MONTO STATE SCHOOL
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement | Wellbeing and engagement | Culture and inclusion

School priority 1		School Priority 1 – **Reading** - To refine and implement the school's approach to reading, incorporating evidence-based practices and provide consistency of practice across all year levels.	Phase **D**	*Developing – D Implementing – I*	School priority 2	School Priority 2 - **Transitions** - Starting strong and on track for success – Transitions into Prep and from year 6 to high school.	Phase **I and E**	*Implementing – I Embedding – E*
Link to school review improvement strategy:		Monto State School undertook a school review in 2025 and further work in refining the way reading is explicitly taught was identified as an improvement area.			Link to school review improvement strategy:	Monto State School undertook a school review in 2025 and to build on the already great work being done in transitions will review and refine current practice based on the needs of stakeholders.		
Strategy/ies		• Collaboratively refine processes for analysing and discussing DIBELS reading data to ensure consistency in teaching practices and to identify next steps for student learning and targeted intervention. • Develop and implement a whole-school approach to reading, aligned with evidence-informed practices, to support consistent and effective teaching of reading across the curriculum.			Strategy/ies	• Strengthen collaboration between primary and secondary staff to improve transition processes by sharing knowledge and organising transition events. • Review community partnerships collaboratively to assess their sustainability and evaluate their impact on student learning outcomes.		

Actions including Responsible officer(s)	Resources	Actions including Responsible officer(s)	Resources
• Teachers and Teacher Aides undertake training through EFI and whole cluster initiatives to deploy DIBLES screeners across the school. • Work with knowledgeable schools on further refine structured literacy blocks across the school. • Staff to attend PD at Kin Kora State School about structured literacy blocks. • Collaboratively review and refine structured literacy blocks. • Understand how data can inform effective practice	*Professional development budget used to fund TRS and PD in the chosen pedagogical approaches.* *Access Regional staff to support teachers learning to implement new pedagogical approaches.* *EFI – access online learning to support effective implementation of approaches.*	• Facilitate playgroup on a Monday each week and staff the position with a qualified early years teacher. • Facilitate external playgroup by partnering with a provider once a month on a Tuesday. • Engage FSC to work with families who attend playgroup to support wellbeing/medical issues/service access. • Engage physiotherapist to support students who require service once a week. • Engage speech support through QLD Health to ensure students who require this service are seen and have programs in place for entry into Prep. • Through our support services team, monitor the progress of children who attend and provide support where needed. • Supply FSC to local kindergarten to monitor and engage families who require transition support. • Provide 6 transition sessions in Term 3-4 of 2026 for Kindy-Prep and Year 6-7. • Work collaboratively through targeted meetings with MSHS staff from Term 2 2026 onward. • Engage support services team to identify year 6 students that will require extra transitioning and engage them to undertake this program. • Communicate with parents effectively through social media, newsletters, websites and term flyers to disseminate information regarding transitions.	*Budget to supply early years teacher.* *Support services team.* *FSC* *Regional partnerships staff* *Regional early years staff*

	Measurable outcomes	**Prep to Year 6 baseline data has been gathered at the end of Semester 2 2025 using the DIBLES screened.** • DIBELS universal screener administered three times per year beginning Term 1 2026 (BOY, MOY, EOY) to track data improvement and monitor support needed. • Monitor DIBELS reading data each term to view improvement data. • Decrease % of students identified through DIBELS as at risk (BOY, MOY, EOY). • NAPLAN literacy data – correlation with level of achievement (LoA).		Measurable outcomes	• 50% of pre-prep cohort have accessed early intervention through attending playgroup prior to commencing school • 100% of students attend transition days at MSHS • 100% of students and parents who require additional support access bespoke/early transition at MSHS
Term 1 2026	Success criteria On track (Green) Underway (Yellow) Yet to be commenced (Magenta)	**Behaviourally:** Teachers can/will: • Use DIBELS and English reading data to inform and guide their teaching practices. • Establish consistent instructional routines that explicitly teach reading and spelling. • Collaborate with staff across the cluster to share and implement best practices. • Regularly review and update the school's literacy approach to reflect current evidence-based practices. • Utilise PLD as a support resource to improve phonics Leadership team can/will: • Facilitate professional development. • Provide access to regional support. • Adequately resource programs and professional development.	**Term 1 2026**	Success criteria On track (Green) Underway (Yellow) Yet to be commenced (Magenta)	**Behaviourally:** Students can/will: Children engaged in early years learning at playgroup. Teachers can/will: Early years teacher facilitating playgroup once a week – NCR Funding. This teacher will also collaboratively work with FSC, GO, Student Services team to identify students who require support or assessment before they enter Kindy. Support staff engaged in identification of child's needs (speech, physio, OT, FSC). FSC - undertake referrals for support and ensure families are receiving a high level of support and service. Leadership team can/will: Budget and resources to access and facilitate playgroups. Liase with external support services to provide required support for participants. Engage Burnett Playgroup to deliver additional playgroup day once a month on site.

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							Success Criteria Support provided for families who are unable to access ECDP facility or Kindy due to a lack of services Families accessing playgroup on a regular basis – tracking sheet uploaded onto the system.		
	Artefacts	• DIBELS training materials utilised. • DIBELS data tracking – spreadsheet created by staff used to track data and monitor progress. • Monto SS Literacy Approach				**Artefacts**	• Early years framework • Playgroup attendance sheets • Referral forms and enrolment paperwork • Support services meetings and referrals for support		

	Measurable outcomes	**Success criteria**	**Artefacts**	**Monitoring**		**Measurable outcomes**	**Success criteria**	**Artefacts**	**Monitoring**
End Term 2	*English LOA end of Term 1 data. DIBLES data*	**Behaviourally:** <u>Students can/will:</u> **95%** A-C – English at the end of Term 1 2026 DIBELS data at this point will be analysed to monitor a reduction in at risk students compared to baseline data. A percentage will be calculated and provided. <u>Teachers can/will:</u> DIBELS data entered on spreadsheet for tracking. Analyse data and provide support for students who are at risk level red. Provide support through intervention and explicit instruction to improve identified areas. As a whole staff review Literacy Approach and in particular structured literacy blocks. <u>Leadership team can/will:</u> Facilitate any PD required. Utilise time in weekly staff meetings to facilitate PD. Access TRS to engage support for students.	Monto State School Literacy approach Monto Sate School DIBELS tracker	*Green –on track Yellow – underway Magenta – yet to commence.*	**End Term 2**		Teachers can/will: Undertake a review of the program and gauge success through intake data, parent satisfaction and support referrals. <u>Leadership team can/will:</u> Facilitate review of the program.	Review documents	
End Term 3	*English LOA end of Term 2 data. DIBLES data*	**Behaviourally:** <u>Students can/will:</u> **95%** A-C – English at the end of Term 2 2026 DIBELS data at this point will be analysed to monitor a reduction in at risk students compared to baseline data. A percentage will be calculated and provided. <u>Teachers can/will:</u> Teachers will implement a consistent approach to structured literacy blocks across all year's levels (high expectations, consistent language, explicit instruction) <u>Leadership team can/will:</u> Monitor and provide feedback on structured literacy blocks. Consult staff on areas of support and facilitate professional development.	End of Semester 1 report cards	*Shade cell at the end of each term after reflection based on progress.*	**End Term 3**		**Behaviourally:** <u>Students can/will:</u> <u>Teachers can/will:</u> Engage with MSHS staff in a formal meeting process to collaboratively develop a transition program. Access support staff across both campuses to identify students which may need extra transition support and identify what this will look like. <u>Leadership team can/will:</u> Facilitate meeting and the engagement of teachers and support staff.	Meeting formats student support data from the support services team.	*Shade cell at the end of each term after reflection based on progress.*
End Term 4		**Behaviourally:** <u>Students can/will:</u> **95%** A-C – English at the end of Term 3 2026. <u>Teachers can/will:</u> Continue to refine structured literacy blocks making improvements to practice based on student data (DIBLES, LoA, Monitoring tasks). Integrate NAPLAN literacy data for LoA correlation and improvements from Y3-5 cohort. <u>Leadership team can/will:</u> Monitor and provide feedback on structured literacy blocks. Consult staff on areas of support and facilitate professional development.	NAPLAN English LoA DIBLES screeners and tracking program Literacy Approach – structured literacy blocks	.	**End Term 4**		**Behaviourally:** <u>Students can/will:</u> Undertake transition program at Monto SS and Monto SHS <u>Teachers can/will:</u> Facilitate transition programs <u>Leadership team can/will:</u> Effectively communicate with parents regarding the transition formats and the expected goals of the program.		

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| End Term 4 | | **Behaviourally:**
Students can/will:
95% A-C – English at the end of Term 4 2026.

Teachers can/will:
Complete final review on effectiveness of practice of structured literacy blocks based on LoA, DIBLES and monitoring task data.

Leadership team can/will:
Lead the review of the effectiveness of structured literacy blocks and facilitate any improvements for 2027. | NAPLAN
English LoA
DIBLES
screeners
and tracking
program
Structured
literacy block
guide
PLD
resources | | End Term 4 | | **Behaviourally:**
Students can/will:
Undertake transition programs

Teachers can/will:
Facilitate transition programs

Leadership team can/will:
Effectively communicate with parents regarding the transition formats and the expected goals of the program.
Encourage early interviews for students with MSHS and support in the return of paperwork.
Undertake pre-prep interviews with teaching staff. | Enrolment
packages

Pre-prep
data
collection
sheet | |

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**

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