learning and to ensure co-construction of exemplars. Moderation sessions focused on A–B exemplars (Specifically for Years 3–6), with a greater focus on consistent exemplars during the ‘before moderation phase of planning’ Teachers clearly articulating visible learning intentions and success criteria in every classroom, and greater understanding of shared and dialogic reading aligned to the English Unit. Further implementation of the Literacy Block (within Literacy Framework), specific focus on consolidating MTSS, Daily Reviews and (in 2026) implementation of Spelling and Morphology. Literacy Learning Lounge to meet 3 times per term to undertake Book Study on ‘Harnessing the Science of Learning’ by Nathaniel Swain to better understand Pedagogical Practice related to the implementation of the literacy framework. 		<p>Curriculum Roadmap Meetings (0.4FTE to release teachers for one additional hour per fortnight.) Literacy Lead Teacher Deputy Principal (Teaching and Learning Focus) Literacy Learning Lounge Sounds Write Professional Development for all teachers. Dibels Data Gathering 3 times per year and Dibels Case Management Conversations Release 2 x per year.</p>		<p>Attendance</p> <ol style="list-style-type: none"> Individualised Attendance Case Management (Youth worker) Develop personalised attendance supports for student with attendance below 80% Conduct fortnightly case reviews (Student Care Team Meeting) Soft Start & Flexible Transitions (Care Hub, Tinker Shed) Family Partnership Model; Hold collaborative attendance planning meetings with families, provide practical supports (visual home routines, social stories about school). Share attendance data with families and have active conversations re attendance /engagement <p>Engagement</p> <ol style="list-style-type: none"> Implement the Switch Program in Years 3-6 to provide pulse check-ins for students providing student voice. Implement a Student Coach and a Literacy Coach model to support Year Level teams with more targeted teacher aide time. Targeted teacher aide training. Whole school and classroom routines implemented to support the 11 Dimensions of Belonging and Engagement Continuum <p>Behaviour</p> <ol style="list-style-type: none"> Develop Tier 2 Behaviour Support Processes for targeted social and emotional skill building Further embed the Bridge Builders conflict solving language throughout the school 		<p>Youth Worker Head of Department Culture and Care Student Coaches and Student Care Hub Team</p> <p>-----</p> <p>Flexi-space Teacher HOD- Culture and Care Student Coaches Literacy Teacher Aide Coaches HOD-SS Deputy Principal Principal Invest in Professional Development for Teacher Aides Complex Case Manager</p>																									
End of Year Success Criteria	Measures	<p>Performance: Prep – 2, Semester 2, 2025 A-C 81.6%, Year 3-6 A-B Data was 42.5%</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Prep – Year 2</th> <th>BSSS</th> <th>Relative Performance</th> <th>End of 2026</th> </tr> <tr> <td>A-C (2025 data P = 77.3%, Y1 = 83%, Y2 = 84.8%)</td> <td>81.6%</td> <td>84.6%</td> <td>85% ↑</td> </tr> <tr> <td>A-B</td> <td>56.6%</td> <td>56.2%</td> <td>57%</td> </tr> <tr> <th>English Y3 – Y6</th> <th>BSSS</th> <th>Relative Performance</th> <th></th> </tr> <tr> <td>A-C</td> <td>88.7%</td> <td>87.3%</td> <td>90%</td> </tr> <tr> <td>A-B (2025 data Y3 47.4%, Y4, 34.4%, Y5 48.1%,)</td> <td>42.5%</td> <td>48.3%</td> <td>46% ↑</td> </tr> </table>		English Prep – Year 2	BSSS	Relative Performance	End of 2026	A-C (2025 data P = 77.3%, Y1 = 83%, Y2 = 84.8%)	81.6%	84.6%	85% ↑	A-B	56.6%	56.2%	57%	English Y3 – Y6	BSSS	Relative Performance		A-C	88.7%	87.3%	90%	A-B (2025 data Y3 47.4%, Y4, 34.4%, Y5 48.1%,)	42.5%	48.3%	46% ↑	End of Year Success Criteria	Measures	<p>Performance: 2025 Attendance Rate 90% (Increase to 92%) 2025 School Opinion Survey (Increase % of Staff and Students who believe ‘this is a good school’) 2026 Switch Check-In Data (Monitor daily/weekly tracking) 2025 Behaviour Data – Decrease number of minor behaviours for defiance and non compliance during classroom sessions *All classroom teachers will engage in 100% of Bridgebuilder lessons throughout fortnightly care class.</p>	
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	<p>Behaviour Teachers will: -All teaching teams engaged in Year Level Curriculum Moderation processes for English and Maths with a stronger focus on A/B Exemplars in Year 3-6 -All teachers confident and fluent in embedding a 'Literacy Framework (Block) guided by data informed practices to increase student learning outcomes -Student Support teachers will support the DIBEL's data collection and analysis and provide multi-tiered systems of support, participation in collaborative planning (English) and support teachers to differentiate instruction. -Clearly know and articulate the Learning Intentions and Success Criteria for each lesson/unit. -Actively use and co-construct Learning Walls that support students to achieve in English. Leadership will: -Actively ensure the consistent implementation across the school of Literacy Blocks -Actively engage in supporting teachers and teacher aides to implement routines (through systems and practices) that support each child to engage in the learning effectively. -Provide instructional leadership through classroom walk throughs and feedback model Students will: -Demonstrate safety and consistency through embedded routines that lead to sustained learning. -Improve reading fluency and word building (every child confidently reading aloud) -Increase their understanding of what they are learning and how they are going with their learning through clarity around learning walls.</p>	<p>Behaviour Students can/will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greet staff and peers respectfully and participate in school routines, demonstrate pride in belonging to Birkdale South. <input type="checkbox"/> Engage positively in Flexispace and Soft Start programs when required. <input type="checkbox"/> Contribute student voice through check-ins and discussions and through an enhanced Student Council Voice. <input type="checkbox"/> Participate actively in learning tasks and use support strategies when needed. <input type="checkbox"/> Demonstrate resilience when learning feels challenging. <input type="checkbox"/> Use self-regulation strategies taught in class. <input type="checkbox"/> Contribute to creating classrooms where everyone can "smile big every day." <p>Teachers can/will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan using the Curriculum Roadmap with explicit differentiation and documented adjustments for Students with Disability (particularly ASD and ADHD). <input type="checkbox"/> Use data (academic, attendance and wellbeing) to inform targeted intervention and monitor impact fortnightly. <input type="checkbox"/> Implement reasonable adjustments consistently and visibly within daily teaching practice. <input type="checkbox"/> Use the 11 Dimensions of Belonging to consider classroom learning engagement. <input type="checkbox"/> Collaborate proactively with the Student Services Support Team and HOD-SS during case reviews. <input type="checkbox"/> Use student voice data (e.g., Switch check-ins Years 4-6) to adjust classroom practice. <input type="checkbox"/> Work collaboratively with Student Coaches and Literacy Coaches to deliver targeted support. <input type="checkbox"/> Create structured, predictable and calm learning environments. <input type="checkbox"/> Explicitly teach and model Bridgebuilders Conflict solving skills <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in working with students in the role of student coach (engagement and wellbeing) or literacy teacher aide to provide more targeted and intentional student support <p>Leadership team can/will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengthen and clearly document the Student Services Support Team model. <input type="checkbox"/> Facilitate fortnightly case reviews with clear actions and accountability. <input type="checkbox"/> Ensure targeted academic case management for Students with Disability. <input type="checkbox"/> Oversee implementation of the Year 4/5 Flexispace Program for low attendance and engagement students. <input type="checkbox"/> Provide professional learning on differentiation, ASD and ADHD adjustments. <input type="checkbox"/> Support HOD-SS and Deputy Principal to refine Curriculum Roadmap differentiation processes. <input type="checkbox"/> Provide structured training for Student Coaches, Literacy Coaches and teacher aides. <input type="checkbox"/> Monitor fidelity of inclusive practices through walkthroughs and feedback cycles.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artefacts</p>	<p>Learning Wall Consistent Approach Curriculum Roadmap DIBELS Data Literacy Framework and Resources Spelling Scope and Sequence</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artefacts</p> <p>Birkdale South 11 Dimensions of Belonging and Engagement Continuum Birkdale South Attendance Data Tracking tool for classrooms Student Coach and Literacy Teacher Aide role descriptions and targeted timetables Student Services increased documentation to provide consistency and clarity. (PLR's)</p>

Reduction of red tape in day-to-day work, planning and processes include:
*Review communication processes to reduce emails where appropriate and use central communication channels such as Sharepoint and Teams Chats.
*Review administrative procedures to reduce double handling of information where appropriate including health information, suspension information, correspondence and comms to parents and community.
*Establish a teacher assistant role for Student Services to reduce administrative load of Student Supports team and to increase efficient and effectiveness of the team.



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 *R. Schenkel*