



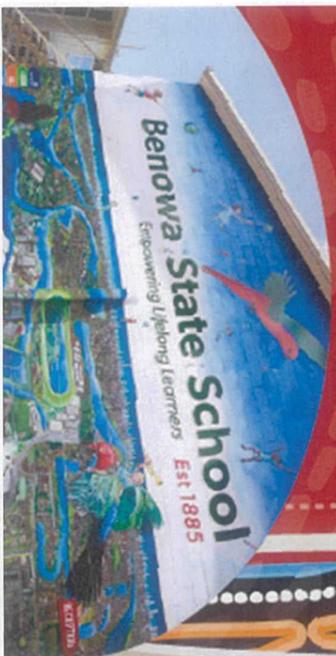
# Benowa State School

## Empowering Lifelong Learners.

### Acknowledgement of Country

At Benowa, we would like to acknowledge the Kombumerri People, the salt water people who are the traditional custodians of the land on which we grow and learn. We pay our respect to their Elders, past, present and emerging. We are proud to be surrounded by, and connected to, the Nerang river and the unique flora and fauna that we have the privilege to care for and live within.

Our Barra Jarjums (students) proudly wear the Bilin Bilin (King Parrot) on our uniforms as our emblem. The Bilin Bilin represents loyalty and curiosity - qualities we endeavour to pursue each day.



## Annual Implementation Plan (AIP) 2026

*Creating a positive learning culture and an effective operating environment for every student to realise their full potential.*

### DRIVERS

- High expectations for every child to reach their fullest potential
- Unwavering focus on research
- All people are always learning and always curious
- Inclusive ways of thinking and working
- Agency for all
- Purpose built systems and environments
- Leveraging diversity as a driver of experiences and learning
- Evidence informed decisions
- As 'culture trumps strategy, so too does 'pedagogy trump curriculum'
- Learning and engagement are synonymous
- Successful transitions
- Internal and external expertise are of equal value
- Educating the whole child, where the child is core to everything we do

### Educational Achievement

Knowing and responding to each student's learning needs is essential to ensuring they are on track to achieve their educational goals. High expectations for both students and staff ensure we are doing the best we can do.

### Belonging and Engagement

Knowing and responding to each student's unique needs creates a strong sense of belonging, safety, and engagement. In doing so, we foster inclusive teaching and learning environments that support every student to reach their fullest potential.

Quality Teaching and Learning	Successful Transitions into and across Schooling	Purpose Build Environments, Systems and Resource Allocations	Targeted and Integrated Responses	Building Professional Expertise
<p><b>Objective</b></p> <p>Embed consistent, high-impact explicit teaching instruction to improve student outcomes across all teaching and learning environments.</p>	<p><b>Objective</b></p> <p>Partnering with families and community to ensure every child engages in a positive learning journey across all phases of learning.</p>	<p><b>Objective</b></p> <p>Optimise student learning with purpose-built environments, coherent systems, and strategic resourcing to maximise student learning outcomes.</p>	<p><b>Objective</b></p> <p>Student outcomes strengthened through targeted and integrated responses (informed by data), cohesive support systems, monitoring, and tailored interventions.</p>	<p><b>Objective</b></p> <p>Strengthen professional expertise through research-informed professional learning and collaborative practices that prepare students for academic success.</p>
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Whole school structured literacy with consistent instructional routines</li> <li>• Implement V9 of the Aust Curriculum</li> <li>• Implement Whole School Approach to Social and Emotional Wellbeing</li> <li>• Instructional Leadership Matrix</li> <li>• Red Tape Reduction strategies</li> <li>• Curr and Assessment alignment</li> <li>• Data collection/storage systems</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Collaborate with EV networks to ensure continuity of learning</li> <li>• Initiate family connection through transition information</li> <li>• Facilitate structured exchange of student data to ensure continuity across all transitions</li> <li>• High School Partnerships to Schools to ensure successful transitions</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Purpose-built curriculum, teaching and learning team</li> <li>• P-6 Structured literacy timetable</li> <li>• Provisioning SSS model for an integrated response for all students</li> <li>• Resourcing systems to enable all students to be engaged (eg: PITW)</li> <li>• Deliver, renew and maintain sustainable/inclusive infrastructures</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Implement multi-tiered systems of support (MTSS) that are responsive to data, ensuring timely and differentiated interventions.</li> <li>• Increase student confidence and participation in NAPLAN by embedding supportive, inclusive practices that promote readiness.</li> <li>• Rewrite the whole-school data plan.</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• A coaching and mentoring model to strengthen literacy instruction.</li> <li>• Prepare students to confidently and competently engage in NAPLAN.</li> <li>• Teachers engage with Doug Fisher's 'Belonging/Engagement' research</li> <li>• Engage teachers in a text study 'Harnessing the Science of Learning'</li> <li>• Undertake DIBELS training</li> </ul>
<p><b>Key Outcomes</b></p> <ul style="list-style-type: none"> <li>• Consistency in literacy instruction to improved student literacy outcomes</li> <li>• Teachers deliver learning aligned with the V9 AC and appropriate pedagogical approaches</li> <li>• Enhanced student wellbeing and engagement</li> <li>• EA's working alongside teachers to deliver instructional routines</li> <li>• Leaders monitoring impact of agreed practices through classroom observation and conversations</li> </ul>	<p><b>Key Outcomes</b></p> <ul style="list-style-type: none"> <li>• Strong sense of belonging, security and engagement throughout all phases of learning</li> <li>• Families and educators work in partnership, through effective communication for early identification of individual needs, ensuring continuity of learning, engagement and care.</li> </ul>	<p><b>Key Outcomes</b></p> <ul style="list-style-type: none"> <li>• All students are supported to engage and succeed through targeted support services, inclusive resourcing and sustainable infrastructure.</li> </ul>	<p><b>Key Outcomes</b></p> <ul style="list-style-type: none"> <li>• Students receive timely and effective support via MTSS</li> <li>• Student confidence in accessing NAPLAN improves performance.</li> <li>• Reviewed school data plan to include school monitoring systems</li> </ul>	<p><b>Key Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved teacher capability and confidence in teaching literacy</li> <li>• Improved student performance and engagement in literacy and NAPLAN</li> <li>• A consistent, research-informed teaching culture of professional learning, supported through mentoring, coaching and inquiry.</li> </ul>
<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• V9 Implementation Plan enacted</li> <li>• NAPLAN</li> <li>• Phonics and Numeracy Check</li> <li>• Teaching of Reading Action Plan</li> <li>• QEW Survey – Physical Wellbeing</li> <li>• P-2 Moderation Checkpoints A-E</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Attendance records</li> <li>• A-E levels of achievement</li> <li>• School Opinion Survey</li> <li>• Tailored transition plans</li> <li>• Prep Transition Plans</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• V9 Implementation Plan enacted</li> <li>• School resource allocations support all school priorities</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• V9 Implementation Plan enacted</li> <li>• A-E levels of achievement</li> <li>• NAPLAN</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• NAPLAN</li> <li>• 100% of teachers engaging in coaching/mentoring</li> <li>• Monitoring tools</li> <li>• School Opinion Survey</li> </ul>

# Annual Implementation Plan (AIP) 2026

## Professional Learning 2026



# Benowa State School

## Empowering Lifelong Learners.

### Mission and Values

We grow self-directed, disciplined and passionate learners with:

- curiosity and creativity
- integrity and authenticity

Through:

- collaborative partnerships
- consistent commitment to well being

Expectations:

- We are Learners
- We are Safe
- We are Proud
- We are Respectful



**Term 1**  
Explicit Instruction/Daily Reviews  
Systematic Synthetic Phonics and Word Study  
DIBELS

**Term 2**  
Systematic Synthetic Phonics and Word Study  
Explicit Vocabulary Instruction

**Term 3**  
Systematic Synthetic Phonics and Word Study  
Explicit Vocabulary Instruction

**Term 4**  
Systematic Synthetic Phonics and Word Study  
Explicit Vocabulary Instruction

### Targets for 2026

#### School Opinion Survey

Belonging and Engagement		Educational Achievement		A-E Performance				
Sector	Item	Target	Sector	Item	Target	A-C	A-B	
Parents	The school has a strong sense of community	95%	Parents	This school looks for ways to improve	95%	English P-2	92%	70%
	My school takes student opinions seriously	75%		My child's learning needs are met at this school	95%	English 3-6	95%	65%
Students	I can talk to my teachers about my concerns	80%	Students	My teachers provide me with useful feedback about my schoolwork	90%	Maths P-2	95%	75%
	If I raise a concern, it will be taken seriously	90%		My schoolwork challenges me to think	80%	Maths 3-6	95%	75%
Staff	This school takes staff opinions seriously	85%	Staff	Students are encouraged to do their best	95%	Attendance		95%
NAPLAN						Student Disciplinary Absences < 5		
	Numeracy	Writing	Reading	Spelling	Grammar and Punctuation			
Year 3	60/25 (85%)	80/10 (90%)	55/35 (90%)	55/25 (80%)	60/20 (80%)			
Year 5	65/25 (90%)	65/18 (83%)	55/35 (90%)	60/25 (85%)	55/24 (80%)			

#### Year 1 Phonics Check



#### Prep Numeracy Check



Mr Michael Joseph  
Principal  
Dated 19/11/2025

Ms Erin Sheehan  
P&C President  
Dated 19/11/2025

Mrs Alisha Le Brese  
School Supervisor  
Dated 26/02/2026