


McDOWALL STATE SCHOOL


2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

Everyone belongs, learns, achieves and grows at McDowall State School

Domain 1: Driving an explicit improvement agenda (EIA): Key improvement strategy:
Collaboratively develop a whole-school vision, underpinned by shared values and beliefs, systems and processes, to shape a shared identity and support a united approach to school improvement.

School priority 1	Everyone achieves in reading at McDowall State School	Monitoring	School priority 2	Everyone belongs at McDowall State School
		Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.		
		Term 1 Term 2 Term 3 Term 4		
Link to school improvement strategy:	<p>Domain 6: Leading systematic curriculum implementation: Key improvement strategy: Refine collaborative curriculum unit planning to strengthen understanding of the Australian Curriculum (AC) and embed the teaching of reading through the learning areas.</p> <p>Domain 8: Implementing effective pedagogical practices: Key improvement strategy: Broaden collaboration processes to include discussions of data and the principles of pedagogy to inform responsive pedagogical decisions and monitor their impact on learning.</p>		Link to school improvement strategy:	<p>Domain 3: Promoting a culture of learning: Improvement strategy: Systematically enact a multi-tiered system of support (MTSS) for student behaviour and engagement to ensure shared understanding of expectations and consistent application of strategies.</p> <p>Domain 7: Differentiating teaching and learning: Key improvement strategy: Prioritise teachers' understanding and application of co-planning, co-teaching, co-debriefing and co-reflecting for classroom differentiation to ensure the effective and consistent implementation of inclusive teaching practices.</p>
Strategic Plan strategies unpacked	<ol style="list-style-type: none"> 1. Build teacher capability of Reading through the AC in the areas of word study (Years 3-6) and shared and dialogic reading (Years P-6) using the school's professional engagement plan (professional learning, professional reading, mentoring, coaching and professional reflection) to ensure that students benefit from an explicit, systematic and responsive instruction to improve reading proficiency. 2. Refine the moderation cycle to strengthen teacher knowledge and understanding of the AC (V9) to ensure alignment 3. Establish quality assurance processes for moderation to ensure teacher judgements are accurate and based on evidence. 4. Formalise analysis and discussion of data to determine planning and instruction, utilising LOA, NAPLAN and DIBELS data. 5. Strengthen shared understandings of explicit instruction, using best practice statements to further improve implementation of Reading through the AC areas – phonics, vocabulary and fluency. 6. Further refine learning walls in classrooms to ensure alignment to the Achievement Standards of the AC and the development of goals and feedback for students on their learning. Quality assure learning walls, using learning walks at points aligned with the moderation cycle (Week 3, Week 6 and Week 9) to monitor impact on student learning and outcomes. 		Strategic Plan strategies unpacked	<ol style="list-style-type: none"> 1. Systematically enact the use of MTSS to differentiate instruction in reading using DIBELS data to identify student reading needs and provide targeted Tier 1, 2 and 3 instruction as required. 2. Build staff capability through professional learning, professional reading, mentoring, coaching and professional reflection of MTSS aligned behaviour practices to ensure staff are capable and confident to implement consistent expectations in all learning environments. 3. Systematically enact school-wide, consistent behaviour expectations to ensure all staff have a shared understanding of expected Tier 1 strategies. 4. Strengthen understanding and implementation of co-teaching models to support inclusive classroom practices and differentiated instruction. 5. Embed processes for co-debriefing and co-reflecting to evaluate and refine instruction.

Actions: including Responsible role(s)		Resources	Actions: including Responsible role(s)		Resources		
<ol style="list-style-type: none"> 1. Provide targeted professional learning opportunities for staff (explicit instruction, DIBELS, word study, shared and dialogic reading). Provide professional reading for staff (AERO – explicit instruction and multi-tiered systems of support MTSS, Reading Hub – shared and dialogic reading, OCHRE – word study). Provide mentoring (watching others work), coaching and professional reflection using collaboratively developed best practice statements. 2. Refine and review moderation processes across the school for English including cluster moderation, utilising 'A whole school approach to moderation'. Utilise protocols focus on A level thinking/asset thinking. 3. Develop clear roles, responsibilities for teachers and leaders to ensure moderation practices are consistent, evidence and data based and aligned. 4. Refine scheduled data conversations for each term, using established protocols, to focus on DIBELS. 5. Continue to utilise mentoring, coaching and professional reflection to support implementation of phonics, vocabulary and fluency. 6. Continue to implement learning walks focussing on the Sharratt questions using this information to support moderation stages. Implement consistent recommendations from this data. 		<p>Principal, Deputy Principals, Leading Learning Coach, Head of Department – Curriculum, Head of Special Education Services, Teachers and Teaching Assistants.</p> <p>Professional learning budget (TRS allocation) Additional staff (HOD-C and Coach) OCHRE resources DIBELS resources Reading portal Reading signposts The Literacy Hub resources Australian Curriculum Insight papers (Learning Walls) AERO</p>	<ol style="list-style-type: none"> 1. Implement DIBELS data cycles in which teachers analyse benchmark (and progress monitoring) data, identify students requiring Tier 1, 2 or 3 support, and collaboratively plan targeted reading instruction. 2. Provide Essential Skills in Classroom Management professional learning focus sessions and Classroom Profiling focused on explicit teaching of MTSS behaviour expectations, followed by classroom modelling and reflective coaching conversations to ensure staff can consistently implement behaviour strategies across all settings. 3. Develop and implement a whole-school behaviour expectations matrix (Student Code of Conduct) and Tier 1 best practice statement. 4. Sharpen professional learning and modelled lessons on co-teaching models (e.g., parallel teaching, station teaching, team teaching etc), followed by co-planning sessions where teachers apply these models to upcoming reading lessons and trial them in classrooms with coaching support. 5. Establish co-debriefing and co-reflection processes using a standardised template where co-teachers analyse student work, discuss impact of instructional approaches and identify next steps to refine differentiation and adjust instruction (that can also be collected as ongoing NCCD evidence). 		<p>Principal, Deputy Principals, Leading Learning Coach, Head of Department – Curriculum, Head of Special Education Services, Teachers and Teaching Assistants.</p> <p>Professional learning budget (TRS allocation) Collaborative planning (TRS allocation) DIBELS resources Staffing allocation (SWO) Australian Curriculum AERO</p>		
End of Year Success Criteria	Measures	<p>Performance</p> <ul style="list-style-type: none"> • A-C: 98% of students achieving a C or better in English. • A-B: 80% of students achieving a B-A in English. • A: 40% of students achieving an A in English. 		End of Year Success Criteria	Measures	<p>Performance</p> <ul style="list-style-type: none"> • Improved DIBELS Beginning, Middle and End of Year data – 80% of students achieving Tier 1. • Students with a disability: A-C and A-B and A targets equal to same age peers. Close the gap for our First Nations students. • Improved School Opinion Survey data and Improvement in Student Engagement and Wellbeing survey. • Decrease in behaviour incidents. • Improved attendance. 	
	Artefacts	<p>Behaviour</p> <ul style="list-style-type: none"> • Students will show improved reading achievement and engagement by benefiting from consistent, evidence-based instruction, targeted interventions and refined assessment practices informed by teacher professional learning and data conversations. • Teachers will apply professional learning and coaching, explicit instruction, DIBELS data and moderation processes to deliver consistent high-quality reading instruction, contribute to reliable assessment judgements and engage actively in data conversations and professional reflection. • TAs will implement reading and classroom support strategies that align with teachers' explicit instruction and DIBELS informed interventions. • Leadership will quality assure the implementation of explicit instruction, MTSS reading practices, moderation processes and learning walk feedback through coaching, data conversations and clear role expectations that drive consistency across the school. 			Artefacts	<p>Behaviour</p> <ul style="list-style-type: none"> • Students will demonstrate improved engagement, regulation and academic progress by accessing differentiated reading instruction and behaviour supports aligned to their individual needs within the MTSS framework. • Teachers will consistently use DIBELS and behaviour data to plan and deliver differentiated Tier 1, 2 and 3 supports, apply co-teaching models and engage in co-debriefing and co-reflection to refine instructional practices. • Teaching assistants will implement targeted reading and behaviour support strategies, using consistent Tier 1 expectations, visual supports and intervention routines and processes aligned to MTSS processes. • Leadership will monitor and quality assure the implementation of MTSS, co-teaching and data-informed instruction through scheduled learning walks, coaching and data meetings to ensure consistent, school-wide practice. 	
<p>Reduction of red tape in day-to-day work, planning and processes include:</p> <ul style="list-style-type: none"> • Continue to review processes in the school to ensure there are not unnecessary processes (for example, focus on common expectations – removal of sub-sets of rules in play areas). 							
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>							
 Principal		 P&C/School Council		 School Supervisor 27/02/2026			