



Indooroopilly State School – Annual Implementation Plan 2026

EMPOWERING LEARNERS CONNECTING COMMUNITY HARNESSING DIVERSITY

Focus	Steps to Achieve Focus	Timeline	Measurable Outcomes	Behavioural Success Criteria	Leader/s
EMPOWERING LEARNERS					
Adaptive Teaching	Embed core literacy and numeracy pedagogical practices	Sem 1	2026 English targets: A- 40% A/B -85% 2026 Maths targets: A- 60% A/B - 92%	Leaders Quality assure literacy and numeracy routines, adaptive teaching and pedagogical practices and routines & planned & enacted curriculum. Middle leader/ DP alignment to deliver appropriate support with finite resources. Teachers Adaptive and responsive to student needs through use of engagement norms and checks for understanding. Students Use feedback, learning assets to improve outcomes.	Sascha & Cassie
	Develop feedback strategies and data literacies to support adaptive teaching(digital tools)	Sem 1			
	Implement AC- Science, PE, Technologies	1-4			
	Refine English & Maths Curriculum	1-4			
	Embed Learning Assets in T&L and reporting cycles. Foster learner agency through dev of personal project opportunities	Term 4 2026			
Digital Innovation in T&L	Develop engaging Digital Technologies curriculum. Increase digi tech opportunities in English and Maths units. Utilise assistive technologies to improve student access to learning. Further develop all teacher digital pedagogical skills.		Digi Tech opportunities embedded in unit plans. Internal Survey- 100% teachers improve capability	Leaders: Embed and reinforce PP4L and Assistive technologies within digital innovation priorities and classroom practice. Teachers: Engage in Professional Learning, coaching and partnerships to improve teaching & learning with devices. Students: Are agentic in choice of assistive technologies and able to articulate how device assists their learning.	Kyle

CONNECTING COMMUNITY

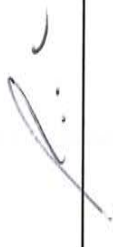
Focus	Steps to Achieve Focus	Timeline	Measurable Outcomes	Behavioural Success Criteria	Leader/s
Outdoor & Co-Curricular Learning	Create outdoor gathering spaces across the campus – adults & students Create school branding to include visibility of diversity, LA, HONOUR values Establish Co-Curricular program	Term 1-4 Term 2 & 3 Term 2 - 4	Survey – parent connection to school SOS TRP survey	Leaders identify opportunities and promote where appropriate. Teachers utilise outdoor learning and provide lunch time club opportunities Students engage in spaces and places provided.	Deb/ Taryn
Onboarding practices	Review and refine current Induction and Orientation practices for staff (Pedagogy playbook), enrolment and transitions practices for students eg Virtual tour/ Enrolment tour	Term 1-3	Staff feedback Student attendance	Leaders provide positive onboarding experience for all parties. Teachers utilise strategies for positive onboarding for all students. Students attend school confidently.	DPs HOD-C
Community & Student Engagement	Consolidate positive behaviour Employ Wellbeing Aide Playground buddy initiative for Year 1 & 2 Review Lunch time play options Promote Parent Education program/s, including online.	Term 1-4 Term 1 Term 1-4	School Attendance	Leaders support teachers & students, model positive leadership behaviours. Teachers use thinking questions & employ positive classroom management, active parent and student relationship building Students use playground buddies for support during lunch	Wendy & Amy
Positive Partnerships	Establish regular Sector Meetings Vertical Alignment Staff Meetings Embed Co-teaching partnerships Strengthen TRIADs Provide more opportunities for parents to engage and celebrate student learning.	Term 1-4	SOS Student attendance & achievement	Leaders actively partner for seamless, high quality support to all staff, students & families. Teachers welcome parents into learning opportunities. Students show pride in sharing learning ability to command improved ability to communicate and showcase learning	

HARNESSING DIVERSITY

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Multi Systems of Support Framework	Introduce and develop processes to implement Evidence based Tier 2/3 Numeracy & Literacy intervention in response to Tier 1 data Expand LET program to Prep. Expand Co-teaching to allow access for all classes annually. Build staff capacity for reasonable adjustments Strengthen the use of assistive technologies. Establish MTSS Committees (Academic, Wellbeing, Engagement) to meet student needs, Tier 2&3) Expand lunchtime clubs to support opportunities for personal and social development Support whole school implementation of Resilience Project topics Introduce goal setting and targeted support utilising v9 Personal and Social capabilities (Tier 2 & 3)	Term 1-4	100% C& below students tracked on Numeracy Continuum. Documented Tier 2&3 Intervention plan exists SOS - SWD Increased use of effective assistive technologies in classrooms 100% of all staff Feel supported to Improve student outcomes	Leaders Continue to work on partnerships and agree on roles and responsibilities within MTSS framework Support intervention and referral processes to ensure consistency across the school. Support development of Social/Emotional framework Collaborate with OT, Physio, Speech Therapist and GO to establish support plans for Wellbeing Committee (social emotional and gross motor). Teachers Make reasonable adjustments and engage in moderation process to ensure accurate assignment of A-E data Engage and respond to PD opportunities provided to support & progress development of MTSS Create a positive class culture that looks beyond academic outcomes	Marie
Social/Emotional support					
Further develop systems to recognise, develop and value First Nations and CALD perspectives, knowledge and contributions.	- Progress RAP - Establish Community Cultural HUB/ Meeting place to better link new community members. - Continue to embed culturally responsive teaching practices into the curriculum. - Provide training for staff & students in cultural awareness through Multicultural Australia partnership-PD for parents & staff	Term 1-4	RAP to be indicative of current practices Community HUB exists All classrooms have visible and enacted Acknowledgement of Country	Leaders Promote cultural awareness through curriculum, assembly, events & artefacts. Teachers Engage in culturally responsive teaching practices, giving students opportunities to share own and learn about peers culture. Students Recognise and celebrate their own and others cultures.	Amy (Loretta, Gaia, Mel)


Debbie Spanner
Principal

Date: 24/2/26.


Peter Finch
School Council Chair

Date: 24/2/26.


Evan Willis
School Supervisor

Date: 5th March 2026