

Newtown State School

2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

School priority 1		Leading reading through the Australian Curriculum.		Monitoring			
				Term 1	Term 2	Term 3	Term 4
School improvement strategy:		Establish processes for leaders to develop their instructional leadership capability and practices to strengthen line of sight into the implementation of Reading.					
Strategy/ies		Starting Strong – A dedicated focus Collaboratively develop understanding of Instructional Leadership practices to refine improvement actions of school leaders. Refine instructional reading routines to ensure consistency of practise across all classrooms					
Actions: including Responsible role(s)				Resources			
- Engage with School Improvement Coach – Leadership Team. - Participate in Instructional Leadership Professional Development - Build leader, teacher and teacher aide knowledge of reading through the Australian Curriculum to create consistent reading engagement norms - Embed agreed protocols for Instructional Walks with teaching staff. - Embed reflection and action planning from Instructional Walkthroughs with accountability processes – Principal. - Develop agreed data collection and review outcomes leading to timely and targeted intervention - Transparency through sharing findings and invite other staff members to engage in Leadership – Walkthroughs - Review of current support strategies to align with a MTSS approach.				- School Improvement Coach - DDSW - EFI - School Visits – Best Practice - Spell Ex InitialLit - PD			
End of Year Success Criteria	Measures	English 80% of all students receive an A-C in English 50% of all students receive and A-B English - Our rates of achievement be equal to or greater than ‘like schools’ Maths 80% of all students receive an A-C in Maths 50% of all students receive and A-B in Maths. - Our rates of achievement be equal to or greater than ‘like schools’ Inialit Targets set using Initial Screener Data Target % based on InitialLit Final Cumulative Review in Term 4 2026 - Prep Class average result – 50% Students in the Green (80-100%) 70% - Year 1 Class average result – 60% Students in the Green (80-100%) 70% - Year 2 Class average result – 70% Students in the Green (80-100%) 80% Spellex % based on Spell-Ex Part A Cumulative Review 2 in Term 4 2026 - Year 3 Class average result – 80% Students in the Green (80-100%) 80% % based on Spell-Ex Part A Cumulative Review 4 in Term 4 2026 - Year 4 (students completing Tier 1 Spell-Ex A only) Class average result – 90% Students in the Green (80-100%) 90% % based on Spell-Ex Part B Cumulative Review 2 in Term 4 2026 - Year 5 Class average result – 80% Students in the Green (80-100%) 80% % based on Spell-Ex Part A Cumulative Review 4 in Term 4 2026 - Year 6 Class average result – 90% Students in the Green (80-100%) 90% Year One Phonics - Fluent decoders: 42.5% - Developing decoders: 20% - Struggling decoders: 37.5%					
	Artefacts	Collaborative Capability Development Framework - Schedule of visits - Instructional Leadership – Meeting agenda and minutes Newtown State School 2026 – 2028 Reading Roadmap Professional Development - Staff meeting, SFD, Twilight agendas Operational Decisions - Common timetables – support timetables					
Reduction of red tape in day-to-day work, planning and processes include: Allocation of key tasks to occur within staff meeting and ‘Team Time’							
Approvals							
This plan was developed in consultation with the school community and meets school needs and systemic requirements.							
Principal		P&C		School Supervisor			

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School priority 2	Build a strong learning environment to ensure a sense of belonging, engagement and achievement for all students.	Monitoring			
		Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Build a shared understanding of inclusion that promotes a whole school approach to differentiated teaching and learning practices.				
Strategy	Belonging and Engagement – Everyone Belongs! Collaboratively develop Multi-tiered System of Supports (MTSS) as a framework to organise academic and behavioural support for all students.				
Actions: including Responsible role(s)		Resources			
- Engage with Region through School Improvement Coach and EFI – Leadership Team. - Continue to engage in Instructional Leadership of Inclusive Practices – CLC. - Create a statement to define the inclusive vision for students at NSS. - Build leader, class teacher, support teacher and teacher aide knowledge of Multi-Tiered System of support to create a shared understanding of what MTSS is and how it supports all students. - Review of current intervention and support strategies against a MTSS approach. - Develop agreed data collection and review process that allows for a response at the appropriate Tier. - Teachers identify, plan and moderate for marker students in collaboration with Support Teachers and Leadership Team. - Build leader, class teacher, support teacher and teacher aide knowledge of differentiation, adjustments and tailored supports for students to demonstrate their knowledge and understanding through the teaching cycle. - Capture evidence of student support through level three planning and OneSchool recording.		- EFI – DDSW RO - School Improvement Coach - CLC – Engagement - AERO - Cluster Schools – - Marker Student Template - NSS – Visible Learning - Whole School Approach to Differentiated Learning			
End of Year Success Criteria	Measures	Performance: English 80% of all students receive an A-C in English 50% of all students receive and A-B in English - Our rates of achievement be equal to or greater ‘like schools’ Maths 80% of all students receive an A-C in Maths 50% of all students receive and A-B in Maths. - Our rates of achievement be equal to our greater than ‘like schools’			
		Behaviour Students can/will: Improve learning outcomes through supports tailored for the individual needs of the learner. Teachers can/will: Improve their practice by providing learning opportunities for students that are targeted, in time, research based and meets the needs of the learner. Teacher aides can/will: Support teachers and students by assisting teachers in providing engaging and supportive learning opportunities for children. Leadership team can/will: Lead the implementation of MTSS at Newtown State School. Understand and enact Instructional Leadership processes and feedback to enhance teacher practises and student outcomes.			
		Artefacts NSS Inclusion Statement Newtown SS Model of Multi-Tiered Support System Whole school Approach to Differentiated Teaching and Learning (Review) Planning – Level 3			
	Reduction of red tape in day-to-day work, planning and processes include: Allocation of key tasks to occur within staff meeting and ‘Team Time’.				
 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 Supervisor	