Annual Implementation Plan 2026
Every student in every class achieving excellence

Robina State School — FRIENDSHIP · PRIDE · RESPECT

Educational Achievement

School Priority 1: STRENGTHENING EXCELLENCE IN READING

Every student demonstrates measurable growth in reading and English, with high levels of proficiency sustained and extended across the school.

Link to school improvement strategy: Collaboratively strengthen a whole school approach for the explicit teaching of reading through the Australian Curriculum (AC), to enhance teacher capability in enacting practices aligned to the *Reading Position Statement*.

Strategies
- Strengthen collective teacher capability in explicit reading instruction aligned to the Australian Curriculum and Reading Position Statement.
- Embed consistent whole-class explicit and systematic reading instruction in decoding, fluency, vocabulary and comprehension across all classrooms after using Reading through the Australian Curriculum signposts to identify starting point.
- Refine a Multi-Tiered System of Support (MTSS) to provide structured, evidence-based targeted intervention.
- Embed structured collaborative inquiry into student reading data to inform precise, responsive teaching and next-step instruction.
- Build collective teacher efficacy in reading instruction to ensure high-performing students achieve sustained growth.

Actions
- Protect daily reading instruction time across all year levels.
- Embed a three-weekly data inquiry cycle to analyse evidence of learning and refine teaching to maximise student growth and achievement.
- Sustain and further strengthen the impact of leadership and PLT meetings through disciplined, priority-aligned conversations.
- Collaboratively develop and refine explicit reading instructional routines across all year levels.
- Deliver structured Tier 2 small group intervention.
- Provide Intensive Tier 3 individualised where required.
- Use Universal screening tools to identify and monitor student needs (including Year 1 Phonics check and DIBELS).
- Provide relevant and research-based professional learning on the teaching of reading.

Measures

Performance:

NAPLAN Reading Targets

Year Level	2025 Strong+Exceeding	2026 Target Strong+Exceeding	2025 Exceeding	2026 Target Exceeding
Year 3	74%	78%	27%	31%
Year 5	82.8%	86%	23.7%	28%

Whole-School Expectations
- Increase the proportion of students achieving Strong or Exceeding
- Increase the proportion of students achieving Exceeding
- 100% of students demonstrate expected or accelerated growth
- All identified students demonstrate measurable improvement between screening cycles

English Report Card Targets

Year Level	2025 % A–B	2026 Target % A–B	2025 Below C	2026 Target Below C
Prep	76%	80%	9%	5%
Year 1	58%	63%	6%	3%
Year 2	57%	62%	17%	10%
Year 3	57%	62%	8%	4%
Year 4	62%	67%	3%	1–2%
Year 5	53%	58%	2%	1%
Year 6	57%	62%	2%	1%

Behaviours

Students can/will:
- Independently apply agreed reading routines and strategies
- Use decoding, fluency and comprehension strategies accurately
- Monitor and strengthen their reading goals
- Demonstrate measurable growth from their starting point

Teachers can/will:
- Deliver explicit reading instruction consistently
- Use agreed instructional routines across classrooms
- Analyse screening and progress data to refine teaching
- Differentiate responsively within whole-class instruction

Teacher aides can/will:
- Implement structured intervention with fidelity
- Reinforce agreed instructional routines
- Monitor and communicate evidence of student progress

Leadership team can/will:
- Protect instructional time for reading
- Monitor implementation through Leadership Data chats and PLTs
- Ensure MTSS structures are operating effectively
- Track cohort growth and respond strategically

Educational Achievement / Belonging and Engagement

School Priority 2: STRENGTHENING INCLUSIVE EXCELLENCE

Strengthen collective capability to deliver consistent, differentiated and responsive teaching that ensures high expectations and meaningful progress for every learner.

Link to school improvement strategy: Prioritise staff capability development opportunities in designing engaging and differentiated classroom learning experiences, to ensure all students are appropriately engaged, challenged and extended.

Clarify the roles, responsibilities and accountabilities of the target teaching team to promote a shared understanding of expectations for all staff and consistent implementation of these roles.

Strategies
- Clarify and document complementary roles and responsibilities within teaching teams.
- Strengthen team-based planning processes to ensure shared ownership of differentiation and consistently high expectations for student learning.
- Prioritise targeted professional learning to strengthen staff capability in inclusive and responsive teaching practices, including high-impact differentiation and other evidence-informed approaches aligned to student need.
- Refine a Multi-Tiered System of Support (MTSS) to provide structured, evidenced-based targeted and intensive intervention to identified students.

Actions
- Create clear role descriptions outlining complementary responsibilities of classroom and target teachers.
- Schedule protected collaborative planning time and data discussions through tri-weekly meetings.
- Develop structured discussions focused on building collective teacher efficacy through tri-weekly meetings.
- Embed deliberate planning for extension within year level teams to ensure high-achieving students are consistently challenged.
- Sustain and extend staff capability through a deliberately sequenced professional learning plan aligned to school priorities.

Measures
- Every student demonstrates measurable academic growth.
- High-achieving students consistently demonstrate sustained growth through deliberate extension and challenge.
- Increased shared ownership of student progress during data discussions.
- 100% of year levels engage in scheduled collaborative meetings.
- Documented role descriptions are developed and shared.

Behaviours

Students can/will:
- Demonstrate measurable growth across the year

Teachers can/will:
- Clearly understand their role and the complementary roles of others in their team.
- Engage in shared ownership of all students within their year level

Teacher aides can/will:
- Understand their role within the year level they support and how it contributed to student success

Leadership team can/will:
- Facilitate discussions that focus on impact and shared responsibility
- Protect scheduled meeting times within the timetable
- Address ambiguity or overlap proactively

Belonging and Engagement

School Priority 3: STRENGTHENING BELONGING → ENGAGEMENT → STUDENT SUCCESS

Strengthen belonging to increase engagement and improve student outcomes.

Link to school improvement strategy: Strengthen processes for supporting student attendance, including highlighting the important in engaging in learning to decrease the number of students displaying consistent or unexplained absences.

Monitor student wellbeing strategies to cultivate supportive classroom environments and improve student self-regulation in social interactions.

Strategies
- Refine and align existing routines and relational practices to ensure consistency, clarity and measurable impact on student engagement.
- Strengthen student connection and early identification processes to improve attendance consistency and reduce emerging disengagement.

Actions
- Continue to embed consistent relational practices across the school.
- Monitor and respond to engagement using shared language. (Engagement Continuum).
- Increase student voice and agency within learning.
- Use engagement, attendance and behaviour data to evaluate impact.
- Wellbeing teachers will continue to monitor, connect and provide targeted support for students with chronic absenteeism.
- Ensure students with declining attendance are connected to a known adult.

Targets

Student SOS 2025 → 2026
- Feel accepted by other students: 72.7% → 85%
- Treated equally regardless of gender: 70.9% → 85%
- Interested in schoolwork: 70.9% → 85%
- Like being at school: 75.0% → 85%
- Can talk to teachers about concerns: 78.2% → 90%

Attendance
- Reduce attendance <85% from 2025 (15.2%)
- Reduction in chronic absence and increased early intervention prior to escalation.

Red Tape Reductions
- Eliminate operational meetings where information can be communicated electronically
- Ensure all meetings have a clear purpose, agenda and define timeframes
- Prioritise meetings that drive decision making, planning and improvement
- Clarify roles and responsibilities to reduce duplication of tasks
- Avoid multiple staff completing the same process
- Use existing systems data (e.g. OneSchool) rather than parallel spreadsheets

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Research Informing the AIP
- Brighter Futures placemat (Queensland Department of Education)
- Reading Position Statement (Queensland Department of Education)
- Primary Reading Simplified: A Practical Guide to Classroom Teaching and Whole-School Implementation – Christopher Such
- MTSS for Reading Improvement: A Leader's Toolkit for Schoolwide Success – Sarah Brown & Stephanie Stollar

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Acknowledgement

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