TINANA SS
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

2023-2026 STRATEGIC PLAN PRIORITIES

Maintain a strong focus on delivery of the planned EIA through effective implementation of agreed practices supported by intentional instructional leadership in classroom settings.

Develop the instructional leadership capability of school and teacher leaders to lead the planning, implementation, monitoring and review of school priority areas.

Collaboratively review the collegial engagement framework to identify the agreed range of opportunities for capability development that are enacted through a professional learning plan with strong alignment to current school priorities.

Collaboratively identify and embed agreed pedagogical approaches aligned to research that builds precision in teaching and learning practices considered in curriculum planning processes and is consistently implemented across the school.

Strengthen the culture of self-evaluation and reflection to include regular opportunities for teams of teachers and school leaders to measure their impact against aspirational school targets and benchmarks, and generate strategies for continuous improvement.

2025 SCHOOL PERFORMANCE SUMMARY

All Students

	SDA Rate	Attendance Rate	English B or Above	Maths B or Above	English C or Above	Maths C or Above
All Students	0.0%	90.4%	47.9%	60.6%	85.9%	89.8%
Prep - Year 2	0.0%	90.2%	54.5%	64.4%	84.3%	90.1%
Year 3 - 6	0.0%	90.5%	42.8%	57.7%	87.2%	89.6%

NAPLAN Strand: Reading | Writing | Spelling | Grammar and Punctuation

NAPLAN 3			NAPLAN 5		
Needs Support	Develop, Strong, Exceed	Strong, Exceed	Needs Support	Develop, Strong, Exceed	Strong, Exceed
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

SCHOOL GOVERNANCE & COMPLIANCE

	Term 1	Term 2	Term 3	Term 4
Annual Implementation Plan	Submit	Review	Review	Review
School Budget	Submit		Budget Plans	
Control Self-Assessment		Verify	Submit	
School Data Plan	Submit			Review
NCCD		Verify	Submit	
Health and Safety Committee	Annual Terms of Reference			
Emergency Response Plan			Annual Update	
ERP Drills	Evac	Lockdown	Evac	Lockdown
Anaphylaxis Management Plan	Review			
Substance Management Plan	Review			
Annual Safety Assessment		Data Collection.	Submit	
Chemical Management Plan		Review		
Site Plan – Asbestos Mgmt.		Review		
P&C Association		Regional Office Return (Audit)		
Chaplaincy Program	Workplan & P&C endorsement			
Student Code of Conduct 2025-28				

School priority 1	Collaboratively identify and embed instructional routines for the teaching of reading aligned to research that builds precision in the teaching of reading and monitoring of students' reading progress and is consistently implemented across the school.	Monitoring				School priority 2	Empowering teachers to plan with and use digital tools, resources and environments to ensure students are appropriately engaged in their classroom learning so that they develop and demonstrate positive learning habits and behaviour	Monitoring			
		–on track, Yellow – underway, Red yet to commence.						–on track, Yellow – underway, Red yet to commence.			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4

Link to school improvement strategy:	Collaboratively identify and embed agreed pedagogical approaches aligned to research that builds precision in teaching and learning practices considered in curriculum planning processes and is consistently implemented across the school.	Link to school improvement strategy:	Support classroom teachers in planning and implementing differentiated learning experiences for all students to ensure they are appropriately engaged, challenged and extended in their classroom learning.

Strategy/ies	• Teacher & teacher aide professional learning – consistent use of engagement norms in instructional routines. • Refine use of CASW (Collaborative Assessment of Student Work) processes to further develop data-driven instructional design in reading planning	Strategy/ies	• Develop teacher capability to use Digital Capability Suite and Digital Learning Hub to plan and implement differentiation for all students. • Establish whole school processes for use of digital tools and generated resources to support differentiation starting with instructional routines for teaching of reading.

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources
• Implement aspects of Dibels system to increase precision of reading progress monitoring (HODC) • Use CASW and staff meeting, Learning Walks to identify and share confirmations in existing practice (Principal, HODC) • Develop teacher and teacher aide understanding of evidence-base for consistent use of engagement norms (cognitive load mgmt. to develop accuracy, fluency, generalisation) (HODC, HoSES) • Identify and trial instructional routines identified through engagement norms PD (Principal, HODC, HoSES, Deputy) • Capacity building – update Whole School Curriculum Framework; Teaching Reading' and induction process (HODC & DP)	Meeting time – Staff, CASW, Teacher Aide, Pre-moderation TRS, TRS- Masterclass recording release time for YLC teams	• Build teacher awareness of digital capability resources to support differentiation and teaching of reading. (Principal, HODC) • Implement use of Corella in planning and delivering ICPS (HODC, HoSES) • Support development of teacher practice in use of digitally enabled and enhanced pedagogies to support differentiation and student engagement. (Principal, HODC, HoSES, Deputy Principal). • Develop and trial whole school guidelines for teacher use of ipads (home-school communication, digitally enabled and enhanced pedagogies, management of student engagement) (Principal)	iPads for Teachers, School Corella Champions, Meeting time – staff, SPG release time – digital capability.

End of Year Success Criteria

Measures

Performance:

Prep: 93% A-C, 63% A/B	*Y4: 90% A-C, 50% A/B*
Y1: 90% A-C, 50% A/B	*Y5: 90% A-C, 50% A/B*
Y2: 92% A-C, 50% A/B	*Y6: 90% A-C, 50% A/B*
Y3: 90% A-C, 50% A/B	*English P-6 90% A-C and 50%+ A-B*

• Dibels ORF – Oral Reading Fluency; and Maze – Reading comprehension implemented for years 3-6
• NAPLAN performance (Reading Y3 & 5) – Mean scale score ≥ State

Performance:
• QEW Survey – Mastery and perseverance (goal orientation) 80% Y4 & Y6
• Student SOS – I am interested in my schoolwork (85%), can access computers and other technologies at my school for learning (95%).
• Staff SOS - I am supported to manage the pressures of my workload (80%), I have access to relevant professional development (90%),

Behaviour

Students can/will: Identify reading group activities that help them improve their reading each term.
Teachers can/will: Identify Tier 1 instructional routines for year level and sector consistency and explain impact on student reading progress.
Teacher aides can/will: Identify how they support development of accuracy and fluency in reading groups activities.
Leadership team can/will: Identify their actions to facilitate and support professional learning in instructional routines and development of progress monitoring

Behaviour

Students can/will: Identify how they use digital tools to practice and achieve learning goals.
Teachers can/will: Share practice in digitally enabled and enhanced pedagogies through CASW and Pre-mod.
Teacher aides can/will: Identify how to support students to demonstrate learning using digital tools.
Leadership team can/will: Increase and model use of digital capability as part of instructional leadership – CASW case management, student engagement.

Artefacts

Meeting Minutes, PD materials in Teams, Updates to WSCF , Teacher SPG (setting professional goals) plans, updated Data Plan.

Meeting minutes, Teacher SPG plans, Staff Handbook update – Digital Capability, School-developed digital resource library – instructional routines

Reduction of red tape in day-to-day work, planning and processes include implementation of iPads for Teachers – streamlining management of assessment samples; managed devices for class communication; implementation of Corella AI to support curriculum planning, trial of QTeachers.

Supporting red tape reduction in Queensland state schools
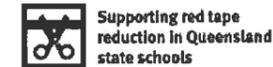
Approvals

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

Principal J Austen: *[signature]* P&C/School Council S. Ohl-Phillips: *[signature]* School Supervisor L. Smith: *[signature]*

Queensland Government