



2026 Annual Implementation Plan

SCHOOL PRIORITY 1	
Educational Achievement Reading through the Australian Curriculum: By the end of 2026, Nirimba State Primary School has implemented all fousc areas of the Reading Signpost leading to an increase in the percentage of students achieving A – C in English including in identified subgroups.	
Link to school improvement strategy:	
Nirimba State Primary School Strategic Plan Targets: - Implement version 9 of the Australian Curriculum by 2026, with a focus on all staff capability development. - All aspects of the P – 12 Curriculum, Assessment and Reporting Framework have been implemented with rigour and fidelity. - Throughout the school's growth phase, high-quality professional practices are evident and sustained throughout the school and all staff are provided opportunities for formal and informal professional development opportunities, mentoring and coaching opportunities.	
Strategies	
- Utilise researched-based effective pedagogical practices in P-6 to build staff capability to implement contemporary reading instruction across learning areas. - Create or source high-quality reading resources aligned to Australian Curriculum expectations for the teaching of reading across different learning areas with a focus on English, Science, Mathematics and HASS.	
Actions including Responsible role(s)	
Develop a whole-school approach and explicit instructional routines for teaching reading - Develop a whole-school approach to the explicit teaching of reading supported by documented instructional routines, pedagogical resources and professional development. <i>(Principal, Deputy Principal – TLI, HODC, Reading Coaches & Reading Committee)</i> Provide systematic synthetic phonics and word study to teach word reading - Select and purchase decodable texts to support students in Year 3 – 6 as part of the multi-tiered system of support in these cohorts to support student improvement in reading, measured by DIBELS. - Review phonics slide decks in Year 3 – 5 and develop a consistent deck or framework for the teaching of phonics in P – 2 to ensure consistency of delivery and academic rigour. - Establish a consistent word study approach for Year 6 students that supports their transition to secondary school and ensures consistency of practice and academic rigour. <i>(Principal, Deputy Principal – TLI, HODC, Reading Coaches, Reading Committee and classroom teachers)</i> Provide vocabulary instruction across all learning areas to support understanding of increasingly complex texts - Implement a consistent approach to Tier 2 and Tier 3 vocabulary instruction across P – 6 supported by the reading team and reading coaches to ensure a consistent pedagogical approach to the explicit teaching of vocabulary. Develop language comprehension through strategic shared and dialogic reading of curriculum texts - Establish consistency in whole-school instruction utilising the reading coaches to build capability through Learning Walks and Talks, targeted coaching rounds and Watching Others Work (WOW) to promote consistency of pedagogical practice and to build teacher capability. <i>(Principal, Deputy Principal – TLI, HODC, Reading Coaches, Reading Committee and classroom teachers)</i> Build fluency at word and text level and connect reading instruction with writing across all learning areas - Embed pedagogical practices across word reading and phonics lessons, shared and dialogic framework incorporating fluency pairs across different learning areas to promote pedagogical practices and student reading behaviours across the curriculum. Develop a whole-school approach with multi-tiered systems of support to provide differentiated, focused and intensive instruction that is evidence informed. - Complete the collection of DIBELS data from P – 6 three times per year and utilise student data to identify students at risk for the purpose of implementing appropriate student supports to improve student reading outcomes. - Document and implement multi-tiered systems of support for reading intervention, monitoring intervention strategies for effectiveness and impact to ensure interventions are having a positive impact on improving student outcomes in reading and English. <i>(Deputy Principal – TLI, Head of Inclusion, HODC and Inclusion Teachers)</i> Engage the school community in reading - Schedule termly opportunities for parents and cares to participate in information and practical learning opportunities to support their children's learning at home to engage parents in partnership with the school align to the reading agenda of the school. - Provide parents, carers and members of the school community regular updates and resources linked to the school's reading agenda to promote active parent partnerships. <i>(Deputy Principal – TLI, HODC and Reading Coaches)</i>	
End of Year Success Criteria	
Measures	
Performance:	Behaviour:
A-E Data 92% of P – 2 students achieve a 'C' or higher in English in Semester 1 and Semester 2 in 2026 68% of P – 2 students achieve an 'A' or 'B' in English in Semester 1 and Semester 2 in 2026 95% of Year 3 – 6 students achieve a 'C' or higher in English in Semester 1 and Semester 2 in 2026 60% of Year 3 – 6 students an 'A' or 'B' in English in Semester 1 and Semester 2 in 2026 NAPLAN 65% of Year 3 students are 'strong' or 'exceeding' in Spelling 62% of Year 3 students are 'strong' or 'exceeding' in Reading 60% of Year 5 students are 'strong' or 'exceeding' in Spelling 65% of Year 5 students are 'strong' or 'exceeding' in Reading - Increase of 20 MSS for Year 5 Reading and Spelling - Increase of 15 MSS for Year 3 Reading and Spelling DIBELS - By the end of 2026, 85% of students in P – 2 will be at benchmark for fluency - By the end of 2026, 90% of students in 3 – 6 will be at benchmark for fluency	Students can/will: Engage confidently with increasingly complex texts by applying decoding, vocabulary, and comprehension strategies explicitly taught across the school, showing measurable growth in reading fluency and independently using feedback and supports provided through the multi-tiered system of intervention. Teachers can/will: Deliver consistent, evidence-informed reading instruction using agreed whole-school routines, phonics and word study frameworks, fluency practices, and dialogic reading strategies, regularly analysing DIBELS and classroom data to adjust instruction and implement targeted and intensive interventions with fidelity. Teacher aides can/will: Implement agreed reading routines and intervention practices with fidelity by supporting students in targeted and intensive groups using decodable texts, phonics materials, vocabulary strategies, and fluency activities, while working collaboratively with teachers to monitor student progress and adjust support based on data. Leadership team can/will: Actively monitor and strengthen reading instruction through learning walks, coaching cycles, capability-building, and review of MTSS processes, ensuring high-quality resources, decodable texts, instructional routines, and professional learning are implemented consistently and result in improved student outcomes. Parents and Carers can/will: Participate in regular reading workshops and engage with practical home-learning strategies and school-provided resources, demonstrating strong partnership with the school to reinforce reading development and celebrate student progress.
Artefacts:	
2026 Nirimba State Primary School Reading Road Map - Spelling and Phonics Units and Resources - DIBELS Testing and Data Presentations - Whole-School Professional Development Plan	

SCHOOL PRIORITY 2	
Belonging and Engagement Multi-tiered Systems of Support & Engagement: Strengthen a whole-school, evidence-informed system of support that enhances academic progress, wellbeing, engagement, and extension opportunities for every learner.	
Link to school improvement strategy:	
Nirimba State Primary School Strategic Plan Targets: - Student services are proactive and responsive to the learning, social, emotional and well-being needs of students. - The school has formed and maintains positive and productive relationships with external providers to provide a range of health, sporting, artistic and other extra-curricular opportunities for students and their families. - School transition activities are highly effective and rigorous, involving all stakeholders of the community. - All staff have created inclusive learning environments that are responsive to the diverse needs of students.	
Strategies	
- Implement school-based initiatives, focused on extension and interest-based learning, in collaboration with staff and external community agencies to encourage engagement in schooling. - Implement multi-tiered systems of support for inclusion, behaviour and attendance. - Continue to implement a researched-based social-emotional program (The Resilience Project) aligned to the Australian Curriculum: Personal and Social capability general capabilities. - Consolidate Tier 2 Positive Behaviour for Learning (PBL) practices and develop an action plan for Tier 3.	
Actions including Responsible role(s)	
Diverse Learners - Develop and implement a school-wide academic, engagement and wellbeing tracking systems for identified student groups to actively monitor and respond to student engagement and wellbeing to ensure interventions of appropriate supports are timely and effective. - Implement academic evidence-based intervention programs for identified Tier 3 students as part of school-wide multi-tiered systems of support to ensure the school's most academically vulnerable students are receiving appropriate supports. <i>(Principal, Deputy Principal – EW, HOD (Student Services), Guidance Officer, Head of Inclusion)</i> Student Services - Further enhance Positive Behaviour for Learning (PBL) by Implementing tier 2 and tier 3 Positive Behaviour for learning initiatives to ensure consistency of practice to promote a supportive learning environment. - Continue the implementation of The Resilience Program (TRP) ensuring consistency of implementation through active monitoring, coaching and support. - Define the referral process and associated actions for students receiving support for Tier 2 and Tier 3 behaviour, wellbeing and attendance, monitoring the impact of supports of individual students or small groups. <i>(Deputy Principal – EW, HOD (Student Services), Guidance Officer)</i> Academies, Enrichment & Transitions - Implement extension opportunities aligned to our signature programs: Japanese, Sustainability and STEAM to promote engagement in learning in direct response to student SOS data. - Partner with Baringa State Secondary College, Sunshine Coast University and external agencies to provide enhancement learning opportunities to cater for the diverse learning needs and interests of Year 3 – 6 students. - Enhance Year 6 to Year 7 transitions through the implementation of the Academies and Enrichment initiatives and working in collaboration with Aura State Education Alliance (ASEA) to support successful transitions of students into their next phase of education. <i>(Principal, Deputy Principal – TLI, Deputy Principal – EW, HOD (Student Services), HODC and classroom teachers)</i> Documentation, Enactment, Monitoring and Review - Document and communicate inclusion, attendance, behaviour and bullying multi-tiered systems of support to staff, parents and community with consistent messaging and identified supports at each tier to promote student engagement and improved academic outcomes. - Monitor progress for students receiving Tier 2 and Tier 3 interventions and regularly review qualitative and quantitative data sets to ensure interventions are having the desired student outcomes. <i>(Principal, Deputy Principal – TLI, Deputy Principal – EW, HOD (Student Services), HODC and classroom teachers)</i>	
End of Year Success Criteria	
Measures	
Performance:	Behaviour:
Attendance - Maintain an attendance rate of 92% or higher throughout 2026 - P – 2: 92.5% or higher 3 – 6: 92% or higher - Reduce the percentage of students with attendance of 85% or less (chronic absenteeism) from 15% to >10% Behaviour - Maintain an average of 3 or below major behaviours per day - Reduce the P – 2 SDA rate from 0.3% (2025) to 0% (2026) - Reduce the 3 – 6 SDA rate from 2.0% (2025) to < 1.0% (2026) School Opinion Survey - Increase the student agreement to the SOS question "I like being at my school" by 10% - Increase the student agreement to the SOS question "I am interested in my schoolwork" by 15% - Increase the student agreement to the SOS question "Student behaviour is well managed at my school" by 10%	Students can/will: Engage confidently in their learning by accessing differentiated academic, wellbeing, and behavioural supports; participating positively in enrichment and transition opportunities; and demonstrating improved progress and engagement as a result of targeted Tier 2 and Tier 3 interventions. Teachers can/will: Deliver targeted and intensive support aligned to documented MTSS processes by implementing agreed intervention programs, using consistent strategies for Tier 2 and Tier 3 behaviour and wellbeing support, and maintaining fidelity to the school's agreed routines and expectations to enhance student engagement and progress. Teacher aides can/will: Deliver targeted and intensive support aligned to documented MTSS processes by implementing intervention programs, supporting Tier 2 and Tier 3 behaviour and wellbeing strategies and providing consistent feedback to teachers on student progress, engagement, and response to supports. Leadership team can/will: Monitor and strengthen inclusion, wellbeing, behaviour, attendance, and academic interventions through consistent data review, coaching, and communication; ensure PBL Tier 2-3 and The Resilience Project are enacted with fidelity and maintain external partnerships that enhance enrichment and transitions. Parents and Carers can/will: Engage with the school's communicated MTSS processes, collaborate in support plans for their children, attend information sessions related to wellbeing, behaviour, enrichment and transitions and participate actively in school initiatives that build strong partnerships supporting student success.
Artefacts:	
- Positive Behaviour for Learning (PBL) signage and resources - Inclusion Multi-Tiered Systems of Support (MTSS) - Bullying Multi-Tiered Systems of Support (MTSS) - Extension Programs: Curriculum Documentation	

Vision: Our school supports students to explore their talents through engaging in diverse learning experiences, fostering a love of learning and curiosity.

Motto: Embracing Opportunities of Today. Inspiring Futures of Tomorrow.

Values: Creativity, Integrity & Courage

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

 Principal	 P&C President	 School Supervisor
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