



SANDGATE STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

School priority 1	READING SUCCESS FOR ALL!	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	ENGAGED AND EFFECTIVE LEARNERS!	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:	Implementing effective pedagogical practices Building an expert teaching team Analysing and discussion of data					Link to school improvement strategy:	Promoting a culture of learning										
Strategy/ies	Implement a whole school approach to the explicit teaching of vocabulary by developing shared instructional practices, agreed tiered vocabulary expectations and consistent classroom routines across all learning areas, so that student build a rich and transferrable vocabulary that supports improved reading comprehension, oral language and writing outcomes.					Strategy/ies	Establish whole-school engagement norms by explicitly teaching, modelling and consistently reinforcing shared expectations for student engagement in classrooms across the school so that all students demonstrate positive learning behaviours, active participation and improved engagement in learning.										
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources									
<ul style="list-style-type: none"> • Deliver regular professional learning opportunities <ul style="list-style-type: none"> ➢ Term 1 – professional learning on effective vocabulary instruction and have a go ➢ Term 2 - Strengthen collegial engagement by introducing literacy mentoring - Reading Team (building their capability before they build the capability of others) • Ensure low variance across all classrooms through observation and feedback <ul style="list-style-type: none"> ➢ Term 3 – Teachers have a go and practise, reading team models, mentors and coach teachers, Leadership team implement observation and feedback cycles • Develop whole school approach to the explicit teaching of vocabulary playbook <ul style="list-style-type: none"> ➢ Term 3 – Create the collaboratively developed and agreed whole school approach to the teaching of vocabulary at Sandgate State School ➢ Term 4 – Review 		<ul style="list-style-type: none"> • Evidence based professional learning materials • Reading team • Introduce modelling, coaching and mentoring • P-6 Reading Masterclass and Explicit Instruction online PD 				<ul style="list-style-type: none"> • Deliver professional learning that is intentional and sequential on Science of Learning, Cognitive Load Theory and Engagement Norms <ul style="list-style-type: none"> ➢ Term 1 – professional learning on Science of learning, cognitive load theory and engagement norms • Build staff capability with modelling and mentoring <ul style="list-style-type: none"> ➢ Term 2 • Quality assure with observation and feedback and walk throughs <ul style="list-style-type: none"> ➢ Term 2 & 3 –mini PD sessions on individual engagement norms, then teachers explicitly teach these norms in their classrooms • Collaboratively develop Whole School Engagement Norms Playbook <ul style="list-style-type: none"> ➢ Term 3 – collaboratively develop whole school engagement norms for consistency across all classrooms ➢ Term 4 - Review 		<ul style="list-style-type: none"> • Professional learning resources based on evidence-based practices • Resources directed to support modelling, mentoring and coaching 									
Performance: By the end of 2026, Sandgate State School will have a collaboratively developed, evidence based whole school approach to the explicit teaching of vocabulary. When successful we will: <ul style="list-style-type: none"> • See consistency of practice across all classrooms, monitored with lesson observation and feedback • Improved student outcomes for the teaching of reading, evidenced by improved student reading data • Improved student outcomes in AC V9 English LOA <ul style="list-style-type: none"> ➢ Whole School C and above – 93% ➢ Whole School B and A – 75% • Improved NAPLAN Reading MSS for Year 3 and 5 students to align with students with a similar background across the nation <ul style="list-style-type: none"> ➢ Year 3 – 416 (2025 MMS 409) ➢ Year 5 – 496 (2025 MMS 478) 						End of Year Success Criteria Measures						Performance: By the end of 2026, Sandgate State School will have a collaboratively established, evidence based, whole-school approach to engagement norms. When successful we will: <ul style="list-style-type: none"> • Whole school approach to engagement norms, evident in 80% of classrooms • Increased student attendance – Target 92% • Decrease of student behaviour incidents during learning time • Increase student LOA outcomes across all learning areas, specifically AC V9 English LOA • Whole School C and above – 93% • Whole School B and A – 75% • Reduced number of student behaviour entries – 2026 Target – Ave 2.0 entries per day (2025 – 4.03, 2024 – 5.62, 2023 – 6.36) 					

