

FERNBROOKE STATE SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN (AIP)

2026 Explicit Improvement Agenda (EIA): Improving student learning outcomes by embedding explicit instruction teaching within all learning environments and promote a culture of belonging, positive engagement, and wellbeing.



Educational achievement  Belonging and engagement 

DoE Priority		Monitoring				DoE Priority		Monitoring			
Educational Achievement						Belonging and Engagement					
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Deliver Effective Pedagogical Practices					Link to school improvement strategy:	Promote a Culture of Learning and Belonging				
Strategy	Build teacher knowledge and capability to effectively implement Explicit Instruction teaching to improve whole class engagement and strengthen curriculum delivery to all learners.					Strategy	Foster a culture of belonging so all students feel valued, supported and empowered to learn and grow within a respectful, inclusive school community.				
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			

Note: This improvement strategy is aligned with the development of teacher capability to deliver a shared and dialogic reading lesson to the whole class. TERM 1 – Building Foundations for Explicit Instruction Actions: Establishing shared understanding and consistent practice • Build teacher knowledge and understanding of lesson structures aligned to Explicit Instruction. • Develop staff capability in Engagement Norms and Daily Review teaching practices. • Support teachers to apply strategies aligned to Teach Like a Champion (TLaC) to strengthen student engagement within the explicit teaching model. • Implement instructional leadership walkthroughs during explicit instruction lessons to monitor the use and consistency of Engagement Norms. • Provide whole-school, year-level, and individual feedback based on walkthrough observations. • Analyse and correlate observation data to inform a Multi-Tiered System of Support (MTSS) for targeted professional development focused on improving or extending engagement practices. TERM 2 – Strengthening Instructional Practice Actions: Deepening implementation through observation and feedback • Deliver targeted professional development on Explicit Instruction, with a specific focus on the 'I Do' phase. • Conduct formal lesson observations of all classroom teachers, led by the Principal, focusing on: ○ Delivery of Explicit Instruction reading lessons (aligned to artefact) ○ Application of Engagement Norms (aligned to artefact) • Provide written feedback to all teachers following observations. • Use observation feedback to plan targeted capability development, led by Heads of Department – Agreed Pedagogies. • Undertake informal walkthroughs to monitor the ongoing application of Engagement Norms and Daily Review practices during English lessons. TERM 3 – Codifying and Refining Practice Actions: Embedding consistency through shared instructional tools • Continue to refine the Playbook by clearly outlining instructional routines. • Create an ARC focused on Explicit Instruction elements and phases to: ○ Guide professional development ○ Inform observation focus areas ○ Support targeted, actionable feedback to strengthen teacher application TERM 4 – Consolidation and Sustainability Actions: Strengthening fidelity and impact • Provide professional development to consolidate and strengthen the integration of: ○ Engagement Norms ○ Daily Review ○ Explicit Instruction within the 'I Do' phase • Conduct planned instructional leadership walkthroughs during explicit reading lessons to monitor sustained implementation and impact.									Financial -Additional NCT (Lesson Observations) -Coaching -Targeted Professional Development sessions Human -HoD Agreed Pedagogies -Allocated Staff Meeting times -Principal lesson observations -PD for leadership team (Instructional Leadership) Physical -Anita Archer & Charles Hughes, Explicit Instruction texts. -Agreed Lesson Structure materials (EI Instructional Playbook)									Action 1: Strengthen Cultural Understanding and Community Connection • Define and develop a shared understanding of the cultures and value systems represented within the Fernbrooke State School community. (T1) • Identify potential community partners and establish a targeted project to increase cultural visibility and strengthen student belonging. (T1) • Engage with RPSHS liaison officers to explore and strengthen community engagement strategies that support student connection and transition. (End T1) • Through consultation, explore the formation of an expert teaching team with a community focus to lead, implement, and evaluate cultural and belonging strategies. Action 2: Develop Inclusive and Visible Learning Environments • Collaborate with school leaders, teachers, and students to co-create visual messaging and displays that promote community, belonging, and a culture of kindness. (T1) • Design a student-led totem pole art installation representing the multicultural identity of the school community. (Commence end of T2) • Engage an external company to co-design and resource the production of totem poles based on student-generated designs. Action 3: Embed Systematic Attendance Monitoring and Support • Embed whole-school, systematic processes to monitor student attendance. (T1) • Ensure attendance processes support early identification, targeted intervention, and strengthened student engagement and belonging. Action 4: Build Collective Ownership Through Committees • Establish an events committee to plan and deliver key activities and celebrations that promote cultural awareness and reinforce shared school values. (T1) • Align committee work with community partnerships and student voice to enhance authenticity and impact.									Financial -Budget materials to complete projects. -Budget for signage Human -Community Groups -RPSHS staff members / liaison officer Physical -Planning with plenary for approved location for displays.								
End of Year	Measures	Performance:																																	
		English	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																										
		A to B %	50%	50%	45%	40%	40%	40%	45%																										
		C & Above %	80%	80%	80%	80%	80%	80%	80%																										
NAPLAN participation																																			
Year 3		Year 5																																	
End of Year	Measures	Performance:																																	
		Disaggregated LOA English (Cultural Data)																																	
		English	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																										
		A to B %	50%	50%	45%	40%	40%	40%	45%																										
C & Above %		80%	80%	80%	80%	80%	80%	80%																											

		100%	100%					
NAPLAN Performance - 2027								
Reading Achievement	Year 3	Year 5	Writing Achievement	Year 3	Year 5	Spelling Achievement	Year 3	Year 5
Exceeding	15%	15%	Exceeding	10%	10%	Exceeding	15%	17%
Strong	50%	50%	Strong	50%	50%	Strong	50%	52%
Developing	20%	20%	Developing	23%	23%	Developing	20%	20%
Needs Additional Support	15%	15%	Needs Additional Support	17%	17%	Needs Additional Support	15%	15%
Attendance								
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Attendance %	90%	90%	90%	90%	90%	90%	90%	
Behaviours								
Students can/will:								
• Demonstrate Active Listening - Students track the speaker, listen attentively, and focus on the teacher or instructional material during each phase of the lesson. • Following Directions Immediately - Students respond promptly and accurately to teacher instructions, demonstrating readiness to engage in learning tasks without delay. Students will show this in response to engagement norms. • Participating When Prompted - Students respond chorally, use hand signals, or provide verbal answers when cued, ensuring high levels of participation and engagement. • Demonstrating Learning Through Practice - Students actively engage in guided and independent practice, applying taught skills exactly as modelled by the teacher. • Using Academic Language - Students use subject-specific vocabulary and complete sentences when responding, reinforcing understanding and precision in learning.								
Teachers can/will:								
• Clearly Stating the Learning Intention and Success Criteria - Teachers explicitly tell students <i>what</i> they are learning, <i>why</i> it is important, and <i>what success looks like</i>, using student-friendly language. • Model the Skill or Strategy Using Think-Alouds Teachers demonstrate new learning step-by-step during the I Do phase, verbalising their thinking and making the cognitive process visible. • Break Learning into Small, Sequential Steps Teachers present content in manageable chunks, checking understanding frequently before moving to the next step. • Elicit Frequent Student Responses -Teachers ensure high rates of participation using agreed Engagement Norms to actively engage students in learning and check for understanding. • Provide Immediate and Corrective Feedback Teachers promptly affirm correct responses and address errors explicitly by reteaching, modelling again, or guiding students to the correct response.								
Teacher aides can/will:								
• Model the Skill to students • Elicit Frequent Student Responses • Provide Immediate and Corrective Feedback to students that corrects or assist with the next step in learning.								
Leadership team can/will:								
• Lead a Shared Understanding of understanding of the aspects being developed of the Instructional Model • Clearly defining non-negotiable lesson components • Using shared language aligned to Anita Archer's principles and TLaC engagement practices. • Ensuring consistency through shared planning templates and instructional expectations. • Conducting regular walkthroughs and observations focused on Explicit Instruction "look-fors". • Providing short, timely, and actionable feedback aligned to observed practice. • Analysing observation data to identify trends and next steps for professional learning.								
Artefacts	Explicit Instruction Playbook Structured Literacy Playbook TLaC – Engagement Norms Lesson Observation and Feedback template							
NAPLAN participation								
		Year 3		Year 5				
		100%		100%				
Attendance								
		Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance %		90%	90%	90%	90%	90%	90%	90%
Behaviour								
Students can/will:								
• Talk about their own culture, family traditions, or community experiences with confidence and respect. • Listen attentively and respond respectfully when peers share different cultural perspectives. • Participate in classroom and school activities that celebrate cultural diversity (e.g. discussions, events, projects). • Participate respectfully in co-creating visual displays and school-wide art projects. • Attend school regularly and arrive on time. • Communicate with teachers or trusted adults when experiencing challenges that affect them. • Demonstrate a sense of belonging by participating positively in classroom and school activities. • Respond positively to encouragement and support strategies aimed at improving attendance. • Participate in student voice opportunities related to events, celebrations, and school initiatives. • Share ideas and feedback respectfully and collaboratively.								
Teachers can/will:								
• Explicitly teach and model respect for diverse cultures and value systems represented within the school community. • Explore opportunities for students to share personal and cultural experiences within learning activities. • Integrate inclusive visual environments into teaching practice and classroom culture. • Implement classroom-based strategies that promote engagement, safety, and belonging.								
Leadership team can/will:								
• Facilitate the development of a shared understanding of the school's cultural diversity across staff and community. • Proactively engage with RPSHS liaison officers and community partners to strengthen engagement and transition pathways. • Support and resource consultation processes to establish an expert teaching team with a community focus. • Monitor and evaluate the impact of cultural and belonging initiatives on student engagement and wellbeing. • Enable time, resources, and partnerships to support inclusive and visible learning environments. • Engage external providers to co-design projects aligned with student voice and school values. • Ensure visual environments across the school consistently reflect diversity, inclusion, and belonging. • Review and refine school-wide messaging to ensure alignment with strategic priorities. • Strengthen and maintain whole-school systems for monitoring attendance. • Use data to identify trends, inform interventions, and allocate support. • Ensure attendance processes prioritise early identification and proactive support rather than punitive responses. • Coordinate targeted interventions that strengthen student engagement and connection to school. • Support committees with time, resources, and decision-making authority. • Evaluate the effectiveness of committees in building belonging, cultural awareness, and shared ownership.								
Artefacts	Establish the early stages of a Fernbrooke SS Belonging Placemat with supportive materials Context attendance management process aligned to DoE policy and procedures Totems							
Reduction of red tape in day-to-day work, planning and processes include: More time to implement English Australian Curriculum V9 providing teachers collaborative planning time to moderate.								
<u>QParents enhancements</u> —Continuing to promote and transition parents to the use of QParents to make it easier and quicker to complete management of permission forms and financial transactions.								
 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 
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