



Eumundi State School

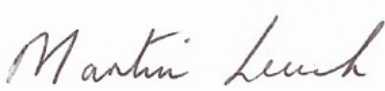
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement

Belonging and engagement



School priority 1		Strong routines – strong readers’ – Explicit Instruction		Monitoring – Using Traffic Light protocol Green – On Track/Completed, Orange – Caution, Red – Requiring attention																													
		Eumundi State School will embed consistent, evidence-based Explicit Instruction routines across all classrooms to maximise engagement, accelerate reading growth, and build students' capacity to think critically and creatively. Every student will be equipped with the knowledge of the Australian Curriculum v9 and the skills within the General Capabilities to achieve in English, with a sharp focus on Reading .		School will monitor success through Learning walks and talks, Evidence of student learning, formative and summative, Teacher/student feedback, Semesters 1 & 2 Level of Achievement data.																													
				Term 1	Term 2	Term 3	Term 4																										
Link to school improvement strategy:		Our school's Annual Improvement Plan aligns strongly with the statewide expectations through a clear commitment to the State-wide Reading Agenda, ensuring every student receives high-quality, evidence-based reading instruction. Reflections from our 2025 AIP highlighted the need for a shared and consistent pedagogical approach across all classrooms, prompting a sharper focus on explicit instruction routines that strengthen coherence and collective efficacy. Current data, including DIBELS screening results for Years 2–6, identified reading fluency as a significant barrier to improved performance, reinforcing the importance of systematic, high-fidelity reading practices. These findings are further supported by implementation 'Signpost' reflections from the Diverse Learning Team, Year Level Coordinators, and the Leadership Team, all of which emphasise the need for aligned routines, common language, and consistent expectations to create the conditions for stronger reading outcomes for every learner.																															
Strategy/ies		1. Review and consolidate a shared understanding of Simple View of Reading and Scarborough's Reading rope to inform planning and practices. Introduce the structured approach to literacy instruction with lead teachers to begin modelling effective practices in action. 2. Clarify a shared understanding of V9 curriculum and identify the necessary reading components to explicitly and systematically teach reading as informed by SVR. Embed these necessary components (key reading concepts) in teaching and learning scope and sequences and explore related routines to ensure intended reading curriculum is enacted. 3. Strengthen shared understandings of the benefits of EI (cognitive load theory), the characteristics of EI and approaches to create student engagement. 4. Develop and implement explicit routines that include both instructional design and delivery procedures. 5. Identify practices to track student progress in reading regularly across year levels.																															
Actions: including Responsible role(s)							Resources																										
Vision & Strategic Direction: “Strong routines – strong readers” - Establish and communicate the schoolwide 2026 Explicit Instruction (EI) Reading improvement agenda through SFD presentations, term-by-term implementation timelines, and ongoing reinforcement in staff meetings, ensuring consistent messaging across the school. Responsible Officer: Principal, Key Supporting Officers: Deputy Principal P–2; Deputy Principal 3–6. Reading Leadership & Governance Establish and lead a cross-school Reading CLC to monitor implementation fidelity, review data, coordinate professional learning, and adjust direction based on evidence. Responsible Officer: Head of Department – Curriculum (HoDC). Curriculum Alignment & Planning - Facilitate structured planning cycles (including TOPs and SFD planning) to ensure teachers identify the key reading concepts/skills aligned to V9 English. Support teams to embed these elements into learning walls and unit delivery by intentionally selecting rich texts and explicitly linking the teaching of reading and writing. Responsible Officer: HoDC. Pedagogical Consistency: EI Routines & Engagement Norms Define, communicate and embed consistent EI routines and engagement norms across P–6, including trials (Term 3) and full implementation (Term 4), supported through modelling, coaching and LW&T feedback Responsible Officer: Deputy Principal P–2. Professional Learning & Capability Development (EI) - Deliver a targeted professional learning schedule, including the Explicit Instruction Masterclass, staff readings (Term 1), modelled lessons, professional sharing, and opportunities for staff to observe best practice within and across schools. Responsible Officer: HoDC. - Case Management & Moderation: Embed EI-aligned reading goals within Case Management processes and maintain consistent schoolwide moderation to monitor progress, link adjustments to student outcomes and refine teaching. Responsible Officer: HoDC. Learning Walks and Talks (LW&T) Implement scheduled LW&T cycles aligned with Case Management, focusing on fidelity to EI routines in reading. Provide timely feedback, model lessons and ensure staff understand purpose, schedule and protocols. Responsible Officers: DP P–2: Years P–1, Principal: Years 2–3, Deputy Principal 3–6: Years 4–5, HoDC: Year 6. - Lead Coordinator: Deputy Principal P–2. Inclusion & Support within EI (Students with Disability/Support) Purpose: Ensure students with disability and those requiring additional support can access EI routines through reasonable adjustments, co planning and targeted interventions. Lead: Head of Special Education Services (HoSES). - Data Schedules for Reading (DIBELS & Fluency Monitoring) Trial and monitor the use of DIBELS screening (Years 2–6) to track decoding and fluency, informing precision teaching and intervention. Responsible Officer: HoSES.							FINANCIAL – - TOPS Days - \$60,000 - Teacher Aide hours - \$46,000 - Professional Development - \$50,000 HUMAN – - Reading Collaborative Learning Community (Reading CLC) PHYSICAL – - DIBELS and IntiLit Materials - Decodable Readers - Explicit Instruction for Reading Masterclass (online)																										
End of Year Success Criteria	Measures	Performance: 2026 Targets: <table><tr><td rowspan="2">Prep - Year 2</td><td>SDA Rate</td><td>Attendance Rate</td><td>English B or Above</td><td>Maths B or Above</td><td>English C or Above</td><td>Maths C or Above</td></tr><tr><td>0%</td><td>92%</td><td>63%</td><td>70%</td><td>92%</td><td>95%</td></tr><tr><td rowspan="2">Year 3 - 6</td><td>SDA Rate</td><td>Attendance Rate</td><td>English B or Above</td><td>Maths B or Above</td><td>English C or Above</td><td>Maths C or Above</td></tr><tr><td>0%</td><td>91%</td><td>60%</td><td>66%</td><td>95%</td><td>95%</td></tr></table>						Prep - Year 2	SDA Rate	Attendance Rate	English B or Above	Maths B or Above	English C or Above	Maths C or Above	0%	92%	63%	70%	92%	95%	Year 3 - 6	SDA Rate	Attendance Rate	English B or Above	Maths B or Above	English C or Above	Maths C or Above	0%	91%	60%	66%	95%	95%
Prep - Year 2		SDA Rate	Attendance Rate	English B or Above	Maths B or Above	English C or Above	Maths C or Above																										
	0%	92%	63%	70%	92%	95%																											
Year 3 - 6	SDA Rate	Attendance Rate	English B or Above	Maths B or Above	English C or Above	Maths C or Above																											
	0%	91%	60%	66%	95%	95%																											
.		Behaviour Students can/will: Articulate their learning through conversations in LW&Ts - What are you focusing on this term in English? - What does reading look like in your class? When do you do reading? - What reading skills are you learning? Why are they important? (Purpose?) - If not already mentioned by students - tell me/us about this 'wall'/your 'learning wall'. - Tell me/us about your reading when you're not at school/at home.	Teachers can/will: - Consistently implement agreed EI routines and engagement norms in reading lessons. - Construct Learning walls that show the identified year-level concept/skill and are used during instruction. - Case-managed students showing measurable progress supported by planned adjustments. - Actively participate in Professional Learning and curriculum planning cycles. - Show increased confidence and precision in teaching reading. - Embed reasonable adjustments and targeted supports (decoding/fluency interventions, visuals, assistive tech) so diverse learners can succeed.	Teacher aides can/will: - Deliver EI-aligned routines in small-group reading support with fidelity. - Ensure students receiving support show improvement in decoding and fluency. - Contribute observational data to Case Management discussions. - Participate in Professional Learning and apply adjustments for students with disability and First Nations learners. - Demonstrate growing confidence in delivering targeted reading interventions.	Leadership team can/will: - Provide clear communication of reading improvement agenda - Ensure/support Reading Lead Team to operate consistently, using data to refine implementation. - Complete LW&T cycles as scheduled, focussing EI fidelity - Ensure Curriculum planning cycles produce clear identification of key reading concepts/skills aligned to V9. - Support Case Management and moderation processes use data to drive adjustments. - Deliver High-quality Professional Learning for staff capability and consistency including the Explicit Instruction for Reading Masterclass for all teaching staff.																												

	Artefacts	1) LW&T timetable 2) School Data Plan 3) School and Community communications through Newsletters, 4) TOPS Planning Documents – English Units relating to ACV9 5) School Wide Engagement Norms 6) QLearn Eumundi AIP platform
Reduction of red tape in day-to-day work, planning and processes include: • Audit school initiatives, practices and documentation against impact and alignment; identify what to <i>stop, streamline or standardise</i>. • Prioritise Teacher Preparation on SFDs. • Allocate a greater proportion of Student Free Days to teacher planning, preparation and curriculum clarity, reducing meeting-heavy schedules. • Reduce Duplication of Planning & Student Documentation - Implement one-plan-per-student approaches, reducing duplicate documents for students requiring support. & Provide clear guidance on what evidence is required—and NOT required—to reduce unnecessary documentation. • Standardise and Simplify Communication Expectations. • Create schoolwide communication protocols (parent queries, response windows, communication hours) to reduce staff workload. • Simplify Behaviour, WHS & Incident Recording. • Use the DoE's commitment to simplify incident and behaviour recording requirements to reduce staff administrative burden. • Reduce Meeting Load & Increase Purposefulness. • Replace multiple short meetings with one well-designed, purpose-driven meeting cycle. • Use shared agendas, pre-reading, and timed items to improve efficiency.  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		

