

Cairns School of Distance Education 2026 ANNUAL IMPLEMENTATION PLAN

We Connect We are Curious We Learn We Lead

School priority 1:

Values: *We are Curious; We Connect; We Learn; We Lead*

Systematic development of capability in Instructional Leadership in existing and emerging leaders to clarify, develop and refine consistency in Cairns SDE Learning Practices, including the teaching of reading.

Link to school improvement strategies:

- Clarify leadership structures and engage stakeholders to promote collective understanding and ownership of the improvement agenda
- Strengthen teachers' grasp of the Teaching and Learning Model, through leaders' line of sight and feedback
- Refine and communicate specific actions and milestones to support staff commitment to development of contextualised student reading skills
- Prioritise evidence-informed teaching practices (including differentiation) for digital environments to foster excellence in virtual learning
- Enhance alignment of curriculum, teaching, learning and assessment
- Strengthen moderation practices.

Cairns SDE 2026 strategies:

- Enhance leaders' understanding of effective pedagogies and instructional leadership
- Clarify and systematise expectations for instructional leadership across roles (Principal → HODs → Emerging Middle Leaders).
- Actively engage in Queensland Virtual Learning Environment Middle leaders Community of Practice on a quarterly basis
- Develop and implement school-wide structures for the systematic teaching of reading through the Australian Curriculum
- Build capability to lead observation, feedback, coaching and curriculum alignment (distributed leadership).

Actions/Outputs:

- Establish a shared understanding of purpose, elements and language of Instructional Leadership, across leaders, including emerging middle leaders
- Ensure a common understanding among all teaching staff of the purpose and language of evidence-informed reading approaches in Years P - 8
- Align 7-8 reading structures with P-6 approaches including faculty led moderation of reading demands
- Develop and implement common lesson components for reading within learning areas, standardize UDL-aligned (Universal Design for Learning) Canvas module design
- Develop and trial targeted support for identified cohorts
- Develop Instructional Leadership Expectations and Coaching Schedule
- Differentiated professional development pathway for Middle Leaders (novice → integrator → expert → leader) linked to Digital Capability Continuum
- Evaluate leadership impact (teacher feedback, student outcomes).

School priority 2: <i>Values: We are Curious; We Connect; We Learn; We Lead</i> Refining Cairns SDE’s multi-tiered approach to student support structures across social and emotional wellbeing, school engagement and academic achievement.
Link to school improvement strategy: - Engaging students in education through a continuum of support and alternative learning options - Setting expectations for early identification of students at risk of disengagement - Monitoring of staff and student wellbeing and strategies.
Cairns SDE 2026 strategies: - Interrogate existing student support and intervention structures and practices to ensure retention of those fit for purpose - Set expectations and processes for early identification of students at risk, with clarified reporting pathways and accountabilities - Develop and implement Multi-Tiered System of Supports (M-TSS) structures and practices with consistent, timely and appropriate interventions - Establish data-based measures for impacts.
Actions and Outputs: - Confirm MTSS operating model and referral pathways - Publish, induct and promote tier two and three referrals processes - Fortnightly case management meetings for identified students with minutes and action trackers. - Parent/carers communication templates via Canvas for intervention entry/exit and home support guidance. - Evaluate Multi-Tiered System of Supports (M-TSS) impact (attendance via work returns, engagement, literacy growth)

Principal  Rob O’Brien	School Supervisor  Andrew Oliver
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