

# Gilston State School



We create flexible and innovative learning environments that promote critical and creative thinking and success for all learners.

## Endorsement

Principal:

*C. D. L.*

School Supervisor:

*A. S. B.*

P&C President:

*[Signature]*

# 2026 Annual Implementation Plan

## School Priority 1: Consistent and deliberate high yield teaching pedagogy of reading.

### Strategies:

Continue to develop staff capability.  
Embed professional learning teams.  
Embed Collegial Engagement Framework.  
Resource strategically.

### Strategies in practice:

Staff PD, pedagogy showcase, online learning, aligned cluster focus, regional support  
Scheduled data interrogation to refine teaching of reading.  
Scheduled coaching and Watching Others Work opportunities.  
Teachers and teacher aides aligned to support daily literacy blocks.

### Monitoring

**Term 1**  
DIBELS  
Speech screeners  
PAT-R  
Phonics Check  
Spelling Mastery

**Term 2**  
Formative assessment  
DIBELS  
Spelling Mastery

**Term 3**  
Formative assessment  
DIBELS  
Spelling Mastery

**Term 4**  
Formative assessment  
DIBELS  
Spelling Mastery  
PAT-R  
Phonics Check

### Actions

Consolidate professional development aligned to the Reading Commitment and Simple View of Reading.  
Prioritise scheduled data conversations through professional learning teams (PLTs) focused on reading improvement.  
Quality assure pedagogy through direct line-of-sight into daily classroom reading pedagogy.  
Scheduled coaching opportunities to meet teacher needs in reading.  
Further refine instructional routines aligned to Reading Commitment and Simple View of Reading.  
Further refine differentiation practices when teaching reading.  
Implement parent workshops on best practice and how to effectively teach reading.  
Maintain strong partnerships with cluster schools and kindergartens to develop capability in the teaching of reading.

### By Whom?

Regional personnel  
Deputy Principal  
HOD/C  
Inclusion teachers

### Resources

Reading Modules & Regional PD  
Speech Language Pathologist  
Speech screeners and programs  
OLLEY & Heggerty  
Decodable readers and support kits  
Online learning platforms  
Instructional routines  
Nerang Alliance Early Childhood Cluster

### How do we know we have succeeded?

#### AIP Targets / Outcomes:

Level of achievement: 85% A-C English  
60% A or B  
NAPLAN: 60% U2B Reading (Yr 3 & 5)  
School Opinion Survey 2026 95% of Staff agree 'The school looks for ways to improve'

## School Priority 2: Strengthen belonging and engagement within our school community

### Strategies:

Continue transitions into schooling to promote a positive learning journey.  
Resource strategically to promote digital innovation.  
Promote inclusion and diversity through personalised learning.  
Align PCL to Student and Staff Wellbeing Framework  
Refine and embed Parent and Community Engagement Framework

### Strategies in practice:

Continue transition programs involving all stakeholders.  
Scheduled coaching opportunities.  
Prioritise student learning goals and differentiation.  
Continue PBL across school community.  
Continue to promote networking amongst community and external agencies.

### Monitoring

**Term 1**  
Student attendance  
Positive behaviours  
Data conversations  
Planning/Moderation

**Term 2**  
QEW survey  
Student attendance  
Positive behaviours  
Data conversations  
Planning/Moderation

**Term 3**  
Students requiring TTs  
Student attendance  
Positive behaviours  
Data conversations  
Planning/Moderation

**Term 4**  
Student attendance  
Positive behaviours  
Data conversations  
Planning/Moderation

### Actions

Continue Gilston Geckos and Tailored Transitions (TTs) prior to commencing school.  
Support staff and students to embrace new technologies (AI) to enhance teaching and learning.  
Embed differentiation through cohort and class planning.  
Prioritise inclusion model by supporting differentiation in the classroom.  
Engage GO and PBL committee to drive wellbeing and engagement across the school.  
Continue 3-Way conferences to celebrate student success i.e. learning goals.  
Schedule opportunities to network with various agencies and develop capability of GSS community.

### By Whom?

Regional personnel  
Principal  
Deputy Principal  
HOD/C  
Inclusion teachers  
Youth Worker  
Guidance Officer

### Resources

Regional PD through EFI catalogue  
Online learning platforms & devices  
ICT Officer/ tech support  
Targeted school resources (wellbeing)  
Gold Coast City Council (AST)  
Parent and Community Engagement Framework

### How do we know we have succeeded?

#### AIP Targets / Outcomes:

Attendance: 92%  
Short SDAs <10  
NAPLAN participation 95%  
SOS 2026 92% (parents) 'My child's learning needs are being met at this school'  
80% (staff) 'Staff Morale'  
100% pre-prep students participate in Gilston Geckos transition program.  
90% parent participation 3-W Conferences