# MANLY WEST STATE SCHOOL
# 2026 ANNUAL IMPLEMENTATION

Educational achievement — Belonging and engagement

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| **School priority 1** | ***Implement the explicit teaching of synthetic phonics and structured literacy approaches in all Prep-Year 6 classrooms*** | **Monitoring** *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:** | *Develop staff roles and responsibilities for implementing improvement strategies to ensure clarity and collective accountability for achieving AIP targets. Develop measurable student outcome targets, associated action plans, timelines and review cycles to monitor the progress and effectiveness of strategies aligned to improvement priorities.* | | | | | |
| **Strategy/ies** | - *Develop consistency of the structure of the Literacy Block in relation to the Big 6 of Reading; Daily review, Phonics and Phonemic awareness, oral language, vocabulary, and fluency P-2*<br>- *Develop consistency of language when implementing systematic synthentic phonic/morphology instructional routines*<br>- *Embed use of Engagment Norms to support systematic synthetic phonics/morphology instructional routines.*<br>- *Embed DIBELs as a tool to inform next steps in the teaching of systematic synthetic phonics/morphology in P-2*<br>- *Refine and embed whole school moderation model (Before, during, after)*<br>- *Develop MWSS Reading Framework P-6* | | | | | |

| **Actions:** including Responsible role(s) | **Resources** |
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| - PD teaching staff on agreed language/symbols, gestures and Instructional Routine (Reading Team/Curriuclum Leaders)<br>- Whole school plan of Walk Throughs and WOW ensuring the consistency of - language/symbols/gestures/actions during Literacy block (School Leaders)<br>- PD in understanding DIBELs and how it informs targeted teaching (DIBELs trained Teachers, Class Teachers)<br>- Participation in MSR Instructional Leadership CLC and ongoing professional learning opportunities (Reading Team)<br>- Communicate to parent/carer community agreed routines, language, symbols and gestures implemented to support learning of Literacy (Reading Team) | ***Human Resources***<br>***DEEDs*** *($50000 release time for teachers to plan collaboratively)*<br>***Speech Therapist-*** *0.2 (build staff capability through modelling and coaching during Litereacy block)*<br>***Teacher Aides*** *(deliver targeted reading support to ensure students are staying on track.)*<br>***Inclusion Team*** *3 x 0.8 P-2 /3-4 /5-6 (support students, teachers and teacher aides through co-teaching, mentoring and sharing expertise in reading )*<br>***Financial Resources***<br>*PD for administering Dibels* |

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| End of Year Success Criteria | Measures | **Performance:**<br>*DIBELS – reduction in Ss at risk End End P - 2*<br>*Staff Opinion Survey (SOS) - I receive useful feedback about my work at this school - >84%*<br>*Year P-2 English LOA A-C 85% A- B 58%*<br>*Year 3-6 English LOA A-C 88% A-B 50%*<br>*Year 1 Phonics check – Term 3* |
| | | **By the end of 2026, all classroom teachers will explicitly teach synthetic phonics/morphology and implement timetabled Structured Literacy Blocks.**<br>**Behaviour**<br>Students can/will:<br>- Participate in Structured Literacy Blocks<br>- Transfer learning of specific literacy skills and apply to all areas of the curriculum<br>- Confidently use MWSS Engagement Norms<br><br>Teachers can/will:<br>- Plan and implement Literacy block focusing on the Big 6 of Literacy - *Daily review, Phonics and Phonemic awareness, oral language, vocabulary, and fluency* using MWSS Synthetic phonics Scope and sequence & Heggerty Phonemic awareness.<br>- Use agreed MWSS Engagement Norms (Chin it, hover, Park it) Pair/Share, Read with me (Choral +Echo and Jump in)<br>- Teachers use DIBELs data to inform next steps for Literacy implementation<br>- Participate in moderation (Before, during, after)<br><br>Leadership team can/will:<br>- Track Dibels data in P-2 including marker students in P-1<br>- Lead whole school moderation sessions<br>- Provide PD to administer and analyse DIBELs data<br>- Provide targeted instructional coaching for teachers focusing on Literacy block – SLP, Inclusion teachers, HOD, Principal<br>- Support/model Explicit Teaching of Synthetic Phonics and Structured Literacy Blocks<br>- Develop consistent expectations for the school wide teaching of Reading through MWSS Reading Framework<br>- Provide teacher feedback as part of performance cycles in Structured Literacy as part of SPG |

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| **School priority 2** | ***Use high-impact, evidence-based pedagogical practices to deliver inclusive, engaging learning environments that increase belonging.*** | **Monitoring** *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:** | *Building an expert teaching team.* | | | | | |
| **Strategy/ies** | *- Develop MWSS whole school approach to pedgogy to reflect current research and evidence based practices to -engage students included Doug Fishers Belonging and Engagement Strategies*<br>*- Develop consistency P-6 aligned with research based UDL practices*<br>*- Maintain philosophy and consistent approach to PBL across the school*<br>*- Embed MWSS Engagement Norms (Chin it, hover, Park it) Pair/Share, Read with me (Choral +Echo and Jump in)* | | | | | |

| **Actions:** including Responsible role(s) | **Resources** |
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| - Targeted PD Doug Fisher Belonging and Teach like a Champion TLAC. (Engagement Team, PBL)<br>- Continue to embed PBL process used by all staff across all areas of the school (All staff)<br>- Examine behaviour data focusing on locations for major and minor incidents and be responsive to this. (Leadership and PBL Teams)<br>- Clearly define playground areas and expectations (Leadership Team) | ***Human Resources***<br><br>*Inclusion Team*<br>*Wellbeing Officer*<br>*OT -0.2*<br><br>***Financial Resources***<br>*PD Doug Fisher for key staff* |

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| End of Year Success Criteria | Measures | **Performance:**<br>*>90% Attendance Rate across the school*<br>*>60% SOS Students interested in school work*<br>*SOS Behaviour is well managed Students 37% Staff 54% - Increase to 70% and 78% as per like schools*<br>*Behaviour incident rates for students with disabilty to be reduced to be in line with all students.* |
| | | **By the end of 2026, all classroom teachers will use MWSS Engagement norms and build in high yield Belonging strategies focusing on scaffolding and differentiation.**<br><br>**Behaviour**<br>Students can/will:<br>- MWSS Threshold greeting in 100% of classrooms<br>- Confidently use MWSS Engagement Norms<br>- All classes will be lining up and seated at Morning line up Check-in<br>- Students playing in re-defined play areas<br><br>Teachers can/will:<br>- Welcome Greeting<br>- Use 11 Dimensions of Belonging strategies<br>- Participate in WOW to support their understanding strategies for increasing Belonging and Engagement.<br>- Use agreed MWSS Engagement Norms (Chin it, hover, Park it) Pair/Share, Read with me (Choral +Echo and Jump in)<br><br>Leadership team can/will:<br>- Implement QEW survey and review key priority areas<br>- Monitor Tier 2 and 3 behaviour data<br>- Provide Explicit PBL teaching resources<br>- Communicate PBL expectations to school community<br>- Continued professional development in 11 Dimensions of belonging with focus on scaffolding and differentiation.<br>- Provide WOW time for teachers to engage and observe 'best practice' Whole School Pedagogical Approaches |

| | Artefacts | | | Artefacts | |
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| | | - P-6 Scope and Sequence Synthetic Phonics and Morphology<br>- P-2 MWSS Reading Framework including structure and sequence of Literacy block, Engagement Norms, agreed language and instructional routine.<br>- MWSS P-2 Data wall | | | - *QEW Data*<br>- *Investment in engagement tools for staff -TLAC, Classroom Screens, Threshold greetings, Doug Fsher 11 Dimensions textbook.*<br>- *Redefined Playground Areas map* |

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

- Set clear expectations for communication with parent community including some consistent templates.
- Set clear expectations during planning sessions including roles, responsibilities and MWSS Curriculum overview.
- Review school calendar events, activities excursions and incursions with the intention of removing any non-essential/non-curriculum events
- Provide staff with PBL supporting resources in order to explicitly teach school wide PBL expectations.
- Implement WOW model with clear guidelines for intent, purpose and focus area – Literacy & Engagement

Supporting red tape reduction in Queensland state schools

## 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**