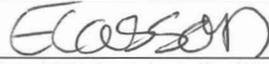
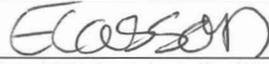
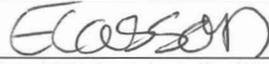


**NARANGBA STATE SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN**

School priority 1	Teaching for Learning: Refine the principles of explicit instruction to formalise the teaching of word 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	Wellbeing for Learning: Deepen staff knowledge and understanding of student wellbeing through evidence-based research to drive meaningful changes in practice and strengthen school-wide processes.	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>			
Link to school improvement strategy:	Educational achievement: Knowing and responding to each student's learning needs is essential to making sure they are on track to achieve their educational goals. Our common goal is for every student to progress in their learning each year to achieve individual excellence, and to invest in the capability and expertise of our people to support them.	Link to school improvement strategy:	Belonging and engagement: Welcoming every student and supporting their unique needs creates a positive culture that promotes a sense of belonging, wellbeing and safety to support their engagement in learning. Our common goal is to create positive and inclusive teaching and learning environments where all staff and students feel confident, resilient and supported to thrive.					
Strategies:	Actions: including Responsible role(s)	Strategies:	Actions: including Responsible role(s)					
Explicit Instruction: Strengthen teachers knowledge and understanding to ensure a consistent implementation of the principles of explicit instruction	<ul style="list-style-type: none"> Adopt a systematic approach to instructional leadership via the Collaborative Capability Agreement, enhancing the leadership team's ability to evaluate and improve instructional practices through continuous, evidence-based inquiry to build expertise. Develop teacher capability to deliver lessons using the Principles of Explicit Instruction: Review, Teach, Practise, Apply <ul style="list-style-type: none"> Check for understanding Retrieval practice (spaced) Instructional routines - engagement norms. 	Aligned School Culture: Review the school's vision and values with a resolute focus on student learning	<ul style="list-style-type: none"> Define our shared values and beliefs about student wellbeing, engagement and belonging. Develop Narangba State School's signature instructional routines, specifically engagement norms. Promote and communicate with the community that Narangba SS is a place for learning; for life we learn. Develop a process for garnering student voice and strengthen a culture where students take responsibility for their learning. 					
Word Reading: Embed a P-6 scope and sequence for word reading (phonics and morphology) aligned to the V9 curriculum levels of planning	<ul style="list-style-type: none"> Implement a phonics scope and sequence for teaching word reading and spelling in P-6 (HODC, teachers), utilising decodable texts aligned with the scope and sequence, including for older readers requiring additional support. Develop and implement a school data plan that includes clear processes for tracking student progress in word reading, with a specific focus on the Year 1 Phonics Check and DIBELS. Embed the teaching of word reading and spelling into the NSS levels of planning, ensuring consistent documentation, implementation, and alignment with classroom practices to maintain a clear line of sight to student learning. Actively engage in the regional Collaborative Learning Community to support strategic agenda. 	Student wellbeing: Implement Narangba State School's signature framework to explicitly teach and support student wellbeing	<ul style="list-style-type: none"> Implement and document a P-6 framework for Social and Emotional learning including: PBL, Reboot, V9 Health and personal and social capabilities. Formalise a common language when discussing student wellbeing. Implement the Collaborative Capability Framework to strengthen leadership capacity in evaluating instructional practices and build teacher expertise in delivering lessons using evidence-based principles, including review, teach, practise, apply, checking for understanding, retrieval practice, and engagement routines. 					
		School wide processes: Create whole staff consistency when managing student behaviour	<ul style="list-style-type: none"> The Leadership Team will lead a collaborative review of the school's Code of Conduct, incorporating structured opportunities for staff, parent, and student feedback to ensure inclusive and transparent decision-making. Clearly define and communicate roles and responsibilities for all staff involved in case managing students, ensuring consistent support for engagement and belonging Develop and implement a clear, school-wide response framework to manage disengaged students, minimising disruption and maximising learning opportunities 					
End of Year Success Criteria	Performance: <ul style="list-style-type: none"> Relative proportion of students achieving in English: <ul style="list-style-type: none"> C and above A or B <i>(Relative gain and low variance within year levels)</i> NAPLAN performance – Spelling and Reading <i>(Compared to National Average and Inter-Assessment Agreement)</i> Reading data – DIBELS, Year 1 Phonics, P-2 Sparkles – Data interpretation and progress monitoring Days of Learning School Opinion Survey – staff, parents, students 	End of Year Success Criteria	Performance: <ul style="list-style-type: none"> Queensland Wellbeing Survey (yr 5-6 students) Days of Learning School Opinion Survey – staff, parents, students Student Behaviour – support and management 					
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Reduction of red tape in day-to-day work, planning and processes include: <ul style="list-style-type: none"> Streamlined practices and expectations for teaching reading: Phonics program, literacy groups, gradual release. Review of school data plan: Reading data Streamlined practices and expectations for managing student behaviour: PBL, Dial 9, Zones of Regulation 								
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements. <table border="0" style="width:100%"> <tr> <td style="width:33%">Principal </td> <td style="width:33%; text-align:center">P&C/School Council </td> <td style="width:33%; text-align:right">School Supervisor </td> </tr> </table>						Principal 	P&C/School Council 	School Supervisor 
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