ONE MILE STATE SCHOOL
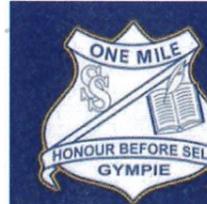
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One Mile State School
2026 ANNUAL IMPLEMENTATION PLAN

🌐 Educational achievement   🏛 Belonging and engagement

One Mile State School
Discover the gold within

SCHOOL PRIORITY 1	*Educational Achievement* *Enhance and deepen effective teaching of reading through the Australian Curriculum V9 and implement whole school approaches to monitor and assess student's reading progress.*	Monitoring *Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				SCHOOL PRIORITY 2	*Belonging & Engagement* *Refine processes and systems that deepen student engagement across all year levels through strengthening pedagogy and implementing high yield strategies.*	Monitoring *Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4

Link to school improvement strategy:	**Domain 6:** **Leading Systematic Curriculum Implementation**	Link to school improvement strategy:	**Domain 3:** **Promoting a Culture of Learning**
Strategies:	• Build teacher knowledge & understanding to collaboratively plan, teach & assess and review the effectiveness of their learning and teaching programs, aligned with Australian Curriculum Version 9. • Plan for key systematic and cohesive Instructional Leadership practices across the leadership team and through the layers of leadership across the school, including co-planning and curriculum discussions with teachers, leading moderation processes and Learning Walks. • Continuing to monitor that the planned curriculum is enacted and quality assured. • Celebrate the valuable contribution and commitment of One Mile State School staff in providing outstanding education and student improvement for all learners • Embed instructional routines for the teaching of reading • Investigate and implement instructional routines in the teaching of reading	**Strategies:**	• Prioritise and implement school-wide practices to support student engagement and student wellbeing framework. • Build strong MTSS school wide responses to provide student support. • Prioritise and embed school-wide practices to support student & staff wellbeing • Review Pre-moderation practices to ensure teachers have clarity of the big picture and aligning pedagogy that allows students to become excited and enthused. Sense of wonder! • Re-establish high expectations regarding attendance • Celebrate the contributions and commitment of One Mile State School staff, students and community.

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources
• **Leaders** providing collaborative opportunities for teachers to strengthen their capability to plan and implement the Australian Curriculum V9 through the enactment of M1 – M4 process. • **Leaders** and **teachers** monitor the effective implementation of quality whole school literacy practices and the implementation of the Reading Signposts to improve student reading achievement – reciprocity of reading and writing through the Australian Curriculum. • **Leaders** leading curriculum, teaching and learning through systematic, cohesive and coordinated processes **(Leadership Team)** • Developing a whole school approach to monitoring reading by adapting MTSS framework to support each student reaching their potential **(HOSE, HOD, Principal, Diversity Team)** • Build **teacher** knowledge and capability to administer the DIBELS tests • Continue to build **teacher** capacity and capability to plan responses to data using evidence informed practices. Measuring and monitoring the impact of teaching of reading and intervention support **(Leadership Team)** • Monitoring developed to track student progress, in aspects of Reading. Sharpen data discussions to embed new data sets **(HOD, Principal)** • Review the data plan to ensure data collected has a clear and agreed purpose and is aligned to strategic priorities **(HOD)** • Regularly review data and repurpose intent of data walls **(Leadership Team)** • Leaders monitor alignment of teaching practices through learning walks & talks, data discussions, case management meetings, moderation, year level cohort meetings and coaching conversations **(Leadership Team)** • Targeted professional learning in "*Teaching Reading Through the Australian Curriculum*" modules, Reading Signposts (Synthetic Phonics/word reading, Fluency, Vocabulary & Comprehension), staff meetings, collaborative planning sessions & reflections **(HOD-C)** • Develop documents and resources to strategically support reading delivery across whole school **(HOD-C)** • Communicate with the school community successes and celebrations (facebook, newsletter, parade, P&C Meetings) of new reading agenda **(Leadership Team)**	• Aligned to 2026 school budget to build teacher capability (TRS) and provide opportunity for professional learning, moderation and collaboration. • Targeted PD for staff, including Reading Hub (T/A's included) • Purchasing of targeted texts and DIBELS resources	• Develop an awareness of inclusion & multi-tiered systems of support with staff and what each tier involves **(HOSE, Diversity Team)** • Teachers & Leaders enact a cohesive & systematic whole school targeted approach to academic and social-emotional support through One Mile State School MTSS **(Leadership Team & Diversity Team)** • Open "*A*" *Level Thinking* to all staff. Pre-moderation planning discussions and Learning Walks embedded to quality assure this is evident in classrooms **(HOD, HOSE, Principal)** • Pre-moderation to focus strongly on quality teaching & learning to lift student engagement **(HOD)** • Attendance Policy is reviewed with high expectations embedded to lift overall attendance rate & student engagement in the school. For example: introduction of class attendance award on parade each week, attendance data wall created, and case management of students at risk. **(Principal & HOSE)** • Early Years teachers to continue engaging in practice associated with Age-Appropriate Pedagogy (AAP). **(HOSE, HOD, Principal, Regional Staff)** • **Leaders & Teachers** further develop and implement Staff and Student Wellbeing Framework (Scan, Assess, Plan, Prioritise, Act and Reflect model) • **Leaders** continue to build staff capability to implement the One Mile SS Student Code of Conduct, foregrounded in PBL framework. • Developing whole staff knowledge and understanding of effective use of data for decision making **(Leadership Team)** • **Leaders and teachers** develop clear processes for responding to incidents of reported Bullying. **(Principal, Regional Staff)** • PBL & Reboot Resources in every classroom in the school **(PBL Team)** • Reset & Refocus rooms are refined, streamlined and data tracking tools developed to monitor students **(HOSE, Principal, PBL Team)** • Revised OMSS PBL Flowchart in every classroom in the school **(PBL Team)** • Wellbeing messages aligned to Student Wellbeing Framework and Staff Wellbeing Framework **(Wellbeing Team, Principal)**	• 2026 annual budget plans aligned to priorities, strategies and actions. • TRS to build teacher capability and provide opportunity for professional learning and collaboration. • Targeted PD for staff (incl Regional PBL sessions, state PBL conf, MTSS, Neurodiversity, Regional AAP support & resources)

Performance

English LOA

P-2	85% A-C	55% A-B
3-6	85% A-C	50% A-B

NAPLAN
- ✓ Yr 3 Reading - increase in proportion of Developing & Strong performance to 70%
- ✓ Yr 5 Reading - increase in proportion of Developing & Strong performance to 85%

DIBELS (will know targets following T1 Wk6 testing)
- ✓ P-2 % Green and Yellow
- ✓ 3-6 % Green and Yellow

School Opinion Survey Data
- ✓ 90% Students feel motivated by their teachers to learn
- ✓ 90% Students feel their teachers provide them with useful feedback about their schoolwork
- ✓ 90% Students understand how they are assessed at school
- ✓ 90% Staff are supported to manage the pressures of their workload
- ✓ 90% Staff are well supported at school
- ✓ 85% Parents feel that the school keeps them well informed
- ✓ 90% Parents feel that the school motivates their child to learn

Behaviour

Students have:
- Developed knowledge and skills around synthetic phonics and word study.
- Developed vocabulary knowledge and skills using 'tier' words and morphology.
- Developed fluency knowledge and skills using decoding skills and reading expression.
- Developed knowledge and skills around comprehension components
- Embedded an awareness and application of using learning walls, individual goals and reading skills

Teachers have:
- Developed an awareness and understanding of the connections between curriculum v9, teaching, learning and students, aligning with "Teaching Reading Through the Australian Curriculum" modules.
- Developed an awareness and understanding, and are implementing the new methods of teaching fluency, synthetic phonics & word study along with language comprehension and how they operate in AC (V9)
- Reviewed current procedures & policies - executed de-implementation of identified practices/policies.
- Timetabled the teaching of reading as prescribed through *'Reading Through the Australian Curriculum portal'*
- Engaged in consistent and efficient instructional routines for explicit instruction in teaching Signposted areas like – fluency, comprehension and synthetic phonics/word study.
- Engaged in targeted conversations to improve student outcomes through moderation, data walls, walk & talks.
- Executed the new teaching of reading through instructional routines that link with AC (V9).
- Accessed & implemented new school reading instruction docs to ensure consistent whole school approach.
- Tracked student's progress in word reading and language comprehension, and analysed data to address specific student reading needs

Teacher aides have:
- Developed an awareness and understanding of the connections between curriculum v9, teaching, learning and students, aligning with "Teaching Reading Through the Australian Curriculum" modules.
- Developed an awareness of fluency, synthetic phonics & word study along with language comprehension and how they operate in Australian Curriculum V9 to support the new methods of teaching reading in the classroom.
- Engaged in consistent and efficient instructional routines for explicit instruction in teaching Signposted areas like – vocabulary, fluency, comprehension and synthetic phonics/word study.
- Executed the new teaching of reading through instructional routines that link with AC (V9).
- Accessed & implemented new school documents on reading instruction, ensuring consistent approach.

Leadership team have:
- Developed and led professional development for staff related to reading and the Australian Curriculum v9.
- Developed collaboratively a Whole School reading approach.
- Reviewed and evaluated current policies and procedures.
- Established and enacted a de-implementation plan of current policies and processes
- Engaged in instructional coaching with a focus on reading.
- Monitored development and implementation through moderation, data walls, walk and talks.
- Created documents to represent the explicit instruction of reading through the departmental signposts.

Performance

English LOA

P-2	85% A-C	55% A-B
3-6	85% A-C	50% A-B

Mathematics LOA

P-2	85% A-C	60% A-B
3-6	90% A-C	50% A-B

Attendance
- ✓ Above 85%

Behaviour
- ✓ Min 92% students achieving A-C (Report Card)
- ✓ Daily average incident - decrease from 7.26 (2025) to below 5 (2026)

School Opinion Survey Data
- ✓ 80% Students think that behaviour is well managed
- ✓ 80% Students like being at their school
- ✓ 80% Students interested in their schoolwork
- ✓ 85% Staff think that Student behaviour is well managed
- ✓ 90% Staff receive useful feedback about my work at this school.
- ✓ 80% Parents think that behaviour is well managed
- ✓ 85% Parents feel that their child's learning needs are being met

Behaviour

Students have:
- Demonstrated an awareness & application of 'A level thinking' using learning walls & individual goals
- Engaged in tier one evidence informed instruction
- Engaged in tier two or three targeted instruction if benchmark data indicates support required
- Improved attendance leading to higher engagement in the classroom
- Begun to build a culture of high attendance through enthusiasm in weekly Attendance Awards on parade
- Consistently demonstrated an understanding of the school's rules and expectations

Teachers have:
- Collaboratively planned with support personnel tier 1,2 and 3 supports.
- Implemented appropriate tiered instruction
- Recording of tier 1 evidence-informed instruction in planning on One School
- Recording of tier 2 and tier 3 interventions as a support provision in One School
- Monitored progress through the use of screeners and progressive tests identified by the school and recommended by Education Queensland (eg. Reading Portal)
- Engaged in targeted conversations to improve student outcomes through moderation, data walls, walk & talks.
- Accessed and implemented relevant PBL documents to support them in the classroom

Teacher aides have:
- Collaboratively planned with teachers and other support personnel tier 1,2 and 3 supports.
- Implemented appropriate tiered instruction
- Accessed and implemented relevant PBL documents to support students in the classroom
- Actively participated in discussions (TA meetings, SPG's, PBL) to support student attendance, behaviour and engagement

Leadership team have:
- Monitored development and implementation through moderation, data walls, walk and talks.
- Formulated multi-tiered systems of support overviews for the benchmark data collected which provides an initial analysis
- Enact a platform for discussion around multi-tiered systems and the support needed
- Collaborated with teachers and aides on data to formulate plans of support
- Reviewed systems and results to monitor next levels of support
- Shared consistent high expectations re attendance

	Artefacts	• Teacher Aide timetable aligned with new reading focus • One Mile SS Data Wall and Data Plan • Reading is prioritised in SPG's (Setting Professional Goals) • Communications to parents		Artefacts	• Classroom Learning Walls • PBL resources • MTSS overview created & data walls developed (academic, behaviour, attendance) • MTSS plans recorded in OneSchool • Teacher Aide timetable to align with the MTSS

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

- Review any current data sets or tools that can be de-implemented
- De-implement any practices relating to V8 of the Australian Curriculum
- Review relevance of processes & practices to evaluate need and time allocations

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 Supervisor**