Newborough Primary School (4650)
2026 ANNUAL IMPLEMENTATION PLAN

SCHOOL STRATEGIC PLAN GOALS

Goal 1: Improve student outcomes in English with an initial focus on Reading		Goal 2: Enhance student engagement and motivation to learn
KEY IMPROVEMENT STRATEGIES		
KIS 2.a Excellence in teaching and learning	**KIS 2.b Excellence in teaching and learning**	**KIS 3.a Professional leadership**
Build, implement and sustain an agreed approach to the teaching of Reading	**Develop and implement a systematic approach to timely intervention for students who are not reaching the expected levels and/or learning growth**	**Engage all stakeholders in the process of developing and embedding a shared vision, reflective of the school's values and aspirations for the future**
Actions	**Actions**	**Actions**
Build teacher capacity to implement the VTLM 2.0 with an initial focus on Phonics and SpellingBuild teacher understanding and consistency of practice that align with the Science of Learning	Design a whole-school, evidence-based, data-informed tiered reading intervention model that ensures early identification, targeted support, regular progress monitoring for student learning growth in Reading (Foundation–Year 6)Build teacher capacity in assessment / data analysis / triangulation / reporting	Build teacher capacity to implement evidence-based wellbeing and engagement practices using the Berry Street Education Model, RRRR and PCMS to create safe, predictable and inclusive learning environments. Strengthen the school attendance processes to decrease the number of unexplained absences
Tasks	**Tasks**	**Tasks**
Professional learning on Cognitive Load Theory, Information processing model, Explicit instruction, engagement norms, checking for understanding	Investigate and provide staff professional learning on evidence-based interventions in the six components of reading.	Wellbeing Team to develop action plan to implement learning from BSEM training
Develop an Instructional booklet for routines and procedures for reading instruction	Develop and document an F–6 Tiered Reading Intervention Framework (Tier 1, 2, 3).	Develop an adult learning plan to implement learning from BSEM 'Body' Term 1 and 2 and Relationships' Term 3 and 4 and PCMS
Implement and monitor the teaching practices through instructional coaching and learning walks	Provide professional learning in evidence-based assessments for reading, including facilitating assessments, analysing data for identifying students needing additional support.	Provide whole-staff professional learning in the Berry Street Education Model.
Develop an adult learning plan to inform the development of evidence-based strategies in reading	Strengthen data literacy within PLCs through data analysis, inquiry cycles and data triangulation for reporting.	Develop a whole school behaviour matrix linked to school values.
	Leadership to assess all students on YARC to gather baseline data for identify initial need for intervention.	Wellbeing Team to develop a scope and sequence for teaching BSEM topics Body and Relationships across F-6.
		All teaching staff to complete the Attendance Fidelity Assessment tool
		Develop an attendance action plan to gather information on attendance data and processes, and develop initiatives to increase attendance across year levels.