




MAYFIELD STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement



School priority 1 Expert Teaching Team	<i>The Teaching of Reading for every student (the what)</i> <i>Phonics and Word Study</i>	Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress</small>	School priority 2 Dynamic Teaching Styles	<i>Balance of Pedagogies for Engagement (the how)</i> <i>How we teach for engagement</i>	Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress</small>		
		Term 1 Term 2 Term 3 Term 4			Term 1 Term 2 Term 3 Term 4		
Link to school improvement strategy:	D6 - Collaboratively review the 3 levels of planning for all 8 learning areas in alignment with the P-12 curriculum, assessment and reporting framework (P-12 Framework), to provide all students their full curriculum entitlement and ensure alignment between curriculum, assessment and reporting. D6 - Systematically enact collaborative planning processes to strengthen leaders' and teachers' knowledge, and capability to plan and implement the Australian Curriculum (AC). D1 - Develop meaningful, achievable and context specific targets to monitor and measure the progress and impact of implemented strategies for school improvement priorities.		Link to school improvement strategy:	D8 - Establish collegial conversations between teachers and leaders regarding their underlying pedagogical beliefs to foster a deeper shared understanding and shared language of pedagogy. D1 - Develop meaningful, achievable and context specific targets to monitor and measure the progress and impact of implemented strategies for school improvement priorities.			
Strategy/ies	<ul style="list-style-type: none"> Professional development of key programs to teach reading using systematics synthetic phonics (P-2) and multi-linguistic word study (3-6) Scheduled before and after moderation meetings (both internal and external) Weekly team meetings to enable collaborative discussions about focus curriculum areas and key Learning Intent/Success Criteria Systematic and purposeful processes for Watching Others Work to build and self-reflect on practice Structured and scheduled walk throughs Communication with parent and wider community about the reading focus All staff engaging with the Department's Reading Gateway Termly data conversations and sharing of practice for marker students and identified differentiated groups 		Strategy/ies	<ul style="list-style-type: none"> Develop a PD plan to systematically upskill all staff in key pedagogical practices aligned to learning areas – EDI elements (Engagement Norms and Checking for Understanding) Systematic and purposeful processes for Watching Others Work to build and self-reflect on practice Structured and scheduled walk throughs focusing on student engagement All staff engaging with the Department's Teaching and Learning Hub Engage in purposeful cluster networks (WL, HOSES, DP, Principal and Depart offerings, External moderation with schools) Embed professional conversations about pedagogy into existing team meetings – CCIP and planning meetings Develop reference documents (Quality Standards and reference placemat) and filmed exemplars of practice Embed recorded pedagogical choices within planned units of work 			
Actions: including Responsible role(s)		Resources		Actions: including Responsible role(s)		Resources	
<ul style="list-style-type: none"> Modelling structured synthetic phonics program and instructional routines implemented in literacy blocks (Curriculum team) External end moderation of English units (HOD/C) Development of updated Quality Standard documentation outlining instructional routines embedded in a literacy block (Curriculum Team) Development of updated recorded examples of practice for literacy blocks and English pedagogy Develop a clear implementation plan for staff with timelines, goals, accountabilities for staff for units of English and rollout of instructional routines for the teaching of reading (Curriculum Team) Community information sessions multiple times through the year about supporting reading at home Use data to identify marker student focus for the year and co-develop and implement strategies to support their continued learning Developing a shared understanding and structured process for academic multi-tiered systems of support (extension and intervention) Follow the 'changing of practice' model for new concepts: Learning - team collaborate – practise – coach/mentor – WOW - share practice/teach others 		<ul style="list-style-type: none"> Increased HOD/C allocation Teacher Aides (role in MTSS for the teaching of reading) MTSS Leaders supporting identified groups (PRIDE and cubs) The Reading Gateway Jocelyn Seamer - Spelling Success in Action (3-6) DRA (P-2) Reading and Writing Resource folders Coaching framework Collegial Engagement Framework Intervention resources 		<ul style="list-style-type: none"> Engage in professional development in key concepts – Amy Berry Engagement Continuum and Explicit Direct Instruction to build capability to support effective teaching and learning for a range of subjects Develop classroom timetables to accommodate a balance of pedagogies across the week and year levels (the best teaching at the right time) Build shared understanding and develop Mayfield's norms of key Explicit Direct Instruction strategies – Engagement Norms and Checking for Understanding Co-construct Quality Standards for clear and consistent expectations for the balance of pedagogies by year level teams and leadership Implement consistent practices for Engagement Norms and Checking for Understanding Weekly CCIP meetings to review marker student progress and associated pedagogies to reflect on student engagement Tracking of student engagement using the continuum Team collaboration opportunities to review and plan for a balance of pedagogies across the day and week Connect with local schools with a focus on engagement and explicit instruction Termly dedicated planning days focused on English facilitated by HOD/C. Attended by leadership line manager, PRIDE teacher and teaching team – one per term Development of updated recorded examples of practice for the balance of pedagogies for staff to refer to 		<ul style="list-style-type: none"> Teaching and Learning Hub Amy Berry (Engagement Continuum) Explicit Direct Instruction Allocated budget for networks and school visits and additional planning Collegial Engagement Framework Professional Development for all staff on key pedagogical practices Teacher Pedagogy champion role 	
Measures	Performance: <ul style="list-style-type: none"> Cohort A-E data for English: <i>Whole school A-C increase to 95%</i> <i>Whole school A increase to 26% (Semester)</i> Marker Student (identified tier 2 intervention) recording and tracking for English skills: <i>All marker students increase in LOA for Sem 2 English (Weekly)</i> NAPLAN increase % in spelling for year 3 and 5 (Annual) NAPLAN closer inter-assessment year 3 (Annual) 			Measures	Performance: <ul style="list-style-type: none"> Engagement continuum tracking for different pedagogies: <i>All students at participation or above for literacy time (Termly)</i> Cohort A-E data for English: <i>Whole school A-C increase to 95%</i> <i>Whole school A increase to 26% (Semester)</i> Team observations of student engagement using the Engagement Continuum (Weekly) Teacher implementation of introduced EDI strategies: <i>Walkthroughs (Termly)</i> SOS data – students – <i>I'm interested in my learning: Increase percentage (Annual)</i> One School behaviour data: <i>decrease in behaviours during learning time (Termly)</i> 		

<p>End of Year Success Criteria</p> <p>Behaviour Students can/will:</p> <ul style="list-style-type: none"> • Articulate and apply knowledge of morphology and synthetic phonics (SSP) through their reading and writing • Participate in feedback conversations on their knowledge and application of SSP and LI/SC of the English unit • Engaging in a well structured literacy block • Accurately encode and decode using knowledge of phonemic awareness (P-2) / morphology (3-6) <p>Teachers can/will:</p> <ul style="list-style-type: none"> • Build content knowledge of spelling generalisations to confidently teach using the agreed scope and sequence • Understand phonics/word study is just one component of the Simple View of Reading • Implement a rigorous literacy block instructional routines – daily review, fluency routines and phonics/spelling instruction • Use data to inform teaching of phonics and word study and make informed MTSS decisions for intervention and extension • Track and monitor progress in phonics and spelling knowledge (SSP) using agreed screeners, diagnostic assessments and summative assessment • Engage in watching others work to provide and receive feedback on practice using the feedback to create next steps <p>Teacher Aides can/will:</p> <ul style="list-style-type: none"> • Build content knowledge of spelling generalisation to confidently support following the agreed scope and sequence • Deliver tiered intervention guided by the MTSS leader and the scope and sequence • Engage in professional development to support implementing tiered intervention <p>Leadership team can/will:</p> <ul style="list-style-type: none"> • Build content knowledge of spelling generalisations to confidently teach using the agreed scope and sequence • Engage in formal observations to provide feedback allowing teachers to set goals and reflect on practice • Participate in team teaching opportunities for phonics and word study • Facilitate a coaching model 	<p>End of Year Success Criteria</p> <p>Behaviour Students can/will:</p> <ul style="list-style-type: none"> • Develop a language to describe their engagement in learning • Articulate how they are learning something and why • Move beyond 'participating' by setting personal goals in next steps in learning (LI/SC) • Be engaged and interested in their learning • Have automaticity using engagement norms and checking for understanding strategies <p>Teachers can/will:</p> <ul style="list-style-type: none"> • Develop a shared understanding of pedagogical practices • Confidently make choices for the pedagogical practices based on the subject and content being taught • Developed and access a bank of pedagogical strategies to implement • Use consistent and agreed upon engagement norms and 'checking for understanding' for their intended purpose • Engage in networking opportunities to discuss quality pedagogy • Discuss and agree upon pedagogical choices during CCIP and planning sessions using the agreed shared language <p>Teacher aides can/will:</p> <ul style="list-style-type: none"> • Understand and use the agreed shared language to describe pedagogical practices • Implement small group sessions using engagement norms and checking for understanding <p>Leadership team can/will:</p> <ul style="list-style-type: none"> • Lead collaborative discussions to create a shared understanding of pedagogical practices • Model EDI strategies in staff meetings and school events • Participate in walk throughs to provide information on student engagement (engagement norms and checking for understanding)
<p>Artefacts</p> <ul style="list-style-type: none"> • Completed updated Reading/Writing folder (reading elements of the literacy block) • Consistent timetables for literacy blocks throughout the week • Whole school PD and implementation plan • Quality Standards – instructional routines • P-2 Phonics Scope and Sequence • 3-6 Resources to support word study choices to complement units of work • MTSS documentation and guides • Videos of practice 	<p>Artefacts</p> <ul style="list-style-type: none"> • Engagement continuum tracker • Posters for Engagement Norms and Checking for Understanding • Centralised location for bank of resources supporting pedagogical choices • Videos of practice • Quality Standards – Generalised Explicit Instruction lessons
<p>Reduction of red tape in day-to-day work, planning and processes include:</p> <ul style="list-style-type: none"> • Consent Management on OneSchool – less workload for excursions/camps • Re-use established unit plans from 2025 • HOD/C printing out all assessment tasks • Centralised storage of previous year's Curriculum Newsletter – access previous years • Prep not reporting on Science and Technologies subjects (V9) • Teacher Aide access to OneSchool – reduced teacher recorded behaviour entries • Review parent communication platforms in the lower years – are they needed? - Review school events across the year – is there an opportunity to re-align to school value sand priorities? - Fortnightly assemblies across the year – building in more learning time 	
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal  P&C/School Council  School Supervisor </p>	

