

Lowmead State School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

School priority 1	To develop, lead and monitor and explicit improvement agenda focused on English and Maths achievement within the Australian Curriculum.	Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				School priority 2	To support staff and student wellbeing and engagement to establish strong foundation for learning outcomes.	Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	<ul style="list-style-type: none"> Provide regular opportunities to upskill and deepen staff knowledge, confidence and understanding of AC9 and the QKLG. Determine and document the specific school pedagogical approaches appropriate to the different learning areas and learners' development age. Provide regular time and opportunities for staff to analyse data and support them to further develop their data literacy capability. Construct a whole-school curriculum, assessment and reporting plan to reflect the AC Version 9, and the QKLG, aligning all curriculum documentation. 					Link to school improvement strategy:	<ul style="list-style-type: none"> Determine and document the specific school pedagogical approaches appropriate to the different learning areas and learners' development age. Develop a PBL handbook and provide associated PD to support staff with the introduction of the PBL framework. 				
Strategies	<ul style="list-style-type: none"> Build staff capability in evidence-based reading instruction aligned to the Science of Reading. Develop and embed a consistent whole-school approach to reading instruction aligned to AC v9 and QKLG. Embed evidence-based reading practices across all year levels to improve student achievement. Strengthen data-informed teaching through consistent schoolwide reading assessment and data literacy. 					Strategies	<ul style="list-style-type: none"> Strengthen a whole-school, evidence-based approach to student learning and wellbeing aligned to the Student Learning and Wellbeing Framework and the Queensland Kindergarten Learning Guidelines (QKLG). Build staff capability in Positive Behaviour for Learning (PBL), Respectful Relationships Education (RRE) and Teach Like a Champion to ensure consistent, high-impact practice. Embed a consistent whole-school approach to behaviour expectations, social-emotional regulation and behaviour responses. Strengthen student engagement, belonging and positive relationships through explicit teaching of expectations and strong partnerships with families and the wider community. 				
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			
<ul style="list-style-type: none"> Audit staff capability in evidence-based reading instruction to identify professional learning and coaching priorities. (Principal) Engage staff in targeted professional learning and coaching in the science of reading aligned to identified needs. (All Staff) Unpack Australian Curriculum v9 English achievement standards and QKLG to clarify consistent P-6 reading expectations. (Principal) Establish and embed whole-school expectations for reading instruction, including agreed lesson structures and routines. (All Staff) Model and strengthen effective reading practices through demonstration lessons, walkthroughs and observation cycles. (Principal) Implement consistent, school-wide reading assessment tools (Year 1 Phonics Check, DIBELS, Literacy Continuum). (All Staff) 		<ul style="list-style-type: none"> Professional development Cluster attendance SLP Resources (to support the delivery of reading) Literacy Hub Regional staff - SDK QKLG HOSES Decodable Readers Australia Digital resources to support literacy development 				<ul style="list-style-type: none"> Identify strengths, priorities and improvement actions to implement a consistent whole-school approach to student learning and wellbeing. (All staff) Deliver ongoing PBL professional learning and coaching (including refreshers) for all staff and teacher aides, supported by external expertise where required. (Principal) Collaboratively review, refine and align PBL processes, expectations and agreed responses across classrooms and playground settings. (All staff) Explicitly teach, model and reinforce schoolwide expectations through mapped PBL and QKLG wellbeing lessons, embedded routines and daily micro-lessons. (Teaching staff) Embed and monitor consistent behaviour reinforcement and tracking practices, including the PBL "Gotcha" system and OneSchool data. (Principal) Strengthen engagement and consistency through selected Teach Like a Champion routines, supported by targeted coaching, observation and reflection. (All staff) Communicate wellbeing, expectations and RRE learning with families and the wider community through regular school communication channels. (All staff) 		<ul style="list-style-type: none"> Professional development PBL, TLAC, Student Wellbeing Student Learning and Wellbeing Framework Tool PBL Coach Bush Kids programs RRE programs - RESPECT Student Wellbeing Officer Guidance Officer DOE resources (One Portal) Mental Health Resource Hub Student Code of Conduct Queensland Engagement and Wellbeing Survey 			
End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> 100% of P-6 students achieving A-C in English 50% of P-2 students achieving A-B in English 50% of 3-6 Students achieving A-B in English Term-by-term growth in DIBELS subtests (e.g., PSF, NWF, ORF). 100% of students achieving at least 12 months of growth on the Literacy Continuum. 				End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> 100% of students able to identify school expectations 100% of staff engaged in the teaching of school expectations Attendance > 95% 100% of P-6 students receiving C or better for effort in all learning areas 100% of staff engaging with identified TLAC strategies 100% of eligible students, staff and parents engaging with the School Opinion Survey (SOS) 			

