



THORNLANDS STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement

Belonging and engagement

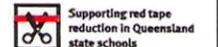
Queensland Government

		Monitoring						Monitoring			
School priority 1	<i>Embed quality literacy instruction in English P-6 to maintain high standards of literacy and improve student learning outcomes</i>	Term 1	Term 2	Term 3	Term 4	School priority 2	<i>Develop a shared understanding of pedagogy for inclusive practices to enable all students to engage in their learning and achieve individual excellence</i>	Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:		<ul style="list-style-type: none"> Collaboratively embed the planning, teaching and assessment of reading within the Australian Curriculum (AC) to ensure every student is taught to read within the context of each learning area Systematically enact observations and feedback protocols between leaders and teachers to provide ongoing, constructive feedback that enhances pedagogical practices 						Link to school improvement strategy:	<ul style="list-style-type: none"> Collaboratively establish a school-wide vision for differentiation and inclusion to build staff understanding of inclusive practices that meet the needs of diverse learners Systematically enact observations and feedback protocols between leaders and teachers to provide ongoing, constructive feedback that enhances pedagogical practices 		
Strategies	<ul style="list-style-type: none"> Continue to implement consistent quality literacy practices across P-6 reflective of the Department's Reading Position Statement and aligned to evidenced based practices Continue to refine and implement Leap Into Literacy P-2 and Leap Into Literature Year 3 Implement Leap Into Literature In Year 4 focussing on spelling and morphology Update and refine scope and sequence for spelling and morphology P-4 Implement Shared and Dialogic Reading P-6 Introduce focussed Shared and Dialogic lessons during Library time in P-3 Refine Literacy pedagogy P-6 by embedding research based literacy engagement practices including daily reviews, learning walls and Strive Vocabulary, Big Writes and VCOP and Bump it Up Walls 					Strategies	<ul style="list-style-type: none"> Continue to build teacher capability in identifying and implementing evidenced informed pedagogical practices and tailored supports to meet the diverse needs of students and enhance student engagement Broaden staff knowledge and understanding of Multi-Tiered Systems of Support to develop a shared understanding and belief of collective responsibility for all student's learning, engagement and wellbeing needs. Introduce Universal Design for Learning (UDL) Strategies for differentiation and engagement in collaborative planning sessions to enhance the learning environment and student engagement Leverage TSS current collaborative practices (TNTs and Planning) to embed quality data conversations to guide pedagogical decision making to engage learners and enhance learning outcomes. Embed daily review engagement practices as an explicit retrieval strategy to move student learning from surface to deep (Fisher) Provide opportunities to develop collective knowledge of neurodiversity and specific challenges of student population and share strategies to enable students to feel supported and engaged Engage students in their learning through greater opportunities for feedback, student voice and opportunities to demonstrate and extend learning through student choice including assistive technologies and ICTs where appropriate Improve communication with key stakeholders and tracking of students by refining SNAC processes and the cycle of feedback to parents and stakeholders regarding support and adjustments in place for identified students Continue to update and enhance SSE and SES lessons to include opportunities for student voice Enhance opportunities to continue to partner with our community to increase student and family engagement 				
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			
<ul style="list-style-type: none"> DP for Literacy works collaboratively with Literacy Leads and Principal to monitor and coordinate the implementation of LIL and Shared and Dialogic Reading across the school Literacy Leads, guided by DP and Principal, provide targeted professional development and support for all teaching staff Literacy Leads trial the use of Dibels unpacking data and modelling data informed practices during TNTs and year level planning Principal prioritises and enhances collaborative practices through increased TNT opportunities 		DP - Literacy Literacy Lead Teacher P-2 and 3-6 SLP Dibels Resource Uni of Oregon Jocelyn Seamer Subscription and Resources Teacher Librarian Additional screens and iPads for staff with small groups TNTs Reading through the Australian Curriculum Portal EFI				<ul style="list-style-type: none"> DP for Engagement and Inclusion and HOI work collaboratively with HOD-C and Principal to monitor and coordinate the implementation of MTSS, UDL strategies in planning and enacted in classrooms across the school HOI, Engagement and Inclusion staff guided by DP and Principal, provide targeted professional development and support for all teaching staff Engagement and Inclusion Teachers lead discussion and unpacking of data and modelling data informed practices during TNTs and year level planning Principal prioritises and enhances collaborative practices through increased TNT opportunities Increased staffing through Engagement and Inclusion Lead Teachers, Behaviour Boost – Behaviour Engagement Specialist, Student Wellbeing Worker 		DP – Inclusion and Engagement HOI HOD – C Regional Maximising Learning Team EFI – Inclusive ED PD Signposts for Inclusive Education Flexible furniture and resources SNAC TNTs Doug Fisher Engagement by Design Cluster Network			
End of Year Success Measures	Performance: <ul style="list-style-type: none"> > 92% A-C English > 65% A/B 100% classrooms utilise engagement practices including daily reviews, 'Bump it Up Walls', Strive or Key Vocabulary Walls and use of exemplars for English writing tasks 100% classrooms Prep – 6 engage in Big Write tasks using success criteria and regular feedback linked to student goals (*as developmentally appropriate) All students in P – 6 are aware of their individual goals for English and can identify next steps for improving their current reading and writing practices 					End of Year Success Measures	Performance: <ul style="list-style-type: none"> 100% classrooms reflect clear differentiated teaching and learning practices to engage learners 100% planning documents demonstrate deliberate planning around a strengths based model, differentiation, inclusive practices and planned use of student voice, choice, ICTs where appropriate 100% Inclusion and Engagement teachers work collaboratively with classroom and specialist teachers with exploration of co-teaching opportunities. > 60% students interested in schoolwork > 80% School Survey Students: 'My teachers are interested in my learning and wellbeing' > 76% students like school 100% staff involved in collaborative discussions, data conversations and use data to inform teaching and next steps from a strengths-based perspective to engage children in their learning Reduce number of students with multiple major incidents and repeated SDAs (Tier 3) 				

	<p>Behaviour Students can/will: Identify their goals for reading and writing and where to go for next steps to improve their learning Actively engage in the daily review and literacy lessons</p> <p>Teachers can/will: Display Learning Walls and Bump it Up Walls to enhance student learning and next steps Actively participate in Professional Development Work collaboratively with support staff and leadership</p> <p>Educational Assistants can/will: Actively participate in professional development Model engagement norms and effective literacy teaching practices Work collaboratively with teachers and leadership</p> <p>Leadership team can/will: Model instructional leadership Provide differentiated support and mentoring for staff Facilitate whole school professional development</p>	<p>Behaviour Students can/will: Demonstrate knowledge of school expectations (being safe, responsible and respectful) and model respectful behaviours that support inclusivity for all Actively engage during learning to share and deepen knowledge and respond to questions and utilise opportunities for choice to enhance their learning Articulate what engagement, belonging and inclusion look, sound and feel like</p> <p>Teachers can/will: Clearly outline in three levels of planning differentiation and inclusive practices including UDL strategies and strengths based approach Utilise learning intentions and success criteria as an engagement strategy Work collaboratively both during planning and teaching and learning sessions Actively participate in targeted professional development regarding UDL, Faces on Data, Targeted PD and TNTs</p> <p>Educational Assistants can/will: Model inclusive behaviours and provide supports to enhance and engage learners Participate in professional development</p> <p>Leadership team can/will: Engage in regular classroom walkthroughs and differentiated support for teaching staff Facilitate whole school professional development Model inclusive practices and instructional leadership</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Artefacts</p>	<p><i>TSS Scope and Sequence – Morphology and Spelling</i> <i>TSS Shared and Dialogic Reading Guide</i> <i>TSS Engagement Norms Ready Reference Guide</i> <i>TSS videos of explicit literacy practices</i> <i>SPGs and Professional Development Plan</i> <i>Learning Walls and Bump it Up Walls</i> <i>Goal Setting document</i> <i>TrackED Classroom Placemat</i></p>	<p><i>Clear documentation of UDL strategies and differentiation and evidence of opportunities for Student Voice and Choice in Three Levels of Planning</i> <i>TSS SNAC Processes</i> <i>TSS Shared Agreement for Inclusive Practices</i> <i>'Quick Win' and 'Pulse Check' systems and resources for engagement and belonging</i> <i>SPGs and Professional Development Plan</i></p>

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

Scaffolds Shared and Dialogic Reading
Investment in data analytic software to simplify data collection and analysis
Literacy Leaders administering Dibels Assessment
Predeveloped SSE lessons for class teachers to pick up and teach
Further investment in 'Chalkie' or similar AI programs to support staff in resourcing lessons
Investment in Literacy Leads and Engagement Inclusion Leaders to support staff capability building
Enhancing T'NT opportunities for collegial engagement, robust professional conversations and data informed practice



Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal *[Signature]*

P&C/School Council *[Signature]*

School Supervisor *[Signature]*