BURROWES STATE SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN
"Every child matters – we know them, support them, and help them to succeed"
Clarity | Capability | Connection | Consistency

School priority 1	Educational Achievement	Phase D	Developing – D Implementing – I Embedding – E Reviewing - R	School priority 2	Building Teacher Expertise and Positive Culture	Phase D	Developing – D Implementing – I Embedding – E Reviewing - R
	Knowing every student's educational journey through quality, differentiated teaching and learning				Investing in pedagogy, wellbeing, and inclusive practices to support a high-expectation, positive learning culture		

Link to school review improvement strategy:	• Collaboratively refine the 3 levels of planning to quality assure the Curriculum, Assessment and Reporting Plan (CARP) and provide all 8 learning areas of the Australian Curriculum (AC) to students with precision and clarity. • Strengthen moderation practices within and outside the school to support teachers in building a deeper understanding of the AC, promote consistency of judgement, and inform future teaching and planning.	Link to school review improvement strategy:	• Further support all staff to collaboratively design and embed differentiated classroom practices and adjustments to support all students to realise their potential, including high-achieving students. • Collaboratively develop a collegial engagement framework, with a focus on consistency in teaching practices, to provide regular and multiple opportunities for teachers to reflect on and strengthen their teaching practice.
Strategies	• Systematically enact instructional routines to teach reading to accelerate student learning, attention and engagement. • Refine Professional Learning Team (PLT) to foster collective teacher efficacy and maximise teaching and learning impact.	**Strategies**	• Develop consistent engagement norms and checking for understanding routines for reading instruction across all learning areas to transform our classrooms into positive learning environments • Establish a multi-tiered system of support to improve engagement of students • Review and formalise an annual performance development process to grow staff capability

Actions including Responsible officer(s)		Resources	Actions including Responsible officer(s)		Resources
• Planning for all teachers (HOD Curriculum) • Professional Learning Teams (Year level teams & HOD Curriculum) • Leadership team to conduct walk throughs to review Literacy program and provide ongoing support • Resourcing for Literacy program • Provide opportunities for PLP progress note updates		• Decodable Texts and class literacy resources; (Curriculum budget) • Multi-modal PD options & planning time (TRS) (PD budget); • Engagement Teachers (RAR & Locally funded salaries and wages); • PLD subscription	• Embed an Annual Capability Development Plan process (Leadership Team) • Regular professional development sessions in teaching and learning, engagement and inclusion in staff meetings (Heads of Programs) • Classroom observations, coaching (GROWTH), mentoring and walk throughs to support teachers (Leadership Team & Teacher mentors) • Ongoing engagement with Real Schools project • Build SharePoint resources and overviews • Ongoing reflection (4DX SCOREBOARD) with leadership team • Positive Behaviour for Learning • Multi-tiered System of Support – embedded Tier 1 practices		• Multi-modal PD options & planning time (TRS) (PD Budget); • Staff meetings, SharePoint & The Buzz; • Support Staff (RAR, WSS-SLR & Locally funded salaries and wages); • Education Futures Institute • School Opinion Survey

	Measurable outcomes	• Delivery of consistent planning process with a focus on feedback model • Embedded structure literacy approach in P – 6 • PLD and PLT data collection completed and reviewed • 3 Levels of Planning completed **English A – C data 85%- 87% | A – B 40 - 45%** **Year 1 Phonics Check – reduction of struggling decoders from 50% to less than 20%** **Reduce the % of needing additional support in reading in NAPLAN by 10 – 15%**			Measurable outcomes	• 100% staff involved in professional learning development processes • Induction and mentoring programs in place • Reduction of students out of class and engaged in classrooms • Leadership team actively supporting staff and present in classrooms and around the school in a pro-active capacity **10% decrease in major behaviour incidents and SDA** **5% increase in attendance data**		
End Term 4	Success criteria	**Students can/will:** Greater than 80%- 85% A – C and 35% - 40% A – B in English	**Teachers can/will:** Identify strategies that have maximised impact on student learning	**Leadership team can/will:** Identify processes that have supported student growth and teacher capability	**End Term 4**	Success criteria	**Students can/will:** Regulate behaviour with a reduction in majors or SDAs from class and playground	**Teachers can/will:** Implement effective classroom management strategies	**Leadership team can/will:** Support teacher capability through ACDP process
	Artefacts	Leadership Team SCOREBOARD | English year level formative data | Unit Planning template | A- E data - OneSchool				Artefacts	OneSchool | Leadership Team SCOREBOARD		

	Measurable outcomes	Success criteria			Artefacts	Monitoring		Measurable outcomes	Success criteria			Artefacts	Monitoring
End Term 1	• Planned for and implemented literacy blocks **Articulate current elements:** ○ Embed reading planning into English Unit ○ Daily review in all classes ○ Phonics lessons (PLD)/ instructional routines ○ Intervention for students with gaps in senior school • 2 Planning cycles implemented • PLT process in place including data collection	**Students can/will** • Apply teacher feedback to revise and improve their work. • Demonstrate active engagement in literacy activities • Track their own progress against unit learning goals	**Teachers can/will** • Conduct regular student conferencing to identify individual learning needs • Design and deliver evidence-based literacy instruction. • Participate actively in PLT meetings with prepared student data	**Leadership team can/will** • Design, source and deliver relevant professional learning opportunities. • Monitor implementation of literacy blocks through classroom observations.	• OneNote / Teams – planning documents • SharePoint resources • Leadership Team SCOREBOARD	• Data sets – PLT, PLD • Walk throughs • Leadership SCOREBOARD	**End Term 1**	• ACDP process started and agreed plans in place including a professional learning plan for staff • Continued low SDAs • Adjustments recorded in planning documents and recorded in Personalised Learning Plans in OneSchool • Multi-tiered supports and core practices in place	**Students can/will** • Actively participate in adjusted learning activities. • Engage with PBL expectations and routines. • Use provided supports and accommodations.	**Teachers can/will** • Embed PBL lessons into their daily program • Set annual performance goals in reading and behaviour and work with leadership to develop a professional learning plan • Plan for and deliver reasonable adjustments for all students	**Leadership team can/will** • Work with all staff to support their ACDP and professional learning plan journey • Actively engage with staff and students to support the ways of working at Burrowes State School • Engage in professional walk-throughs as part of the professional learning process	• ACDP templates • Optional OneNote plan review • Optional GROWTH template for coaching • SharePoint resources	• ACDP regular check ins • Walk Throughs • Data sets – PBL, walk throughs • Leadership SCOREBOARD

Queensland Government

End Term 2	• 3 planning cycle completed including PLT, moderation cycle • Literacy block - **phase two**: ○ Embedding Shared and Modelled Reading Planning into English Unit 2 Plans ○ Deepen staff understanding of how to teach this (curriculum team - modelled lessons) • A – C and A – B goals met	• Apply teacher feedback to revise and improve their work. • Demonstrate active engagement in literacy activities • Track their own progress against unit learning goals	• Document specific professional development goals in their ACDP. • Participate actively in PLT meetings with prepared student data • Review A – E data to make adjustments • Ongoing roll out of structured literacy approach	• Review PLT discussions and align them with ACDP objectives. • Monitor implementation of literacy blocks through classroom observations.	• OneNote / Teams – planning documents • SharePoint resources • Leadership Team SCOREBOARD	• Data sets – PLT, PLD • Walk throughs Leadership SCOREBOARD	End Term 2	• ACDP review complete • Ongoing PLP records to record individual adjustments • Planning for UDL adjustments • Low SDAs	• Actively participate in adjusted learning activities. • Engage with PBL expectations and routines. • Use provided supports and accommodations.	• Embed PBL lessons into their daily program • Review annual performance goals in reading and behaviour and adjust plans where required • Plan for and deliver reasonable adjustments for all students	• Work with all staff to support their ACDP and professional learning plan journey • Actively engage with staff and students to support the ways of working at Burrowes State School • Engage in professional walk-throughs as part of the professional learning process	• ACDP templates • Optional OneNote plan review • Optional GROWTH template for coaching • SharePoint resources	• ACDP regular check ins • Walk Throughs • Data sets – PBL, walk throughs • Reporting • Leadership SCOREBOARD
End Term 3	• 4th and final planning session completed • Literacy Block – **Embed**: ○ Reading Planning into English Unit 2 Plans • Review PLT data	• Apply teacher feedback to revise and improve their work. • Demonstrate active engagement in literacy activities • Track their own progress against unit learning goals	• Reflect on goals in their ACDP. • Participate actively in PLT meetings with prepared student data • Review A – E data to make adjustments • Ongoing roll out of structured literacy approach	• Review PLT discussions and align them with ACDP objectives. • Monitor implementation of literacy blocks through classroom observations.	• OneNote / Teams – planning documents • SharePoint resources • Leadership Team SCOREBOARD	• Data sets – PLT, PLD • Walk throughs Leadership SCOREBOARD	End Term 3	• ACDP review including reflection around PD opportunities completed • PLPS to record reasonable targeted and intensive adjustments	• Actively participate in adjusted learning activities. • Engage with PBL expectations and routines. • Use provided supports and accommodations.	• Embed PBL lessons into their daily program • Review annual performance goals in reading and behaviour and adjust plans where required • Review impact of reasonable adjustments for all students	• Review impact of processes at Burrowes State School to begin planning for 2027	• ACDP templates • Optional OneNote plan review • Optional GROWTH template for coaching • SharePoint resources	• ACDP regular check ins • Walk Throughs • Data sets – PBL, walk throughs • Leadership SCOREBOARD

Approvals

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

Principal　　　　　　　　　　　　　　　　　　　　　**P&C**　　　　　　　　　　　　　　　　　　　　　**School Supervisor**