2026 ANNUAL IMPLEMENTATION PLAN

Nanango State High School

Accept the Challenge

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School priority 1	• Leading reading through the Australian Curriculum	**Monitoring** *Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*				School priority 2	• Formalise a whole school approach to moderation across different junctures throughout the teaching and learning cycle aligning with the K-12 Framework	**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			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	• Broaden teachers' capability in differentiation to equip teachers with practical classroom strategies that support all learners, particularly those requiring greater challenge.					**Link to school improvement strategy:**	• Systematically enact agreed moderation practices at multiple junctures to strengthen teachers' understanding of the intended curriculum and enhance assessment literacy.				
Strategy/ies	• Prioritse the schools approach to reading through a multiered system of support to maximise improvements for learners that can be transferred across all learning areas (Tactical Reading, word morphology, intervention programs) • Embed universal screening tools to triangulate data to ensure information about student ability is accessable by teaching staff to assist in the creation of learning tasks and assessment					**Strategy/ies**	• Develop a school wide moderation schedule and process to allow all teaching staff to engage with the 4 stages of moderation at least twice a term to build staff capability around assessment literacy.				

Actions: including Responsible role(s)	**Resources**	**Actions:** including Responsible role(s)	**Resources**
Implement vocabulary instruction and word study across all learning areas and subjects (word morphology) Implement DIBELS and BKSB in Year 7 and 8 to determine necessary support through interventions Participate in professional development to build the instructional leadership and capability of staff to lead and implement reading across the whole school Develop a data source for staff to access on student reading ability to assist with differentiation Upskill targeted staff in relevant intervention programs (Accelerated Reader, MacqLit and QuickSmart) Refresh staff and monitor implementation of tactical reading across all learning areas School leaders quality assure aspects of the teaching of reading through the collaborative conversation process Upskill data literacy of teachers to assist in differentiation across the school Develop and implement a yearly overview of the implementation of reading at Nanango State High School Report students effort and behaviour to monitor engagement across the Accelerated Reader Program Investigate a reporting process for achievement across reading interventions	• *Reading masterclasses* • *DIBELs testing* • *BKSB* • *PAT-R* • *MacqLit* • *QuickSmart* • *Accelerated Reader Program* • *Level 3 planning* • *Curriculum meetings and staff briefings* • *TA's and Teachers* • *Resource Centre* • *Collaborative Conversation Process*	1. *Clarify the four stages of the moderation cycle to ensure teaching staff have a common language and understanding of the purpose and expectations of each stage.* 2. *Formalise the timing of the moderation cycle to occur across the year to ensure that moderation practices occur across multiple junctures.* 3. *Create a whole school moderation plan incorporating the four stages to ensure a consistent approach across the school.* 4. *Implement data analysis to identify target units that will be participating in the moderation cycle to strengthen teachers' assessment literacy.* 5. *Investigate the use of online platforms to collect online diagnostic data to assist teachers in determining student understanding of the intended curriculum.*	• *Meeting schedule* • *Moderation documents* • *Teaching and Learning Hub* • *Digital tools* • *Student Free Day time* • *OneSchool data* • *School Curriculum Plan*

End of Year Success Criteria	**Measures**	**Performance:** • *80% achieving at least a C in English and Maths* • *50% achieving at least an A or B in English and Maths* • *NAPLAN participation and performance and comparative data* • *89% attendance* • *Number of students accessing the different supports provided as a result of diagnostic assessment* • *Data source made available for easy access by staff* • *Review of collaborative conversation walkthrough data* • *Progress of Tier 3 Interventions (MacqLit; Cumulative reviews, WARP (Progress monitoring – pre to post))* • *Progress of Tier 1/2 Interventions (QuickSmart; (progress monitoring -DIBELS))* • *80% achieving at least a C for effort and behaviour for the Accelerated Reader Program*	**End of Year Success Criteria**	**Measures**	**Performance:** • *80% achieving at least a C in English and Maths* • *50% achieving at least an A or B in English and Maths* • *NAPLAN participation and performance and comparative data* • *89% attendance* • *Number of students accessing the different supports provided as a result of diagnostic assessment* • *Client opinion survey data (teacher and student)* • *80% achieving at least a C for effort and behaviour* • *Consistent application of standards across classes.*

Behaviour *(practices we anticipate to see in place when this is working well)*
Students can/will: 1. actively engage and participate in word reading/morphology activities
2. be accessing appropriate supports as determined by the different levels of diagnostic assessments
Teachers can/will: 1. incorporate word morphology into Level 3 planning
2. participate in PD to build capability to implement reading through the AC and develop data literacy skills
3. access reading data sources to determine appropriate differentiation strategies
Teacher aides can/will: 1. Assist teachers and students across the multi-tiered systems of supports
Leadership team can/will: 1. Quality assure the implementation of reading through the AC through the collaborative conversation process and walkthroughs
2. facilitate professional development for staff to build capability to implement reading through the AC
3. *Participate in PD to build instructional leadership of reading*
4. *facilitate the reporting of effort and behaviour in the Accelerated Reader Program across year 7 and 8*

Behaviour *(practices we anticipate to see in place when this is working well)*
Students can/will: understand the requirements, evidence and standards of the assessment task.
Teachers can/will: have a shared understanding of the requirements, evidence and standards of the assessment task.
Teacher aides can/will: provide more targeted support interventions under the direction of the teacher.
Leadership team can/will: develop a meeting schedule incorporating student free day time. Identify the targeted units. Facilitate capability development around moderation. Line meeting discussions to ensure accountability.
Consider any additional positions based on local context

Describe the success criteria for the identified school priority expressed in behavioural terms, desired at the end of the implementation stage of four years.

	Artefacts	1. Level 3 planning 2. Data sources 3. Agreed to walkthrough process 4. Year 7 and 8 report cards 5. Word morphology template		**Artefacts**	Meeting schedule Whole school moderation document Exemplars from calibration Level 3 planning documents

Reduction of red tape in day-to-day work, planning and processes include:
- **Data sources that are easily accessible and actionable to all staff**
- **Word morphology and Tactical Reading resources to reduce teacher planning time**
- **Using student free day time.**
- **Optimising faculty meetings.**
- **Digital tools for diagnostic assessment and marking.**

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: Mark Freeman   **P&C/School Council**   **School Supervisor: Dean Russell**

Queensland Government