The Gap State School
2026 ANNUAL IMPLEMENTATION PLAN

Queensland Government

Educational achievement | Belonging and engagement

School priority 1

Educational Achievement – Reading through the Australian Curriculum:
At The Gap State School, we embed a whole-school structured literacy approach aligned to the Simple View of Reading and explicit instruction to ensure every student develops strong foundational reading skills and continues to progress confidently.

Monitoring
Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Link to school improvement strategy:

Link to School Improvement Strategy
- Responds to School Review findings requiring consistent AC v9-aligned reading pedagogy, strengthened explicit instruction, improved data literacy, and systematic monitoring and moderation across K–6.
- Moderation is used as a precision improvement lever to increase the proportion of students achieving at A and B standard in English, while maintaining strong >C performance across P-6
- Aligned to Brighter Futures priorities of English foundations and every student progressing every year.

Strategy/ies
- Enact consistent engagement and explicit instruction routines
- Embed shared and dialogic reading across P–6
- Build teacher and leader capability through sequenced professional learning
- Strengthen data literacy and monitoring practices, SORD to identify priority students and clarity of the A standard
- Scale effective pedagogy through collaboration

Actions: including Responsible role(s)
- Conduct termly reading data conversations to monitor progress (PLCs)
- Monitor assessment alignment and consistency across P–6 (YLT)
- Disaggregate data for priority students, First Nations students, NCCD & high-ability learners (PLCs, YLT)
- Establish a collaborative practices framework to support consistency PLCs (All staff)
- Implement Watching Others Work and walkthroughs to strengthen practice (Coaches)
- Undertake moderation processes in Semesters 1 and 2 (Reading Champions, HOD-C)
  - ✓ Term 1 professional learning in the Simple View of Reading and explicit instruction routines (DP, Coaches)
  - ✓ Term 2 focus on engagement routines and coaching cycles (DP, HOD-C)
  - ✓ Term 3 development of shared and dialogic reading practices (Coaches, HOD-C)
  - ✓ Term 4 moderation processes and walkthrough feedback (Leadership, Coaches)

Resources
Resources
PL budget
Reading Hub
Reading Champions release
Moderation Mascots release
Literacy resources
AC v9 exemplars & assessment tools
Data dashboards

End of Year Success Criteria – Measures

End-of-Year Success Criteria & Measures
Performance Measures (DOE Educational Achievement)
- Increased proportion of students achieving C+ and A/B in Reading
- Improved NAPLAN student engagement and proficiency bands
- Maintain attendance at 93%
- Improved P–2 InitiaLit/DIBELS outcomes (if adopted)

Prep–2
A-B% ⩾ 88%
A-C% ⩾ 97%
Years 3–6
A-B% ⩾ 80%
A–C% ⩾ 96%

PRACTICE INDICATORS
- Students apply decoding & comprehension strategies and show reading engagement & confidence in learning goals
- Teachers deliver consistent explicit instruction routines, use data to plan & adjust practice, provide explicit instruction for priority students.
- Leadership monitors fidelity and leads improvement through data conversation and curriculum alignment P-6.

End of Year Success Criteria – Artefacts
- Whole-school reading framework
- Assessment and moderation data
- Walkthrough records
- PLC documentation
- Disaggregated data sets (Increase Bs-As Year 3, 4 and 6, maintain As, extend high achievers, lift Cs-Bs Year 1, 2 and 5 (FN students, NCCD, EAL/D)
- Inter-Assessment Agreement evidence for NAPLAN

School priority 2

Belonging and Engagement: Engaged, connected learners
At The Gap State School, we work together with a shared commitment to strengthen every student's social skills and emotional capability so they feel safe, connected, and confident to belong, play, and learn.

Monitoring
Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.

Term 1	Term 2	Term 3	Term 4

Link to school improvement strategy:

Link to School Improvement Strategy
- Responds to School Review findings requiring consistent behaviour expectations, explicit SEL teaching, strengthened classroom management and improved, consistent communication with families. Aligned to Brighter Futures priorities of safe learning environments, wellbeing and a confident workforce where everyone belongs.

Strategy/ies
- Embed clarity of task expectations, student voice in goal setting and strengths-based feedback practices to build confident, engaged learners.
- Strengthen consistent language, routines and expectations schoolwide
- Explicitly teach social and emotional skills through PBL and Circle Time
- Build staff capability through targeted professional learning and coaching
- Use behaviour and wellbeing data to guide planning and communication

Actions: including Responsible role(s)
- Enact The Gap Way through consistent language, visuals, routines and recognition systems schoolwide (DP, PBL Team, Teachers, TAs)
- Deliver explicit teaching of behaviour and social–emotional skills through PBL, Circle Time and student modelling (PBL Coach, Teachers, Student Leaders)
- Strengthen trusted adult relationships in response to QEW survey (Leadership)
- Build staff capability through targeted professional learning and coaching in evidence-based behaviour and wellbeing practices (DP, HOSES, PBL Coach)
- Embed peer observation, coaching and fidelity checks to strengthen consistent practice across year levels (Leadership, PBL Coach and Teacher leaders)
- Use behaviour and wellbeing data to monitor trends, inform decisions and communicate with staff and families (PBL Team, Leadership)

Resources
RESOURCES REQUIRED
PBL visuals & social stories
PL facilitation
PBL Coach
Coaching tools
Communication plan
OneSchool guides
Behaviour dashboards SORD

End of Year – Measures

END OF YEAR SUCCESS CRITERIA – MEASURES based on 2025 data
- Improved and consistent attendance, persistence in learning and engagement
- Increased positive learning behaviours and wellbeing indicators Reduced major and repeated behaviour incidents
- Increased participation in recognition systems
- Students confidently explain their learning and next steps

Major incidents -20%
Physical aggression -25%
Disrespect -20%
Year 3 -20%
Year 4 -25%
Positive recognition +15%

PRACTICE INDICATORS
- Students demonstrate The Gap Way, use self-regulation strategies & articulate goals and next steps
- Staff engage in coaching, use consistent language, strength-based feedback & data-informed practices.
- Leadership builds capability, leads data conversations, and ensures safe, positive learning environments.

End of Year – Artefacts
- Updated Student Code of Conduct
- PBL visual suite (2026–2027)
- Coaching and observation records
- PBL Annual Report to Staff and P&C
- Wellbeing and behaviour dashboards
- House Pride Cup celebration artefacts

Reduction of red tape in day-to-day work, planning and processes include: Moderation is no longer an event — it is the improvement engine.
- Establishing one structured data conversation model across PLCs, moderation and capability building
- Embedding differentiation within moderation rather than separate documentation
- Using walkthrough look-fors instead of extended written reflections

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 – Katie Stubbings **School Council –** Jonathan Grassby **School Supervisor –** Evan Willis