



BEENLEIGH SPECIAL SCHOOL (3051) 2026 ANNUAL IMPLEMENTATION PLAN

School Priority – Educational Achievement	Identify, implement and embed a comprehensive whole-school reading program and aligned instructional framework, consistent with the Queensland Reading Commitment, to systematically strengthen evidence-based literacy practices and measurably improve reading achievement, student engagement and learning outcomes for all students.	School Priority Link – Belonging and Engagement	Improve student engagement through the implementation of a consistent, evidence-based whole school approach to reading that strengthens literacy capability, builds confidence, increases meaningful classroom participation, and enhances overall student wellbeing.			
Link to school improvement strategies	<p>Brighter Futures:</p> <ul style="list-style-type: none"> <u>Educational Achievement:</u> Responding to each student’s learning needs, with high expectations for every student to progress in their learning and achieve: <ul style="list-style-type: none"> maintaining a focus on English and mathematics as the core foundations of learning driving excellence in teaching and learning in every school, for every student <p>QLD Reading Commitment:</p> <ul style="list-style-type: none"> Implementing the Australian Curriculum with an approach to the teaching of reading that is inclusive, evidence informed, and promotes equitable outcomes for every learner. <p>K-12 Curriculum Assessment and Reporting Framework (CARF)</p> <ul style="list-style-type: none"> A whole school approach to pedagogy is a flexible, responsive, and ongoing process that supports schools to employ the most effective pedagogies to maximise the achievement, engagement and wellbeing of all students 					
Strategies	<ul style="list-style-type: none"> Analyse student curriculum access levels and diagnostic reading data to determine each learner’s appropriate entry point and establish a clear, evidence-informed baseline Utilise inquiry cycle – research and co-construct draft whole-school reading program, analyse data, develop action plan, implement plan, and review results Co-construct and implement a Whole School Approach to Reading with shared beliefs and understandings and agreed practices Establish Reading Professional Learning Community (PLC) and Reading Action Group with knowledgeable others and representatives from pilot sectors. Collaborate with South East Region Reading Professional Learning Network (PLN) Collaborate with Special Education Curriculum Cluster (SECC) Reading Professional Learning Community (PLC) Develop specialist knowledge and skills through targeted professional learning and master classes through Education Futures Institute for school leaders and Pilot Class Teachers Develop knowledge of whole school teaching team through professional learning delivered by school leaders through Teaching and Learning meetings 					
Actions						
		Term 1	Term 2	Term 3	Term 4	Responsible Officers
Analyse student academic and diagnostic data to confirm appropriate level of challenge curriculum access level		✓				Julia Miller & Rebecca Shaw (HOD-C)
Use fortnightly T&L meetings to build teacher capability of the whole-school approach to reading using the frameworks Simple View of Reading and Scarborough’s Reading Rope.		✓				Julia Miller & Rebecca Shaw (HOD-C) Amber Beutel & Joanne Carr (DP) Deb Wamsley & Katie Callaghan (Ped. Coach)
Formulate pilot program roles and responsibilities and invite nominations from teaching staff to become a pilot class		✓				Julia Miller & Rebecca Shaw (HOD-C)
Determine pilot classes (up to 20 classes across multiple sectors) and commence Reading Committee meetings (meeting fortnightly after school)		✓				Nicole Rouen (Principal) Julia Miller & Rebecca Shaw (HOD-C) Amber Beutel & Joanne Carr (DP)
Research and shortlist possible Systematic Synthetic Phonics programs (SSP) and routines through collaboration with other schools including campus visits		✓	✓			Julia Miller & Rebecca Shaw (HOD-C) Amber Beutel & Joanne Carr (DP)
Select appropriate SSP program and seek quotes for purchasing materials		✓				
Build capability of Pedagogical Coach through targeted professional development (self-paced EFI training and regular meetings with HOD-C)		✓				Deb Wamsley & Katie Callaghan (Ped. Coach)
Establish Reading Professional Learning Committee with selected members from the pilot program			✓			Julia Miller & Rebecca Shaw (HOD-C) Amber Beutel & Joanne Carr (DP)
Co-construct a whole school model for literacy routines based on departmental guidelines and SSP program			✓			Reading PLC
Complete initial diagnostic assessment for SSP program to establish appropriate student levels and streaming groups for targeted instruction			✓			Julia Miller & Rebecca Shaw (HOD-C)
Investigate feasibility of streaming SSP instruction across multiple classes and/or sectors			✓			
Purchase SSP materials and adapt and prepare resource packs for each pilot class			✓			
Finalise collation of Beenleigh Special School Reading Handbook and share with all teaching staff			✓			
Design Beenleigh Special School Engagement Scale to support tracking of student engagement and achievement during reading activities			✓			
Trial Engagement Scale in pilot classes during reading lessons and track student engagement				✓	✓	Pilot Class Teachers Julia Miller & Rebecca Shaw (HOD-C)
Establish a routine of regular data informed discussions with pilot class teachers to review student data and adjust teaching and learning program where required				✓	✓	Pilot Class Teachers Julia Miller & Rebecca Shaw (HOD-C) Deb Wamsley & Katie Callaghan (Ped. Coach)

Establish a Pedagogical Coaching cycle where instructional leaders (HOD-C and Pedagogical Coach) provide in-class support, modelling of lessons, and feedback to Pilot Class Teachers on their reading and phonics instruction on a regular basis (once per week).		✓	✓	✓	Julia Miller & Rebecca Shaw (HOD-C) Deb Wamsley & Katie Callaghan (Ped. Coach)
Establish a feedback loop to evaluate and review effectiveness of pilot program, resources and routines as a quality assurance measure			✓	✓	Julia Miller & Rebecca Shaw (HOD-C) Amber Beutel & Joanne Carr (DP)
Complete regular diagnostic testing to monitor student progress and achievement during reading lessons				✓	Pilot Class Teachers
Promote reading framework to families/carers and provide information about how they can support this new initiative at home				✓	Julia Miller & Rebecca Shaw (HOD-C)
Create vignettes of best practice across the school, to build whole school staff capability				✓	
Evaluate success of the pilot program and review SSP resources				✓	Reading PLC & Pilot Class Teachers
Prepare for whole school roll out in 2027				✓	Julia Miller & Rebecca Shaw (HOD-C) Amber Beutel & Joanne Carr (DP)

Monitoring	On Track	Underway	Yet to Commence
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Financial		Tangible		Professional	
<ul style="list-style-type: none"> Budget allocation to release staff to attend Professional Development and BSS Reading PLC Budget allocation for SSP Program (decodable readers and lesson materials) Pedagogical Coach x 3 (3.63 FTE) 	<ul style="list-style-type: none"> Reading through Australian Curriculum Portal Reading Writing Centre Website Teaching & Learning Hub Education Futures Institute (EFI) 	<ul style="list-style-type: none"> Southeast Region – Reading Professional Learning Network SECC Reading Professional Learning Community Reading Professional Learning Community (BSS) Reading Action Group (BSS) 			

Success Criteria	Measures	Performance	
		<ul style="list-style-type: none"> At least 75% of students participating in the pilot program will demonstrate measurable reading growth by progressing a minimum of one cluster within the agreed scope and sequence, relative to their identified baseline. At least 75% of students participating in the pilot program will demonstrate improved engagement in reading instruction, evidenced by an increase of one level on the engagement scale or the sustained maintenance of Level 5 (high engagement) where this is the student's baseline. 	
		Behaviour	Evidence Set
		<p>Students will: Participate in explicit, structured and differentiated reading experiences differentiated to their needs, demonstrating their learning through varied evidence and showing improved reading and engagement outcomes across the school.</p> <p>Teachers will: Collaboratively plan and implement reading instruction using agreed school processes, applying high-impact practices, and differentiated content, tasks and supports. They collect and map evidence of reading development to curriculum and individual learning goals.</p> <p>Teacher aides will: Implement targeted reading supports under teacher direction, reinforce key skills through structured practice, and assist students to engage with differentiated tasks.</p> <p>Leadership team will: Lead the rollout of reading through Australian Curriculum V9 and manage the selection and implementation of evidence-based pedagogies and programs informed by school and cohort reading data. Engage in walks throughs, observation and feedback sessions with pilot class teachers and build their own capability in reading.</p>	<ul style="list-style-type: none"> A whole school reading program and framework is consistently enacted, with planning, teaching and assessment aligned to the Queensland Reading Commitment and V9 curriculum. Evidence-based reading pedagogies and routines are used with fidelity across classrooms, observable in planning, walkthroughs and student work samples. Every student will have updated diagnostic data aligned to chosen SSP program. Data will be formally collected once per year (Term 4) and monitored in the alternative semester (Term 2). Reading data is regularly collected, analysed and used to adjust instruction, reflected in updated tracking tools, data discussions and responsive teaching. Differentiated reading instruction is evident school-wide, with adjustments to content, process and tasks enabling all students to access the reading curriculum. Targeted small-group and individual reading support is consistently delivered and shows measurable impact on student progress. Students actively engage in explicit reading instruction, apply taught strategies with increasing independence and demonstrate improved decoding, fluency, vocabulary and comprehension. Student engagement in reading improves across the school, shown through increased participation, on-task behaviour and task completion. Assessment and reporting processes clearly map student evidence to reading outcomes and individual goals.
	Artefacts	<ul style="list-style-type: none"> Beenleigh Special School Reading Handbook Whole School Approach to Pedagogy Placemat Aided Language Displays – specifically designed to support each component of the Reading Framework Whole school Systematic Sequential Phonics Program, including diagnostic testing materials, scope and sequence and decodable readers Student Engagement Scale 	

Reduction of red tape in day-to-day work, planning and processes: Shared planning and resources decrease individual workload by providing consistent, centrally developed materials and structures. Streamlining of assessment tools and processes decrease amount of diagnostic evidence collection, reduces repetitive data collection and create consistency across the school. Shared planning and resources decrease individual workload by providing consistent, centrally developed materials and structures.



Approvals: This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal:  **P&C President:**  **School Supervisor:** 