



# Noosaville State School 2026 ANNUAL IMPLEMENTATION PLAN

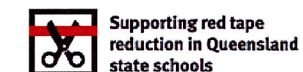
Educational achievement Belonging and engagement.



<b>School priority 1</b>	<p><i>Develop the systematic synthetic phonics approach to teaching reading through the Australian Curriculum</i></p> <p>Collaboratively develop a whole school approach to teaching of reading through the Australian Curriculum to consistently embed effective evidence- informed teaching, monitoring and assessing of reading</p>	<table border="1"> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4	<b>School priority 2</b>	<p>Strengthen and refine moderation processes to improve AB data in English</p> <ul style="list-style-type: none"> <li>Strengthen opportunities for in-depth data analysis, including evidence of learning, to monitor students' learning growth and the impact of teaching practices.</li> </ul>	<table border="1"> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4																																																																																																																																																																												
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<b>Link to school improvement strategy:</b>	<ul style="list-style-type: none"> <li>Collaboratively review the data plan, aligning with system expectations and clarifying the use of achievement and wellbeing data, to monitor school improvement progress and inform next steps in teaching and learning.</li> <li>Further refine strategic processes and plans, including communication of actions, measures, and accountabilities for all staff, to drive improvement and measure impacts on system-aligned priority areas.</li> </ul>	<b>Link to school improvement strategy:</b>		<ul style="list-style-type: none"> <li>Build instructional leadership systems and capability to ensure line-of-sight of systematic curriculum implementation and continuous improvement in the quality of teaching and learning practices.</li> </ul>																																																																																																																																																																																													
<b>Strategy/ies</b>	<p>Strategy 1: Build staff capability and consistent practice in evidence-based reading instruction</p> <p>Strategy 2: Differentiate and support reading instruction through coaching and collaborative leadership</p> <p>Strategy 3: Monitor, analyse, and respond to student reading progress using multiple data sources</p>	<b>Strategy/ies</b>		<p>Strategy 1: Embed consistent use of student achievement data and moderation practices to inform teaching, identify next steps, and improve learning outcomes.</p> <p>Strategy 2: Strengthen differentiated planning and teaching to effectively support students with disability and extend high-ability learners.</p> <p>Strategy 3: Build whole-school consistency in curriculum planning and delivery through clear implementation processes and collaborative practice.</p>																																																																																																																																																																																													
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<ul style="list-style-type: none"> <li>Use staff meetings, professional evidence-based readings, reading signpost, vignettes and reading modules to build teacher/teacher aide capability and understanding of Reading – synthetic phonics</li> <li>Differentiated support by reading coach and HOD-C for the teaching of Reading -DRA and synthetic phonics for P-2 teachers and developing awareness for yr. 3-6 teachers</li> <li>Analyse and triangulate data from 2025 A-E, NAPLAN 2025, DIBELS 2025, Year 1 phonics checklist, DRA sparkles to monitor student progress and student achievement</li> <li>Use Model of Behaviour Change to move from v8.4 to v9 English-reading</li> <li>Sharing quality practice of synthetic phonics</li> <li>PD session for P-2 teachers/leadership team Woombye SS Australian Decodable Readers Feb 2026</li> <li>LWT focus: monitor the student understanding and progress of P-2 reading -synthetic phonics</li> <li>Teacher surveys each term to check for understanding of their teaching of reading</li> <li>Manage P-6 reading instructions within classrooms, including collaboration and sharing of quality practice.</li> <li>Sem 1 2026 Reading team research spelling processes for yr. 3-6 teachers</li> <li>HOD-C and Reading coach create a OneNote resource centre for Reading at Noosaville SS</li> <li>Reading Symposium PD for nominated staff</li> <li>Develop whole-school explicit instructional routines for teaching reading for Prep-2.</li> <li>SPE (Student Progress Evidence) to encompass reading progress using DRA sparkles/phonics checklist and DIBELS</li> </ul>		<ul style="list-style-type: none"> <li>Reading Coach 0.2 I4S funding,</li> <li>Reading coach and HOD-C developing V9 reading implementation plan</li> <li>Data Plan updated to incorporate Dibels/Sparkles</li> <li>Teacher surveys -designed by Reading team using the Reading Signposts</li> <li>OneNote Reading resources centre</li> </ul>		<ul style="list-style-type: none"> <li>Share AB data from Sem 1-2 2025 English to identify areas of concern and success during SPE sessions</li> <li>Planning for differentiation for SWD in Tier 2 &amp; 3 led by the HOSES</li> <li>Build teacher understanding of monitoring circles as a strategy to identify what the students have learnt and the next steps for teaching led by the HOD-C</li> <li>Staff meeting time allocated 3X per term to look at AB students' evidence of LEARNING</li> <li>Build and refine a shared understanding of moderation and the Teaching cycle</li> <li>External moderation with cluster schools</li> <li>Implementation plan for all staff including rollout of learning areas, deadlines, accountabilities and completed units of work</li> <li>Tewantin SS and Noosaville SS AB project including collaborative planning days</li> <li>Teachers use an A exemplar for English units for their learning wall</li> <li>Enact planning sessions including alignment with 3 levels of planning, assessments and clear conditions for assessment</li> <li>Provide opportunities for teachers to collaborate to identify effective ways of working and opportunities for extending learners.</li> <li>Teachers communicate with families about how learning is differentiated for high ability learners.</li> </ul>		<ul style="list-style-type: none"> <li>SPE (Student progress Evidence) 2 X 80 min sessions for each year level twice per term with Leadership Team</li> <li>Plan for Multi-tiered system of support</li> <li>Monitor and review allocation of resources to support student achievement, based on English A-E achievements from each semester.</li> <li>Budget allocation for external moderation, Tewantin SS &amp; Noosaville SS AB project</li> <li>Teacher release for SWD Tier 2-3 planning</li> </ul>																																																																																																																																																																																											
<b>End of Year Success Criteria</b>	<b>Measures</b> <p><b>Performance:</b>  <b>Relative Performance</b>                  English 2025 Sem 2                  P-6 93% A-C REL: At Expectation 57.7% AB REL: Below Expectation                  P-2 91.5% A-C REL: At Expectation 60% AB REL: At Expectation                  3-6 94.6% A-C REL: At Expectation 55.4% AB REL: At Expectation</p> <p><b>DIBELS</b>                  Prep-Year 2 students achieving at or above benchmark on DIBELS will increase by 10% from the 2025 baseline.                  Prep-Year 2 students identified as well below benchmark on DIBELS will reduce by 10% from the 2025 baseline.                  The proportion of Year 1 students demonstrating phonics mastery as measured by the Year 1 phonics checklist will increase by 10% from the 2025 baseline.                  100% of students receiving Tier 2 and Tier 3 reading intervention will demonstrate progress on DIBELS and/or DRA Sparkles over the 12-month period.</p> <p><b>Days of Learning (Attendance)</b>                  The proportion of students achieving 90% or greater attendance will increase by 3-5% from the 2025 baseline.                  The proportion of students identified with chronic absence will reduce by 3-5% from the 2025 baseline.                  The proportion of students identified with mid-range absence 80-89% will reduce by 3-5% from the 2025 baseline.</p> <p><b>NAPLAN Participation and Performance</b>                  NAPLAN participation rates will be maintained at or above 95% across all assessed year levels in 2026.                  The proportion of students achieving in the top two NAPLAN reading bands will increase by 5%+ percentage from the 2025 baseline.                  The proportion of students achieving in the bottom two NAPLAN reading bands will reduce by 5%+ percentage from the 2025 baseline.</p> <p><b>Teacher Survey</b>                  Survey teachers using Reading Signposts – explicit teaching and synthetic systematic phonics practices</p>		<b>End of Year Success Criteria</b>	<b>Measures</b> <p><b>Performance:</b></p> <table border="1"> <thead> <tr> <th>English 2025</th> <th>Prep</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>2025 Sem 1 C+</td> <td>78</td> <td>83</td> <td>93</td> <td>90</td> <td>95</td> <td>91</td> <td>93</td> </tr> <tr> <td>2025 Sem 2 C+</td> <td>93</td> <td>91</td> <td>89</td> <td>92</td> <td>93</td> <td>100</td> <td>98</td> </tr> <tr> <td><b>C+ Target 2026</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2025 Sem 1 AB</td> <td>51</td> <td>41</td> <td>51</td> <td>55</td> <td>44</td> <td>53</td> <td>54</td> </tr> <tr> <td>2025 Sem 2 AB</td> <td>55</td> <td>59</td> <td>65</td> <td>53</td> <td>55</td> <td>67</td> <td>68</td> </tr> <tr> <td><b>AB Target 2026</b></td> <td>65+</td> <td>65+</td> <td>65+</td> <td>65+</td> <td>65+</td> <td>65+</td> <td>65+</td> </tr> <tr> <td><b>First Nation C+</b></td> <td colspan="2"><b>Prep-2</b></td> <td colspan="5"><b>Yr 3-6</b></td> </tr> <tr> <td>2025 Sem 1</td> <td colspan="2">75%</td> <td colspan="5">100%</td> </tr> <tr> <td>2025 Sem 2</td> <td colspan="2">100%</td> <td colspan="5">76.9%</td> </tr> <tr> <td><b>C+ Target 2026</b></td> <td colspan="2">90+</td> <td colspan="5">95+</td> </tr> <tr> <td><b>First Nation AB</b></td> <td colspan="2"><b>Prep-2</b></td> <td colspan="5"><b>Yr 3-6</b></td> </tr> <tr> <td>2025 Sem 1</td> <td colspan="2">75%</td> <td colspan="5">50%</td> </tr> <tr> <td>2025 Sem 2</td> <td colspan="2">80%</td> <td colspan="5">23.1%</td> </tr> <tr> <td><b>AB Target 2026</b></td> <td colspan="2">65+</td> <td colspan="5">65+</td> </tr> <tr> <td><b>SWD C+</b></td> <td colspan="2"><b>Prep-2</b></td> <td colspan="5"><b>Yr 3-6</b></td> </tr> <tr> <td>2025 Sem 1</td> <td colspan="2">83%</td> <td colspan="5">84%</td> </tr> <tr> <td>2025 Sem 2</td> <td colspan="2">72.7%</td> <td colspan="5">88%</td> </tr> <tr> <td><b>C+ Target 2026</b></td> <td colspan="2">90+</td> <td colspan="5">90+</td> </tr> <tr> <td><b>SWD AB</b></td> <td colspan="2"><b>Prep-2</b></td> <td colspan="5"><b>Yr 3-6</b></td> </tr> <tr> <td>2025 Sem 1</td> <td colspan="2">33%</td> <td colspan="5">33%</td> </tr> <tr> <td>2025 Sem 2</td> <td colspan="2">24.2%</td> <td colspan="5">28%</td> </tr> <tr> <td><b>AB Target</b></td> <td colspan="2">60+</td> <td colspan="5">60+</td> </tr> </tbody> </table>						English 2025	Prep	1	2	3	4	5	6	2025 Sem 1 C+	78	83	93	90	95	91	93	2025 Sem 2 C+	93	91	89	92	93	100	98	<b>C+ Target 2026</b>								2025 Sem 1 AB	51	41	51	55	44	53	54	2025 Sem 2 AB	55	59	65	53	55	67	68	<b>AB Target 2026</b>	65+	65+	65+	65+	65+	65+	65+	<b>First Nation C+</b>	<b>Prep-2</b>		<b>Yr 3-6</b>					2025 Sem 1	75%		100%					2025 Sem 2	100%		76.9%					<b>C+ Target 2026</b>	90+		95+					<b>First Nation AB</b>	<b>Prep-2</b>		<b>Yr 3-6</b>					2025 Sem 1	75%		50%					2025 Sem 2	80%		23.1%					<b>AB Target 2026</b>	65+		65+					<b>SWD C+</b>	<b>Prep-2</b>		<b>Yr 3-6</b>					2025 Sem 1	83%		84%					2025 Sem 2	72.7%		88%					<b>C+ Target 2026</b>	90+		90+					<b>SWD AB</b>	<b>Prep-2</b>		<b>Yr 3-6</b>					2025 Sem 1	33%		33%					2025 Sem 2	24.2%		28%					<b>AB Target</b>	60+		60+				
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	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>Students use decoding skills based on the synthetic phonics DRA to read words</li> <li>Teachers will use synthetic systematic phonics scope and sequence along with Decodable Readers Australia (DRA) to teach reading</li> <li>Teacher aides will build their understanding of synthetic phonics to support teachers and students</li> <li>Leaders use LWT to monitor student progress with regards to synthetic phonics in P-2 classrooms</li> <li>Leaders analyse all sets of data to determine the next steps in teaching</li> </ul>	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>Students can articulate next steps and own learning from English unit of work referring to the Marking Guide</li> <li>Teachers use A-E data to design learning goals for students that aligns with A-B criteria</li> <li>Teachers unpack an A exemplar with students enabling student to have a clear understanding of purpose of the units</li> <li>Teacher Aides will support teachers by building their knowledge and understanding of the English unit through the student's individual goal/s</li> <li>Leaders facilitate SPE (data-moderation meetings) and monitor year level progress through LWT</li> <li>Leaders use student progress and teacher understanding to refine school practices</li> <li>Leaders support staff to enact MTSS strategies within Tier 1 and 2</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Artefacts</b></p>	<ul style="list-style-type: none"> <li>Staff meeting agendas, minutes, and presentations (synthetic phonics, reading modules, vignettes)</li> <li>Professional reading logs / signposts shared with staff</li> <li>Reading Coach timetable and I4S funding allocation documentation</li> <li>Teacher survey tools and analysed results (termly understanding of reading instruction)</li> <li>English v9 Reading implementation plan (Reading Coach &amp; HOD-C)</li> <li>Whole-school explicit instructional routines for Prep-2 reading.</li> <li>P-6 reading scope and sequence / classroom reading instruction guidelines.</li> <li>OneNote Reading Resource Centre (screenshots, resource lists, access logs)</li> <li>Updated Data Plan incorporating DIBELS and DRA Sparkles</li> <li>Triangulated data sets A-E achievement data (2025), NAPLAN 2025, DIBELS 2025, Year 1 Phonics Checklist &amp; DRA Sparkles</li> <li>Monitoring circle templates and annotated example</li> <li>Role statements and action responsibility mapping (HOD-C, Reading Coach, HOSES, Deputy Principal, Business manager &amp; Principal)</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Artefacts</b></p> <ul style="list-style-type: none"> <li>Learning Wall exemplars (A-standard English samples)</li> <li>Planning documentation aligned to 3 levels of planning (unit, lesson, assessment)</li> <li>SPE templates and completed SPE records including reading progress.</li> <li>LWT monitoring documentation focused on P-2 reading progress.</li> <li>Tier 2 &amp; 3 differentiation planning documents (SWD) led by HOSES.</li> <li>Records of targeted support plans and adjustments</li> <li>Communication samples to families outlining differentiation and extension.</li> <li>Collaboration records identifying strategies for extending learners.</li> <li>Internal moderation meeting agendas, notes, and outcomes</li> <li>External moderation evidence with cluster schools</li> <li>Tewantin SS &amp; Noosaville SS AB Project documentation</li> <li>Collaborative planning day agendas and products</li> <li><b>Shared understanding artefacts of moderation and the teaching cycle</b></li> <li>Whole-school implementation plan (rollout timelines, responsibilities, deadlines)</li> <li>Evidence of Model of Behaviour Change application (transition from v8.4 to v9)</li> </ul>

Reduction of red tape in day-to-day work, planning and processes include: Reduced data collection by teachers -Data collection supported by Reading Coach and HOD-C



**Approvals**

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

Principal

P&C/School Council

School Supervisor

