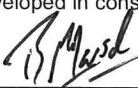


OAKLEIGH STATE SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

School priority 1		Educational Achievement		Monitoring		School priority 2		Educational Achievement		Monitoring					
		We will invest in continuous professional development for teachers and support educators in adopting innovative teaching methods, tailored to individual student needs.		Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.				Teachers will be central in the enrichment and provision of a curriculum that values students' individual interests and voices, ensuring that it encourages curiosity, critical thinking, and the love for learning.		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:		Scale up processes for groups of teachers to use formative assessment as evidence of learning to support discussions regarding student progress and plans for next steps in teaching and learning													
Strategy/ies		Provide opportunities to build teacher expertise and school wide consistency in the use of evidence based pedagogical practices (Explicit teaching, critical and creative thinking skills).													
Actions: including Responsible role(s)				Resources				Actions: including Responsible role(s)				Resources			
Build expertise in the use of explicit teaching practices by; 1. Familiarising teachers with explicit teaching through professional learning opportunities 2. Continue to monitor pre-assessment predictions and case manage targeted students 3. Building expertise in the use of formative assessment to support the gradual release of responsibility during lessons and close reading through Professional Learning Teams 4. Leadership team harnessing instructional leadership through attending planning meetings and moderation sessions 5. Building explicit instruction in reading with a focus on fluency and comprehension (dibels) 6. Provide opportunities for teachers to gain feedback on the use of formative assessment to inform student learning goals/next steps through school coaching pathway 7. Introduce Participation Norms and provide support through coaching and professional learning opportunities				Classroom observations Staff Meeting PLT Collaborative planning sessions ICT Thinkdrive (HOTS) Coaching Twilights EFI – formative assessment Pedagogy placemat 2026 School data plan				Embed a robust and evidence based reading program through; 1. Maintaining consistency and rigor in close reading practices and providing feedback on its implementation through classroom observations (a) 2. Continue to build expertise in reading instruction through Explicit Instruction for Reading Masterclass (leadership team and coaches) and engaging teachers through coaching cycles 3. Leadership team to continue inquiry cycle linked to the signpost document – focus on 1 st , 2 nd and 6 th Signposts of Reading Implementation Guide 4. Documenting the school wide approach to Multi-tiered System of Support (MTSS) for reading intervention, including the use of phonics monitoring tools (DIBELS/ content reviews) 5. Develop and refine delivery of systematic synthetic phonics instructional routines (review/teach/practice/apply) and build shared understanding of the impact of explicit phonic instruction through the expanded coaching and targeted use of staffing 6. Classroom observation / learning walk undertaken by leadership team to ensure effectiveness of phonics program (b) 7. Monitor effectiveness of whole school phonics program through classroom observations and monitoring of whole school data sets (DIBELS/ content reviews)				Explicit Instruction for Reading Masterclass Coaching (and expanded coaching) Signposts for reading document DIBELS Soundwaves (content reviews) BIU walls 2026 School data plan			
Build awareness and understanding of critical and creative thinking through the use of Higher Order Thinking frameworks by: 1. Continuing to link frameworks aligned to units of work (refer to critical and creative thinking general capability) 2. Collating and documenting HOTS strategies across year levels to create a school wide plan 3. Providing coaching opportunities in the use of HOTS strategies 4. Share HOTS resources (ITC Thinkdrive) with teachers															
End of Year Success Criteria	Measures	Performance: Desired outcomes are outlined below and are captured in line with the school data plan. • A-E Semester 2 A increased to >38% (English) • S2 C >97% (English) • Limit Variation of A/B results from – Semester 2 2025 to Semester 1 2026 • SWD >88% C or above													
		Behaviour Students can/will: Engage in activities where they are inquiring, analysing, generating and reflecting to critically and creatively think about the world around them. Communicate ongoing evidence of learning progress. Teachers can/will: Use evidence-based practices to encourage students to be more critical and creative thinkers. Provide regular opportunities for students to share their understanding of lesson content and learning intentions. Teacher aides can/will: Support students and teachers to engage in rich discourse to support their learning. Assist teachers to gather and record targeted information to support student progress. Leadership team can/will: Continue to refine and reflect on the best ways to implement formative assessment tasks and encourage Critical and creative thinking skills throughout curriculum areas. Provide systematic opportunities for teachers to explore formative assessment through explicit teaching													
	Art efa cts	• 3 Levels of Planning. • Tracking data as highlighted in the 2026 School Data Plan													
Reduction of red tape in day-to-day work, planning and processes include: Reviewing and pruning data collection. Providing teachers with time in lieu for required tasks in some targeted staff meeting times.															
 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 															

