

MARYBOROUGH CENTRAL STATE SCHOOL - 2026 ANNUAL IMPLEMENTATION PLAN

School Priority: Strengthening Educational Achievement- Build teacher capability to plan, teach and assess using ACV9 focussing on delivering a whole school approach to reading to improve the % of students achieving A-C in English and student engagement.	Short term success criteria and measures: Measured through instructional walkthroughs & feedback cycles: Teaching Staff: 85-100% of teachers indicate growth in their capability support aligned to English 85-100% of teachers can articulate growth in the engagement of students and the direct correlation to student data 90-100% of staff feel included in the decision making around the best way to teach reading at MCSS 90-100% of staff can articulate the phases of moderation and how it supports their capability Marker students: 85-100% of students can articulate their learning goals using 5Q4 and language from the marking guide Leaders: 90-100% of leaders report growth in overall teacher capability to plan engaging learning experiences 90-100% of leaders feel supported by teachers throughout the feedback cycle in their articulation of commitments to action that drive impact and change	Success Criteria and Measures: Actions and Behaviours ongoing across 2026 (including artefacts and resources):- P&C are: Supporting the engagement of students by building a strong sense of community and unification – offering uniforms, necessities (food, Mad Meal Mondays, washing and drying facilities) and bolstering community engagement and support through fundraising/engagement events. Students are: (student friendly language- based on student voice) Teachers are: Navigating and using materials on the Reading Hub to build capability around SVR Collaboratively responsible for building, communicating and consolidating understanding of the Simple View of Reading (SVR) and its links through the English LA achievement standards (teaching and learning cycle) Making connections and communicating their understanding of the SVR using the reading signpost as a point of truth to support progress and development of MCSS way of reading Reviewing data sets throughout the moderation process to re-invigorate teaching and learning experiences to increase student engagement and success Planning quality and engaging lessons which are contextualised to students, “hook” students into their learning Quality assuring student performance across the phases of moderation, using data to set learning goals that provide growth in student learning outcomes Embedding the use of Learning Intent and Success Criteria as a MCSS way of working within daily teaching lessons All staff are: Building capability to deliver oral language within daily curriculum teaching and learning to support a wholistic approach to teaching English Engaging in the use of language teaching tools to increase student knowledge, understanding and engagement in teaching and learning sequences Leadership team (incl Senior Teachers) are: Supporting teachers to understand the SVR as a holistic framework for reading success Strengthening teaching expertise in reading to support excellence in teaching and learning within the English LA Utilising the collaborative teaching model to strengthen teacher capability and support excellence in teaching and learning Leading teaching and learning through walkthroughs that inform next steps in strengthening teacher excellence Engaging in CLCs focussed around reading to build a community of knowledge and drive action planning in pursuit of MCSS approach to reading Using SORD and aggregated data sets to drive goal setting and strengthen the need for differentiated approaches to teaching and learning. Developing a road map for MCSS approach to reading Develop collaborative partnerships with like schools around ACV9 – teacher collaboration Actions and Behaviours ongoing across Term 1 2026 (including artefacts and resources):- Teachers are: Monitoring student learning through a structured moderation approach – whole school way of working in the moderation cycle. Embedding the use of student achievement data, across all phases on moderation to set learning goals that maximise teaching and learning experiences and increase student engagement in English LA. Reviewing the Reading Hub V9 reading modules to build capability and understanding of available resources aligned to SVR that are able to be contextualised to MCSS way of reading Identifying resources on the Reading Hub that can further support capability development and elevated level of understanding of teaching reading Reviewing with fidelity the effectiveness of wording reading teaching in the classroom (soundswrite) Supporting the alignment of soundswrite planning across the school to ensure consistency of practice and clarity of understanding in link to SVR All staff are: Leadership team (incl Senior Teachers) are: Embedding the whole school approach to moderation as a point of truth for leading teaching and learning Supporting the development of contextualised quality teaching episodes that increase student engagement Driving teacher excellence – collaboratively unpacking and reviewing the Reading Hub resources Aligning the planning of soundswrite lessons (word reading teaching) across the school Investigating multi-tiered systems of support and research surrounding this with a vision to implement a way of working aligned to English Actions and Behaviours ongoing across Term 2 2026 (including artefacts and resources):- Students are: Teachers are: Supporting the prioritisation of SVR through reviewing and offering feedback around the reading signposts Collaboratively reflecting on MCSS current reading practices and identify where we currently are on the reading signpost as a starting point. Articulating the evidence-based approach of the SVR showing capability in understanding language comprehension and word reading as an integrated approach and to offer suggestions on MCSS way of working Identifying resources on the Reading Hub that can further support capability development and elevated level of understanding of teaching reading Utilising understanding of reading signpost to prioritise planning and reflecting on one area for development of SVR across MCSS (1 each staff member) Leadership team are: Driving the alignment of reading HUB resources to MCSS ideologies around our approach to teaching reading using the implementation guide and signposts as a point of truth Consolidating collaborative understanding of the SVR and the priority areas needed to develop an MCSS approach Building teacher capability of possible data collection methods utilised as a mean to support student outcomes and teacher clarity, aligned to SVR Develop teacher capability around possibilities for a structured MTSS specifically linked to the English Curriculum. Actions and Behaviours ongoing across Term 3 & 4 2026 (including artefacts and resources):- Students are: Teachers are: Collaboratively responsible for developing the MCSS teaching of reading roadmap that supports shared accountability and positive student outcomes Review and offer feedback at whole staff level of effectiveness of SVR priority area (Term 2 & 3) through the structured conversation tool to drive areas of development in the MCSS way of reading to improve teacher capability Prioritise planning and reflecting on a different area for development of SVR across MCSS (1 each staff member) to build clarity of understanding and teacher capability for collaborative feedback Collaboratively responsible for offering feedback around possible data collection methods (reading) that support student learning are aligned to teacher clarity and reducing red tape. Leadership team are Supporting the development of contextualised, teaching of reading roadmap that supports and engagement students and teachers in MCSS way of reading for 2026 and beyond Support the planning and reflection of SVR priority areas throughout the moderation cycle to build shared accountability and understanding of the teaching of reading as a key component of the English LA Facilitating feedback cycles, through the structured conversation tool, around ways of working linked to priority areas within the signpost to develop MCSS way of reading Exploring the best ways of working in collecting and utilising data around reading to reduce red tape for staff	Monitoring Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.
Link to School Improvement Strategy: Domain 6: Leading systematic curriculum implementation Develop 3 levels of planning to ensure the Australian Curriculum (AC) is implemented with integrity. Formalise processes for moderating at early junctures with leaders and teachers, to support teachers in planning for, understanding and implementing the AC.			
Strategies and Actions: Embed the moderation at MCSS across 4 junctures to monitor and refine teaching and learning opportunities based on data. Prioritise the contextualisation of ACV9 – English units (topics) to create highly engaging learning experiences that are locally relevant, and support differentiated student needs. Investigate and align curriculum (cross – curricular) within the CARP to support teacher clarity, reduce planning workloads and increase student knowledge, understanding and engagement. Clearly align learning goals to marking guides and student data to improve teacher clarity in planning for meaningful and engaging learning experiences. Students articulate their learning goals related to their unit of work for S&L, R&V, W&C(English) using the 5Q4 model to increase their engagement with the task and improve output. Build capability around the interconnectedness of the 6 components of reading through using the SVR and reading signpost to create a roadmap for reading at MCSS Formalise the process for planning meaningful sequences in the teaching of reading across P-6 to implement MCSS way of reading. Investigate and develop a multi-tiered system of support that considers students requiring intervention to access the English Curriculum to drive student engagement Develop a whole school approach to collecting meaningful student reading data to reduce teacher workload and reinforce student goals and targeted teaching.			

Budget Resourcing aligned to AIP:

Timetabled curriculum meetings – HOD-SS and Principal (combined role of HOD-C) (207000)

Community Engagement Opportunities – P&C Facebook, Parade, Community Events, Class News, Class Dojo, Newsletter (fortnightly) (203211)

Human Resources – GO & HOD-SS (WSS-SLR), TA, BM, Teacher (School Fund) (207000), Grounds (203400)

Regional Support – School Business Coach, Senior Finance Business Partner

Long term success criteria and measures:

SOS Data-

Teaching Staff –

- **80-85%** My school has a focus on reducing red tape

All Staff:

Students:

- **80-85%** I am interested in my schoolwork
- **80-85%** My teachers help me with my schoolwork when I need it

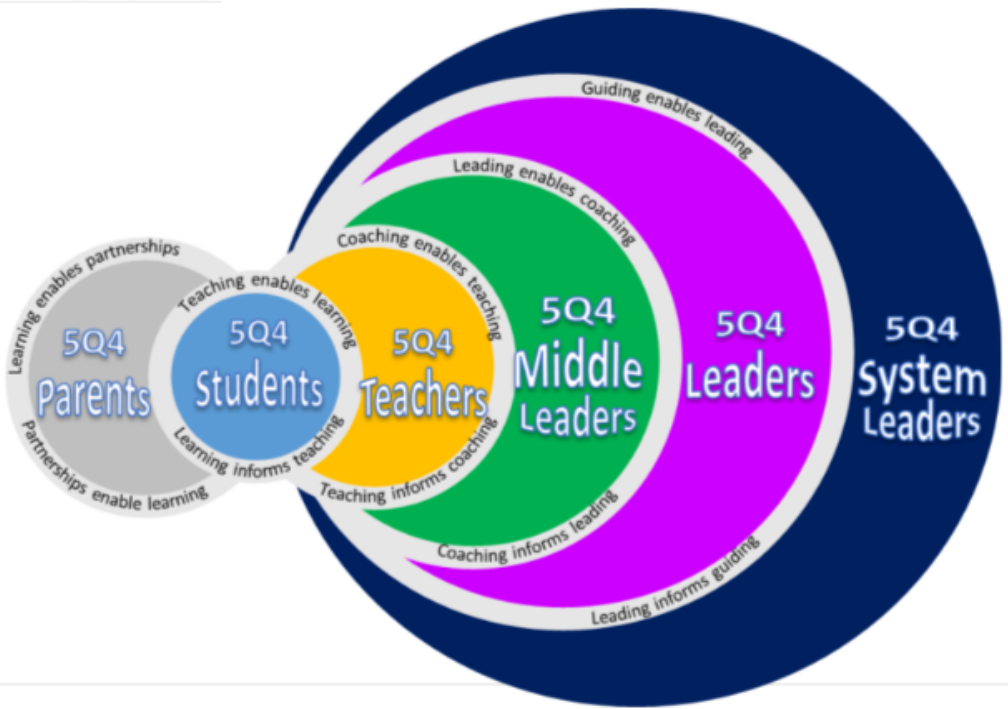
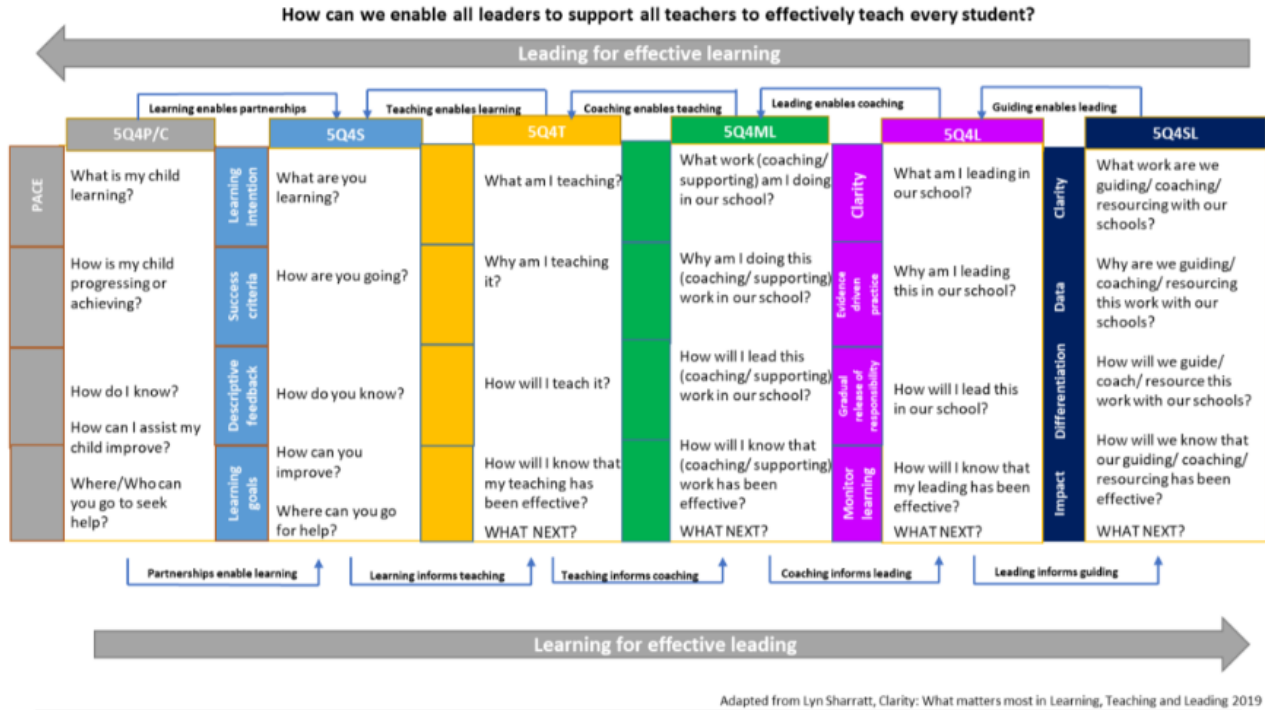
Parents:

- **88-92%** My child is interested in their schoolwork
- **88-92%** I understand how my child is assessed at school
- **95-98%** My child is making good progress at this school

SORD DATA:

- **85%** of all students receiving an A-C in English (Semester)
- **10%** students receiving an A
- **20%** students receiving a B
- **55%** students receiving a C
- **80%** of First Nations students receiving an A-C in English (Semester)
- **10%** students receiving an A
- **20%** students receiving a B
- **50%** students receiving a C

5Q4 Model



Approvals

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

Principal

P&C/School Council moved and accepted through P&C meeting 12/2/26

School Supervisor