



Aitkenvale State School 2026 Annual Implementation Plan

Vision

A welcoming, inclusive and connected learning community where everyone succeeds and belongs

Motto

Achieving excellence together

Values

Aspirational, Inclusive, Resilient

Expectations

Safe, Respectful, Responsible





Aitkenvale State School - 2026 Annual Implementation Plan

School Priorities

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| School priority | Strengthen staff collaboration to embed consistent, evidence-based teaching, learning, and wellbeing practices that maximise outcomes for every student |
| Link to school improvement strategy | <ul style="list-style-type: none"> • Develop a whole school shared vision and understanding of inclusive practices for students, staff and communities • Invest in developing the Instructional Leadership of current and emerging leaders based on theoretical practices targeted at building staff capability • Collaboratively review the consistent application of all elements of the school's code of conduct for their embeddedness and positive impact on culture • Quality assure current curriculum practices and plans with a focus on developing authentic, engaging and locally contextualised curriculum aligned to the Australian Curriculum |
| Strategies | <ul style="list-style-type: none"> • Enhance staff knowledge and understanding of the Australian Curriculum (AC V9) English to improve responsive teaching and learning experiences • Implement a systematic, evidence-based reading approach aligned to the Australian Curriculum to improve word reading, language comprehension, and literacy across all learning areas • Systematically enact a consistent, inclusive, evidence-based Whole School approach to pedagogy that maximises learning outcomes • Refine whole-school wellbeing and behaviour processes to ensure they are implemented with fidelity resulting in supportive, safe, inclusive, and engaged learning environments |

Our 2026 actions explicitly align with the Queensland Department of Education's Brighter Futures priorities by strengthening consistent whole-school pedagogical practice (Excellence in Teaching and Learning), embedding trauma-informed and wellbeing supports (Student Wellbeing and Engagement), consolidating proactive behaviour systems (Safe and Supportive Environments), and enhancing authentic partnerships with families and community (Strong Partnerships), while deliberately honouring the school's 4-Year Strategic Plan and the foundations of the Equity and Excellence strategy through sustained focus on inclusion, consistency, collective efficacy, and improved outcomes for every student.

| Actions: Wellbeing and Engagement | Actions: Culture and Inclusion | Actions: Educational Achievement | Actions: Educational Leadership and Teaching Expertise |
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| <ul style="list-style-type: none"> • Build a shared understanding of our school wide practices that results in a culture of positive teaching and learning • Embed Berry Street practices across classrooms and school routines to promote trauma-informed, socially and emotionally supportive learning environments • Consolidate and refine PBL through consistent expectations, language, and routines across all settings • Strengthen student, staff, and family partnerships through regular communication and celebration of positive behaviour and wellbeing | <ul style="list-style-type: none"> • Continue building professional knowledge of Universal Design for Learning with a focus on access, engagement and demonstration to ensure equitable access and participation for every student • Apply student learning data and case discussions to apply a UDL lens, ensuring curriculum adjustments proactively address learner needs • Deepen cultural understanding and responsiveness to strengthen connections with students, families, and community | <ul style="list-style-type: none"> • Maintain school and cluster moderation cycles to strengthen teacher understanding of the AC V9 English achievement standards and ensure consistent teacher judgment of student evidence • Consolidate and embed shared, school-wide expectations for effective English lesson planning and implementation • Strengthen and embed a whole-school vocabulary approach that reflects AC V9 English and supports explicit vocabulary instruction • Build a shared understanding and application of the Simple View of Reading to ensure explicit teaching of both word reading and language comprehension • Establish and enact whole-school reading expectations and practices to ensure consistency of evidence-based approaches across classrooms (PLD, DIBELS, Shared and Dialogic Reading) | <ul style="list-style-type: none"> • Strengthen whole-school MTSS processes to ensure strong alignment with all school priorities and consistent implementation across the school • Sustain cohort meetings as a key collaborative practice to enhance professional dialogue, data analysis, and shared planning to improve teaching practice • Enhance the use of Learning Walls to clearly display the learning journey and support continuous student improvement • Refine and embed walkthrough processes to ensure consistent observation and feedback on the implementation of agreed school-wide pedagogical practices • Establish and embed whole-school pedagogical non-negotiables that drive authentic, evidence-based practice across all classrooms • Develop a collaborative mentoring culture that builds teacher capability and supports consistent pedagogical practice • Refine data literacy skills to develop a deep understanding of our learners to collaboratively plan and enact adjustments to respond to student needs and to inform instruction and targeted intervention |
| Resources | Resources | Resources | Resources |
| DP 3-6, Leadership Team, Wellbeing Team (Berry Street and PBL), Inclusion Support Team, YW, FSC, SW, GO, Data Analysis PD budget, Relief Teacher allocation, Printing, Survey tools Consistent behaviour matrices/posters, PBL lessons | Hol, Inclusion Team, HoDC, Leadership Team, Class Teachers, Teacher Aides, PD budget, Cohort meeting alignment, Planning release, TRS budget, NCT specialist, Aitkenvale Community, Community Hub Leader, Inclusion Budget | HoDC, Literacy Support Teacher, Leadership, Class Teachers, Teacher Aides, Cohort meeting alignment, ACV9, Budget for Curriculum Books, Dibbles and PLD materials, PD budget | Leadership, Class Teachers, Teacher Aides, PD budget, Cohort meeting alignment, Planning release, TRS budget, NCT specialist, Budgeting - BM |

End of Year Success Criteria Measures

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| <p>Performance:</p> <ul style="list-style-type: none"> ● Reduce daily majors average from 3.6 to 2.5 per day. ● >85% of students in Tier 1 per term (PBL triangle) ● >85% of staff implementing school wide practices in PBL and Berry Street (Tier 1 EBS, TFI, Anecdotal and observation) ● Increase Attendance by 5% to 83% NCCD and 70% FN ● Decrease <85% attendance from 33.5% to 30% Whole School ● I feel staff morale is positive at this school – increase by 10% to 80% (SOS staff data) ● Student behaviour is well managed - increase by 15% to 80% (SOS staff and student data) | <p>Performance:</p> <ul style="list-style-type: none"> ● 60% NCCD students achieve C or above LOA English ● I am interested in my school work – increase by 10% to 85% | <p>Performance:</p> <ul style="list-style-type: none"> ● 90% of English lessons demonstrate adherence to school-wide planning expectations, as evidenced in walkthroughs and lesson observations ● 100% of classrooms implement explicit teaching of word reading and language comprehension ● >80% of students show growth in reading fluency and comprehension across the year (measured via PLD, DIBELS or AC V9 aligned tasks) ● >80% of students achieve A-C in English LOA (whole school) | <p>Performance:</p> <ul style="list-style-type: none"> ● 100% staff participation in professional learning, collaboration sessions and implementing agreed actions from discussions. ● 100% of teachers participate in school and cluster moderation cycles ● 90% of classrooms consistently demonstrating school-wide pedagogical non-negotiables, supported by walkthrough observation data ● Identified staff participating in mentoring cycles and demonstrating improved classroom practice |
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| <p>Behaviour Students Will:</p> <ul style="list-style-type: none"> ● Use school-wide expectations and self-regulation strategies within the school environment. ● Follow consistent routines across all settings with increasing independence. <p>Teachers Will:</p> <ul style="list-style-type: none"> ● Teach, model and reinforce behaviour expectations using consistent PBL and Berry Street language. ● Record and use behaviour/attendance data to adjust routines and support proactively. <p>Teacher Aides Will:</p> <ul style="list-style-type: none"> ● Reinforce expectations and support co-regulation using consistent school language. ● Follow behaviour-response processes and provide observation feedback to teachers. <p>Leaders Will:</p> <ul style="list-style-type: none"> ● Monitor and model consistent implementation of PBL and Berry Street practices within the school environment. ● Lead clear, predictable behaviour-response systems including de-escalation and repair processes. | <p>Behaviour Students Will:</p> <ul style="list-style-type: none"> ● Engage in learning using a range of supports ● Produce curriculum output reflective of the learner <p>Teachers Will:</p> <ul style="list-style-type: none"> ● Plan and adjust lessons using UDL principles so all students can access, engage and succeed. ● Implement and document quality curriculum adjustments based on student data. <p>Teacher Aides Will:</p> <ul style="list-style-type: none"> ● Deliver targeted support that follows teacher-planned adjustments and promotes student independence. ● Collect and communicate student progress information to teachers. <p>Leaders Will:</p> <ul style="list-style-type: none"> ● Monitor quality adjustments through walkthroughs and planning conversations. ● Build teacher capability through mentoring, modelling, referral processes and collaborative moderation. | <p>Behaviour Students Will:</p> <ul style="list-style-type: none"> ● Use reading and vocabulary strategies taught during explicit instruction. ● Engage actively in all whole school reading routines <p>Teachers Will:</p> <ul style="list-style-type: none"> ● Implement agreed English and reading practices (Simple View of Reading, vocabulary instruction, PLD, DIBELS) with fidelity. ● Use spelling, reading and writing data to plan targeted instruction and groupings. <p>Teacher Aides Will:</p> <ul style="list-style-type: none"> ● Support reading instruction using school-approved pedagogies and strategies. ● Collect and communicate student progress information to teachers. <p>Leaders Will:</p> <ul style="list-style-type: none"> ● Monitor and support consistent implementation of whole-school English non-negotiables. ● Lead data-informed improvement cycles and provide professional learning as required. | <p>Behaviour Students Will:</p> <ul style="list-style-type: none"> ● Competently and confidently respond to the 5Q4S <p>Teachers Will:</p> <ul style="list-style-type: none"> ● Engage in collaborative, data-driven planning and professional dialogue ● Apply consistent school-wide pedagogical practices, routines, and non-negotiables ● Use authentic construction and use of Learning Walls, feedback, and walkthrough insights to refine instruction throughout the teaching and learning cycle ● Engage in differentiated professional learning and/or mentoring programs to enhance practice <p>Teacher Aides Will:</p> <ul style="list-style-type: none"> ● Support classroom routines and agreed pedagogical practices consistently ● Use Learning Walls and teacher guidance to provide targeted, data-informed support ● Share relevant observations to assist planning and adjustments <p>Leaders Will:</p> <ul style="list-style-type: none"> ● Provide clear expectations, structures, and feedback for consistent pedagogy ● Facilitate high-quality collaboration, mentoring, walkthroughs, and data discussions ● Monitor impact and ensure resources align with student learning needs |
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| <p>Artefacts</p> <ul style="list-style-type: none"> ● School-wide practices documentation showing agreed routines and expectations. ● Classroom routines, and visual cues demonstrating Berry Street strategies. ● PBL matrices and records showing consistent behaviour expectations and language. ● Evidence of positive behaviour recognition and family/staff communication | <p>Artefacts</p> <ul style="list-style-type: none"> ● Evidence of UDL professional learning (agendas, resources, staff reflections). ● Planning documents showing proactive curriculum adjustments using a UDL lens ● Case discussion notes and data records linked to identified adjustments ● Classroom artefacts demonstrating multiple ways to access content, engage, and demonstrate learning ● Up to date PLRs showing evidence of learning, changes to practice, impact on students, and next steps | <p>Artefacts</p> <ul style="list-style-type: none"> ● Moderation schedules, annotated student work samples, and agreed judgments aligned to ACV9 English ● Common assessment tasks and planning documents using the school's agreed English planning template ● Plans and resources showing explicit teaching of both word reading and language comprehension ● Whole school reading framework outlining expectations for PLD, DIBELS, Shared and Dialogic Reading ● DIBELS and PLD data sets, progress monitoring charts, and intervention groupings ● Student work samples demonstrating vocabulary application, reading growth, and alignment with ACV9 expectations | <p>Artefacts</p> <ul style="list-style-type: none"> ● Cohort meeting agendas and minutes with clear actions; Shared planning documents; Common assessment tasks or moderation samples ● Learning Walls showing learning intentions, success criteria, vocabulary, exemplars, and co-constructed elements; Student work samples annotated with feedback linked to the wall ● A documented set of whole-school non-negotiables ● Induction materials for new staff outlining agreed practices ● Walkthrough notes or observation records showing consistent implementation of school-wide practices |
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END MODERATION
Implement Australian Curriculum Version 9 learning areas as scheduled and align practices with K-12 Framework.
Refine whole school moderation processes.
To support teacher teams to calibrate and confirm judgements about student work contained in the folios against the Australian Curriculum achievement standards, before reporting occurs.
Australian Curriculum being implemented with fidelity. AIP LOA Targets being met.

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