



Morayfield State School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

Aim High

Precision - Identity - Partnerships

School priority 1	Excellence in Teaching and Learning – Reading (Educational Achievement) Enhance staff expertise and understanding of explicit instruction to ensure the consistent implementation of whole-school instructional practices, strengthening student learning and engagement in reading.	Monitoring <i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>				School priority 2	Cultivating Engagement Through Connection and Inclusion (Belonging and Engagement) Strengthen a school culture where belonging comes first, prioritising connection to enhance engagement. Build a shared understanding of inclusive education, aligned with Department policy, to engage, challenge, and extend all students while supporting whole-school wellbeing.	Monitoring <i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</i>			
		Term 1	Term 2	Term 3	Term 4		Term 1	Term 2	Term 3	Term 4	
Link to school improvement strategy:	Domain 5 – Building an expert teaching team Domain 7 – Differentiating teaching and learning Domain 8 – Implementing effective pedagogical practices					Link to school improvement strategy:	Domain 3 – Promoting a culture of learning Domain 1 – Driving an explicit improvement agenda Domain 9 – Building school-community partnerships				
Strategies:	<p>Enhance Teacher Knowledge and Evidence-Informed Practice - Build staff expertise in explicit instruction, the Simple View of Reading (SVR), AC V9 English, and evidence-informed reading strategies to inform high-quality teaching.</p> <p>Embed Consistent, Whole-School Instructional Routines - Implement school-wide approaches to reading, including engagement norms, retrieval practice, and systematic phonics and word study, to reduce variance in teaching and strengthen learning outcomes across Prep - year 6.</p> <p>Develop Instructional Leadership in Reading - Strengthen the capability of leaders and teachers to lead, model, and monitor reading instruction across the school, ensuring consistent implementation and ongoing improvement.</p>				Strategies:	<p>Formalise Consistent, Predictable Routines - Establish whole-school routines that create a safe, predictable environment and foster a strong sense of belonging for all students.</p> <p>Strengthen Relationship-Building Practices - Implement strategies that prioritise connection before correction, including structured check-ins, relationship-focused classroom practices, and restorative approaches.</p> <p>Build & Enhance Partnerships with Families and External Agencies to support belonging and engagement - Strengthen partnerships with families and community agencies, including SU Qld, ARTIE, ECEC providers, MSHS, and the P&C, to support student wellbeing, inclusive practices and increased attendance and engagement for all. Implement a Reconciliation Action Plan that incorporates voice and agency of indigenous students and staff.</p>					
Actions: including Responsible role(s)		Resources		Actions: including Responsible role(s)		Resources					
<p>*Conduct targeted professional learning sessions on explicit instruction, the Simple View of Reading (SVR), AC V9 English, and evidence-informed reading strategies. –Head of Curriculum / Deputy Principals / Reading Leaders</p> <p>* Develop and document school-wide routines for reading instruction (e.g., engagement norms, retrieval practice, phonics sequences). - Head of Curriculum / Reading Leaders</p> <p>*Support Reading Leaders to increase knowledge and expertise in collegially supporting reading instruction.</p> <p>*Build capability through modelling, co-teaching and coaching to enact V9 AC – Leadership Team</p> <p>*Engage in walkthroughs and learning observations, focussing on pre-agreed teaching practices and providing feedback where needed. – Deputy Principal / Principal / CFN 2.0 colleagues</p> <p>*Organise classroom coaching and mentoring to embed learning from PL sessions into daily practice. –Deputy Principals / Head of Curriculum / Reading Leaders</p> <p>* Recognise and share examples of effective reading instruction across the school to build leadership capacity. – Principal / Deputy Principals/ Head of Curriculum</p>		<p>*Resources from T4 2025 Collaborative Learning Community (CLC)</p> <p>*Harnessing the Science of Learning – Nathaniel Swain</p> <p>*EQ Reading Portal</p> <p>*Implementation Guide</p> <p>*PLT’s – timetabling</p> <p>*TrackEd and One School SORD data</p> <p>*School budget for HR & TRS for CFN 2.0 engagement</p> <p>*Learning Walks and Talks (internal and external)</p>		<p>*Develop and publish a Whole-School Routines Framework outlining agreed expectations for entry/exit routines, transitions, behaviour responses, break times, assemblies and learning norms. PBL Champion/Deputy Principals</p> <p>*Co-construct a Student Belonging Matrix (aligned to school values) that explicitly teaches what belonging looks like in classrooms, playground and community spaces.PBL Champion/Deputy Principals</p> <p>*Embed daily predictable classroom structures (e.g., learning intentions, success criteria, structured brain breaks, check-in/check-out routines). Deputy Principal / Principal</p> <p>*Deliver staff professional learning on trauma-informed practice, co-regulation strategies and proactive classroom management. Deputy Principal / Principal</p> <p>*Implement consistent behaviour response processes that prioritise de-escalation and restoration before consequence. Deputy Principal / Principal</p> <p>*Conduct termly "routine fidelity walkthroughs" to ensure consistency across classrooms. Deputy Principal / Principal</p> <p>*Engage with regional PBL team to enhance our school practices PBL Champion and PBL Team</p> <p>*Communicate routines clearly to families via website, newsletter and information sessions. Principal</p> <p>*Finalise, communicate and celebrate the MSS Reconciliation Action Plan Deputy Principal /RAP Team</p>		<p>*PBL regional resources</p> <p>*Behaviour Boost</p> <p>*PD – BSEM for new staff.</p> <p>*Employ PBL Champion</p> <p>*Release time for CT's as required.</p> <p>*PD – AC V9 personal and social capabilities RRE</p> <p>*Learning Walk throughs</p> <p>*Marketing and catering for RAP group yarnning circles</p>					
End of Year Success Criteria	Performance:	<ul style="list-style-type: none"> Improved (+10%) whole school reading achievement data across Prep - Year 6. Years 3-6 English B or Above increase to 40% Prep – year 2 English B or Above to 60% NAPLAN participation and performance – inter assessment agreement alignment in 2026 in both years 3 and 5 DIBELS enacted as per Data plan informing next steps 100% implementation of agreed whole-school instructional routines. 100% of classroom teachers participating and experimenting with explicit instruction (review teach, practice, apply) to underpin teaching practice Consistent implementation across P-6; teaching staff recording and responding to feedback and tracking intervention. 				End of Year Success Criteria	Performance:	<ul style="list-style-type: none"> Reduced number of missed learning opportunities for students – OneSchool data: Track changes in attendance, engagement, or wellbeing for students supported through partnerships. Increased whole school attendance to meet statewide target of 90% - ended 2025 on 84.2% 100% of new staff complete professional learning in the Berry Street Education Model (BSEM). 100% of classrooms consistently implement welcome circles as part of daily routines. All students participate in lessons explicitly teaching predictable, whole-school routines. Achieve a 10% reduction in major behavioural incidents recorded in OneSchool. Increased opportunities for connect with community around First Nation priorities and increased visual presence at MSS. Increase attendance and engagement by parents at Parent Partnership Meetings in Sem 1 & 2 Increase number of students accessing programs provided at MSS by external providers to support wellbeing and engagement Student perception: % of students reporting an increase in SOS survey results in relation to Fairness/Clarity of rules, Safety, Partnerships, School Culture and Teaching and Learning. 			
	Measures	<p>Students can/will:</p> <ul style="list-style-type: none"> Participate consistently in daily structured reading lessons using school-based resources. Apply engagement norms and predictable classroom routines (e.g., mini whiteboards, pair-share, retrieval practice). Use learning walls and other visual supports to understand lesson goals and improve work. Reflect on their learning, articulate the purpose of tasks, and monitor their own progress (evidence by Walk through conversations) <p>Teachers and Teacher Aides can/will:</p> <ul style="list-style-type: none"> Deliver daily structured reading lessons using evidence-informed strategies, including explicit instruction, systematic phonics, word study, and comprehension routines. Implement and model engagement norms and whole-school predictable routines consistently across P–6 classrooms. Plan and deliver lessons with the clear structure: review, teach, practice, and apply.- engage proactively in PLT sessions Engage in coaching, mentoring, and collaborative inquiry to strengthen teaching practice and consistency. Observe, record, and respond to student progress, using data to adjust teaching and interventions. Experiment with new reading strategies and share effective practice with colleagues. <p>Leadership Team can/will:</p> <p>Lead and support professional learning on explicit instruction, the Simple View of Reading (SVR), and evidence-informed reading strategies</p>					Measures	<p>Students can/will:</p> <ul style="list-style-type: none"> Participate in lessons that explicitly teach predictable, whole-school routines and social-emotional skills. Engage positively with structured check-ins, welcome circles, and relationship-focused practices. Follow clear behaviour expectations and school values consistently in classrooms and playgrounds. Access wellbeing and engagement programs provided by external agencies or the school and actively participate in them. <p>Teachers and Teacher Aides can/will:</p> <ul style="list-style-type: none"> Model and explicitly teach social-emotional skills, school values, and predictable routines. Consistently implement relationship-building practices that prioritise connection before correction (BSEM-informed). Conduct structured check-ins, restorative conversations, and other practices to strengthen student engagement and wellbeing. Collaborate with families to support student engagement and wellbeing through timely and transparent communication. Engage with external partners (SU Qld, ARTIE, ECEC providers, MSHS) to provide additional support programs for students requiring Tier 2 and 3 interventions. Participate in professional learning (BSEM, AC V9 personal and social capabilities) to strengthen skills in relationship- <p>Engage with external partners (SU Qld, ARTIE, ECEC providers, MSHS) to provide additional support programs for students requiring Tier 2 and 3 interventions.</p>			

- Provide instructional leadership, coaching, and feedback focused on reading instruction.
- Monitor consistency and impact of reading practices across the school.
- Use student achievement and assessment data to guide decisions on teaching, interventions, and resourcing.
- Recognise and celebrate staff commitment to improving reading outcomes.

Leadership Team can/will:

- Build and maintain whole-school routines that create a safe, predictable environment for all students.
- Support staff capability to embed BSEM strategies and PBL practices across classrooms.
- Foster strategic partnerships with families and community agencies to co-design or coordinate programs that enhance student wellbeing, attendance, and engagement.
- Monitor and evaluate student attendance, engagement, and behaviour data to assess the impact of interventions and partnerships.
- Celebrate and recognise staff and student achievements in embedding routines, relationship practices, and wellbeing programs.
- Prioritise the work of embedding First Nations and Indigenous perspectives in all aspects of teaching and learning at MSS.

Artefacts

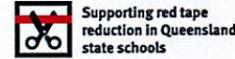
Agenda/Minutes from PLTs and staff meetings
 Reading planning templates and resources
 CFN 2.0 feedback
 School developed scope and sequence for synthetic phonics
 Walk through schedules/observation/coaching schedules
 Engagement norms / feedback documents

Artefacts

Revised 2026 school data plan
 One School and TrackEd profiles
 School wide visuals of BSEM and PBL evident
 Increased visual representation of inclusion and First Nations artefacts within school environment
 Updated PBL supports in share point
 Evidence of universal supports (spreadsheet from RESET and STARS)
 Newsletter and school Face Book messaging

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

- * Establish consistent communication protocols (internal and external) to streamline processes and protect staff wellbeing.
- * Leverage Corella (DoE AI) to drive efficiency, innovation and administrative effectiveness.
- * Provide administrative support for large-scale events and mandatory processes (eg WH&S)
- * Implement teacher release time to create ICPs, PLPs, IPBSPs, ESFPs or Risk Assessments



- * Continue & where possible increase teacher release time to strengthen collaborative practice and collective efficacy within Professional Learning Teams.
- * De-implement data collection tools that do not align to data plan and AIP

Approvals

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

Principal – Rebecca Jones

P&C President – Leanne Miller

School Supervisor – Damian Johnson