

MARYBOROUGH WEST STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement  Belonging and engagement 

School priority 1	Align pedagogical practices and school processes to effectively deliver multi-tiered support to improve student outcomes in English.	Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				School priority 2	Build and strengthen connections with the Maryborough West School community to maximise days of learning and present a positive school profile.	Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	<ul style="list-style-type: none"> Enact a collegial engagement framework to systematically engage in observation and feedback to support teacher capability and quality assure the implementation of agreed pedagogical approaches aligned to the EIA. Further develop the capability of all staff to collaboratively design and embed differentiated practices and adjustments within the class program, including for high-achieving students. Collaboratively determine an evidence-based pedagogical approach to support the EIA, engage students, and be consistently implemented across the school. 	Link to school improvement strategy:	<ul style="list-style-type: none"> Develop a marketing strategy using social media to showcase the work of students and staff to build a positive profile and pride in the school. Develop a whole-school strategy to monitor and promote attendance for all students, including students in priority groups. 								
Strategy/ies	<ul style="list-style-type: none"> Articulate an agreed approach to the teaching of phonics across all year levels Teaching of Reading through the Australian Curriculum- English Embed pedagogical practices that clearly align the reciprocal relationship between reading and writing Use a range of data sets to inform next steps in learning through moderation and CASW processes Develop expertise in enacting targeted support provisions and adjustments for students to enable access to age-appropriate curriculum Continue the mapping of students on the P-10 Literacy Continuum in the Aspects of Writing 	Strategy/ies	<ul style="list-style-type: none"> Promote West School identity and community visibility Strengthen family partnerships and boost attendance through positive engagement Call parents after 3 days of unexplained absences 								
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			
<ul style="list-style-type: none"> Provide ongoing professional learning, coaching, and modelling to build teacher capability in evidence-based literacy practices. Establish peer observation and feedback cycles aligned to the teaching of phonics. Utilise coaching cycles to deepen teacher expertise in the teaching of phonics, with transference to reading, comprehension, and writing. Embed whole-school data cycles using assessment information to identify students requiring tiered supports. Strengthen referral and progress-monitoring processes to support timely movement between intervention tiers. Implement timetabled intervention blocks to maximise inclusion in high-quality core instruction. Provide targeted training for teacher aides delivering Tier 2 and Tier 3 English interventions. Trial P-2 CARF variation to create intensive English support, phonics focus, in Semester 1. 		<ul style="list-style-type: none"> HOD-C & Principal Literacy Continuum Collegial engagement framework MWSS Data plan 				<ul style="list-style-type: none"> Promote consistent, positive school branding across all communication platforms and physical environments. Share student successes, staff expertise, and innovative programs through digital platforms and local media. Participate in local community events and strengthen partnerships with early childhood services, secondary schools, and local organisations Host learning showcases, open mornings, and parent curriculum sessions to build understanding of student learning. Make positive contact with families to reinforce student effort, achievement, and behaviour. Provide personalised support and case management for families experiencing attendance barriers. Initiate a Play group based at West SS and explore before and after school care opportunity 		<ul style="list-style-type: none"> Principal Deputy Principal Teachers Teacher Aides AO3. Prep demountable for playground Web site Facebook 			

End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> 80% of students receiving C or above in English. P-2 46% of students receiving B or above in English 3-6 40% of students receiving B or above in English 100% of staff engaged in peer observation, coaching and moderation cycles within the focus area of English Decreased number of students requiring long-term Tier 3 supports Increase NAPLAN mean scale scores in Reading from 2025 <p>Behaviour Students can/will:</p> <ul style="list-style-type: none"> Participate fully in English lessons, following instructions and working to the best of their ability Articulate what they are learning, how they are going, how they know, what they can do to improve, and where to go to for help Display a year's worth of growth from a year's worth of instruction <p>Teachers can/will:</p> <ul style="list-style-type: none"> Provide timely and well-matched intervention based on need Differentiate teaching to accommodate the needs of each student in the classroom Map students on the literacy continuum in the Aspects of Writing Engage in CASW conversations on selected students Engage in coaching and moderation sessions Increase data literacy skills in the use of DIBELS <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Engage in CASW and data literacy conversations Complete regular targeted classroom visits to support teacher growth and development Work with targeted student groups to maintain and enhance personal pedagogical practice
	Artefacts	<ul style="list-style-type: none"> Recording of DIBELS on One School The continued mapping of students on the literacy continuum (Aspects of Writing) on One School

End of Year Success Criteria	Measures	<p>Performance:</p> <ul style="list-style-type: none"> Increased days of learning - 95% attendance rate Increased SOS <ul style="list-style-type: none"> Students- I am interested in my schoolwork. 80% Parents- The school keeps me well informed 95% Parents- The school takes parents' opinions seriously 90% Growth in Parent participation at school and community events. A positive enrolment growth pattern Positive community feedback about the school's presence and reputation. Increased visibility and reach across digital platforms <p>Behaviour Students can/will:</p> <ul style="list-style-type: none"> Maximise days of learning Articulate and model the school values and expectations <p>Teachers can/will:</p> <ul style="list-style-type: none"> Actively monitor the attendance of students Promote student success and engagement in school activities on digital platforms Communicate regularly with parents on class DOJO <p>Leadership team can/will:</p> <ul style="list-style-type: none"> Follow up students and families who have issues with attendance Enact departmental guidelines around Enforcement of Attendance and Enrolment
	Artefacts	<ul style="list-style-type: none"> Update the website Further utilise Facebook communication Explore further avenues for promotion of the school Daily absence SMS/Email list

Reduction of red tape in day-to-day work, planning and processes include:

- Use of One School to record DIBELS data



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

Principal *[Signature]* 27.2.26 P&C/School Council *[Signature]* 27/02/26 School Supervisor *[Signature]* 02.03.2026