

# Tewantin State School

## 2026 ANNUAL IMPLEMENTATION PLAN

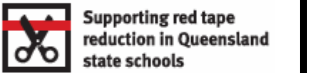
Educational achievement Belonging and engagement



School priority 1	Strengthen moderation practices to increase the percentage of students achieving A–B in English.	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	Embed Multi-Tiered System of Supports (MTSS) that build a connected, capable and engaged Tewantin School community.	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>																																										
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<b>Link to school improvement strategy:</b>	Domain 2: Analysis and discussion of data. Domain 6: Systematic curriculum delivery. Domain 7: Differentiated teaching and learning. Domain 8: Effective pedagogical practices.					<b>Link to school improvement strategy:</b>	Domain 2: Analysis and discussion of data. Domain 6: Systematic curriculum delivery. Domain 7: Differentiated teaching and learning. Domain 8: Effective pedagogical practices.																																											
<b>Strategy/ies</b>	<ol style="list-style-type: none"> <li>Strengthen teacher capability to align curriculum, teaching and learning to build shared knowledge and understanding.</li> <li>Implement the schoolwide moderation cycle at the three junctures to calibrate expectations and validate teacher judgement.</li> <li>Use PTAR processes to analyse learning, monitor progress and determine next steps for teaching.</li> <li>Deepen cross school collaboration to refine shared understandings of A–B evidence.</li> </ol>					<b>Strategy/ies</b>	<ol style="list-style-type: none"> <li>Embed whole school approach to engagement and wellbeing that promotes belonging, participation and high expectations.</li> <li>Operationalise MTSS to deliver consistent Tier 1 routines, targeted Tier 2 programs and personalised Tier 3 supports.</li> <li>Build a collaborative culture where students, staff and families contribute to a positive learning community.</li> </ol>																																											
<b>Actions: including Responsible role(s)</b>		<b>Resources</b>				<b>Actions: including Responsible role(s)</b>		<b>Resources</b>																																										
<ol style="list-style-type: none"> <li>Analyse student data and evidence (student work samples) to identify students who have gained/regressed.</li> <li>Provide targeted professional learning with a focus on reading around curriculum, assessment, pedagogy and assessment practices such as achievement standards, marking guides, A–descriptors, monitoring circles and assessment alignment.</li> <li>Refine schoolwide moderation cycle at the three junctures using agreed artefacts and sample sets for calibration and confirmation.</li> <li>Quality assure assessment tasks, success criteria, marking guides and assessment conditions prior to unit delivery to ensure alignment with ACV9 and opening A level thinking.</li> <li>Use annotated A exemplars, monitoring circles, explicit success criteria, PTAR daily reflections to guide student goal setting, support self-assessment, measure teaching impact, identify learning gaps, and adjust teaching sequences to close the gap.</li> <li>Monitor impact through triangulated evidence (moderation artefacts, CPT records, PTAR reflections, LWaTS observations, assessment quality checks and updated A–E data) and refine practice as required.</li> <li>Engage in cross school moderation with Noosaville SS and cluster partners to refine consistency of judgments.</li> </ol>		<ul style="list-style-type: none"> <li>Head of Department – Curriculum</li> <li>Common Planning Time / Staff Meetings</li> <li>TSS Teams site</li> <li>Professional Development Plan &amp; Budget</li> <li>Planning Days / Additional Release Time</li> <li>Evidence base: Teaching and Learning Hub, Clarity (Sharratt), Reading through the Australian Curriculum</li> </ul>				<ol style="list-style-type: none"> <li>Strengthen staff capability to implement high quality Tier 1 instructional practices that embed the Tewantin Way and utilise Teach Like a Champion routines to ensure high expectations, active engagement and responsiveness to student learning needs.</li> <li>Promote a shared vision of engagement through student voice, staff collaboration and community communication.</li> <li>Use learning, wellbeing and discipline data to identify and implement Tier 2 targeted supports (e.g. targeted classroom intervention, Top Blokes, Sunny Kids, Peaceful Kids, Rock and Water), with regular review points to monitor progress and adjust interventions.</li> <li>Embed structured case management processes with fidelity, with clear outcomes and coordinated engagement of key stakeholders to support intensive intervention.</li> <li>Implement the TSS Leadership Pathway, providing student voice, alongside teacher leadership opportunities including Year Level Coordinators, curriculum teams, aspiring and cluster networks.</li> <li>Foster strong family partnerships through purposeful communication (e.g. workshops, facilitated networking and engagement) that enables families to positively influence student learning and wellbeing outcomes.</li> </ol>		<ul style="list-style-type: none"> <li>Common Planning Time / Staff Meetings</li> <li>Teacher coordinator release</li> <li>Additional day of Guidance Officer – Student Wellbeing</li> <li>AO (Attendance &amp; Data)</li> <li>Professional Development Plan &amp; Budget</li> <li>Tewantin Way Budget</li> </ul>																																										
<b>Measurable outcomes (Both Priorities)</b>	<b>Impact on Learning</b> <i>Desired outcomes by the end of 2026:</i>																																																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">ENGLISH</th> <th style="width: 5%;">Prep</th> <th style="width: 5%;">Year 1</th> <th style="width: 5%;">Year 2</th> <th style="width: 5%;">Year 3</th> <th style="width: 5%;">Year 4</th> <th style="width: 5%;">Year 5</th> <th style="width: 5%;">Year 6</th> </tr> </thead> <tbody> <tr> <td>2025 A-B % Baseline</td> <td>90%</td> <td>63%</td> <td>65%</td> <td>49%</td> <td>61%</td> <td>46%</td> <td>58%</td> </tr> <tr> <td>2026 Target</td> <td>65%</td> <td>65%</td> <td>65%</td> <td>65%</td> <td>65%</td> <td>65%</td> <td>65%</td> </tr> <tr> <td>2025 A-C % Baseline</td> <td>97%</td> <td>83%</td> <td>86%</td> <td>88%</td> <td>88%</td> <td>94%</td> <td>97%</td> </tr> <tr> <td>2026 Target</td> <td>92%</td> <td>88%</td> <td>88%</td> <td>88%</td> <td>92%</td> <td>92%</td> <td>92%</td> </tr> </tbody> </table>											ENGLISH	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	2025 A-B % Baseline	90%	63%	65%	49%	61%	46%	58%	2026 Target	65%	65%	65%	65%	65%	65%	65%	2025 A-C % Baseline	97%	83%	86%	88%	88%	94%	97%	2026 Target	92%	88%	88%	88%	92%	92%
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<b>(Priority 1)</b>	<ul style="list-style-type: none"> <li>Increase in NAPLAN mean scale scores, with a focus on Reading</li> <li>Strong correlation between NAPLAN vs report card data</li> <li>95% of First Nation students achieving A-C in English and Maths.</li> <li>85% of Students with a Disability achieving A-C in English and Maths.</li> <li>SOS: 90+% - Students – I am interested in my schoolwork Staff – Students are encouraged to do their best Parents – My child’s learning needs are being met at this school</li> </ul> <p><b>Impact on Teaching</b></p> <ul style="list-style-type: none"> <li>Staff capability – Moderation, PTAR, Feedback, Reading through AC</li> </ul> <p><b>Impact on Leading</b></p> <ul style="list-style-type: none"> <li>Instructional Leadership capability</li> </ul>																																																	
<b>(Priority 2)</b>	<ul style="list-style-type: none"> <li>Students: 100% A-C Behaviour and Effort</li> <li>SORD data – Behaviour – reduction in referrals</li> <li>SOS: 90+% - Students &amp; Parents – Student behaviour is well managed at this school Staff – The school encourages parents/carers to be active partners in educating their child Students, Parents &amp; Staff – Opinions are taken seriously</li> </ul> <p><b>Impact on Teaching</b></p> <ul style="list-style-type: none"> <li>Staff capability – Evidence based strategies</li> <li>Enhanced positive school culture</li> </ul> <p><b>Impact on Leading</b></p> <ul style="list-style-type: none"> <li>Consistent ways of working demonstrated through aligned and effective implementation of improvement priorities</li> </ul>																																																	

<b>Success Criteria</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use annotated A exemplars and explicit success criteria to understand A–B expectations.</li> <li>• Know what they are learning and why</li> <li>• Know how they are progressing, how to improve using feedback and where to go for help</li> <li>• Demonstrate improved quality of work aligned to A–B criteria</li> <li>• Achieve at least one year of improvement growth for 1 year of learning</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Identify where students are in their learning</li> <li>• Monitor student progress through visible learning strategies and providing feedback against the marking guide that helps students understand their progress and their next steps in their learning</li> <li>• Implement moderation at the three junctures using agreed protocols and artefacts</li> <li>• Use PTAR reflections and moderation findings to measure teaching impact, identify learning gaps and adjust teaching sequences to close the gap</li> <li>• Open 'A' level thinking for all students and enact differentiation and extension for identified students</li> </ul> <p><b>Leadership Team will:</b></p> <ul style="list-style-type: none"> <li>• Lead, model and monitor the moderation cycle across all year levels to ensure consistency across teaching teams</li> <li>• Support teachers to use PTAR to measure teaching impact, identify learning gaps and adjust teaching sequences to close those gaps</li> <li>• Develop teacher coordinator capabilities to drive improvement and monitor progress</li> <li>• Use CPT and LWaTs to gather evidence and ensure line of sight</li> <li>• Provide professional learning opportunities to develop capabilities especially around the teaching of reading</li> <li>• Facilitate cross school moderation to refine consistency of judgments</li> <li>• Ensure high quality assessment design and alignment with ACV9</li> <li>• Ensuring precision in instructional leadership practices through systemic actions in the PLP, including clear roles and key junctures</li> </ul>	<b>Success Criteria</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate active engagement with expectations, routines, learning and wellbeing programs</li> <li>• With adult guidance / visual prompts, apply co-regulation and social emotional strategies during learning and play</li> <li>• Participate confidently in leadership and peer support roles as required</li> <li>• Attend regularly and show sustained readiness for learning</li> </ul> <p><b>Teachers / staff will:</b></p> <ul style="list-style-type: none"> <li>• Consistently implement Tier 1 Tewanin Way and TLaC routines and practices</li> <li>• Use data to know students and how they learn, identify needs and inform teaching and learning practices</li> <li>• Engage parents as partners in learning through regular proactive communication for learning</li> <li>• Participate in leadership and capability-building opportunities</li> <li>• Foster a positive culture that prioritises connection, belonging and a positive regard for students</li> </ul> <p><b>Leadership Team will:</b></p> <ul style="list-style-type: none"> <li>• Lead, model and monitor MTSS implementation with clarity and consistency</li> <li>• Provide targeted professional learning, coaching and support to staff</li> <li>• Oversee data-informed Tier 2 and Tier 3 processes</li> <li>• Monitoring implementation through regular classroom fidelity checks (walkthroughs), data analysis and purposeful visibility</li> <li>• Develop and monitor personalised wellbeing, behaviour and attendance plans for complex needs</li> <li>• Foster strong partnerships with families and community agencies</li> </ul>
<b>Artefacts</b>	<ul style="list-style-type: none"> <li>✓ "A level" exemplars for each unit of work in English.</li> <li>✓ Learning Walls</li> <li>✓ Learning Walks and Talks Timetable</li> <li>✓ Common Planning Time / Staff Meeting Schedule</li> <li>✓ Tewanin SS Moderation Handbook</li> <li>✓ TSS Curriculum, Assessment and Reporting Plan</li> <li>✓ Professional Learning Plan</li> <li>✓ Tewanin SS Data Plan</li> <li>✓ Tewanin SS Reading Strategy</li> </ul>	<b>Artefacts</b>	<ul style="list-style-type: none"> <li>✓ Tewanin Way Handbook</li> <li>✓ TSS Multi-Tiered Systems of Support Framework (MTSS)</li> <li>✓ TSS Student Code of Conduct</li> <li>✓ 2026 TSS Data Plan</li> <li>✓ Parent and Community Engagement Framework</li> <li>✓ SORD (A-E, SDA, Attendance)</li> <li>✓ Professional Learning Plan &amp; Collegial Engagement Framework</li> <li>✓ Attendance Policy</li> <li>✓ SSS/CPT/Staff Meeting timetable and minutes</li> </ul>

**Reduction of red tape in day-to-day work, planning and processes include:** Refer to the Tewanin State School Red Tape Reduction document, which outlines strategies that reduce day to day workload, streamlines planning and processes and strengthens system organisational effectiveness.



**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** 