



Merrimac State School - 2026 ANNUAL IMPLEMENTATION PLAN

~ In 2026 we will focus on Clarity, Consistency and Communication ~

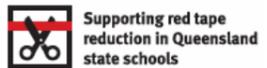


As we move into 2026, staff feedback highlights the need for the school to strengthen its focus on clarity, consistency, and communication. While strong teaching practice, collaboration, and shared expectations remain evident, greater alignment of processes, clearer expectations across teams, and more effective communication will be important in rebuilding confidence and cohesion. Collectively, this feedback identifies key improvement priorities for 2026, centred on reinforcing clear systems, maintaining consistent practice, and enhancing communication to support a positive and unified school culture.				
School Priority 1	Strengthen quality teaching in English (Embed V9) and Maths (Introduce V9) by implementing the Australian Curriculum Version 9 with fidelity to improve student achievement.	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	Collaboratively build a strong sense of belonging across the Merrimac State School community through clear and consistent ways of working. This begins with staff knowledge and consistency and extends to students and families. Strengthened CBL (PBL-aligned) processes will support consistency and a proactive, whole-school approach to wellbeing.
		Term 1 Term 2 Term 3 Term 4		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
Link to school improvement strategy:	<p>Brighter Futures: Educational Achievement</p> <p>School Improvement Domains:</p> <ul style="list-style-type: none"> A Culture That Promotes Learning Implementing Effective Pedagogical Practices Differentiated Teaching and Learning <p>Merrimac SS Strategic Plan Link:</p> <ul style="list-style-type: none"> Starting Strong: <ul style="list-style-type: none"> Knowing each student, their strengths and their learning, social and emotional needs. Building on Foundations <ul style="list-style-type: none"> Continue developing a whole school structure to planning, teaching and assessing quality units of learning that reflect a deep understanding of the Australia Curriculum. On Track for Success: <ul style="list-style-type: none"> Students develop assessment literacy to enable them to engage with the curriculum 		Link to school improvement strategy:	<p>Brighter Futures: Belonging and Engagement</p> <p>School Improvement Domains:</p> <ul style="list-style-type: none"> A Culture That Promotes Learning Building School-Community Partnerships <p>Merrimac SS Strategic Plan Link:</p> <ul style="list-style-type: none"> Starting Strong <ul style="list-style-type: none"> Knowing each student, their strengths and their learning needs. Foster strong community partnerships. On Track for Success <ul style="list-style-type: none"> Equip our community of learners with the strategies to enhance and maintain their positive wellbeing.
Strategies	<ul style="list-style-type: none"> Collaboratively monitor and review curriculum documentation to ensure there is a coherent, contextualised and sequenced school plan aligning to the K-12 Framework and suiting the local context. Collaboratively identify, document, and communicate the school's key pedagogical approaches including Explicit Instruction (Establishment phase), Building Thinking Classrooms (Maths) Quality assure and develop consistent explicit teaching practices in English and Mathematics, aligned to the Australian Curriculum Version 9 and Merrimac State School agreed practices. Strengthen formal moderation processes to ensure consistent alignment of curriculum, teaching, assessment, and reporting to improve high achievement across all year levels. Strengthen the effective use of data to inform instructional strategies and quality differentiation in English and Mathematics. Strengthen the consistent implementation of Shared Dialogic Reading, aligned to AC v9, to support literacy and student engagement. Identify differences between V8.4 Maths and V9 Maths to build knowledge and understanding of the correlation of LOA Data and establish V9 baseline data sets for Maths. Embed the Year 1 Phonics Check as a universal screening tool to strengthen early identification of decoding needs and guide targeted teaching and intervention. Strengthen a Multi-Tiered System of Support (MTSS) for reading by clearly defining Tier 1, Tier 2 and Tier 3 supports across the school. 		Strategies	<ul style="list-style-type: none"> Collaboratively design, as a staff, clear Tier I strategies and expectations that are consistent and universal in nature. Collaboratively redesign the RAP process to ensure response to student behaviour is consistent and reflective of agreed practices. (Belonging and Engagement) Refine a well-being framework that prioritises wellbeing for all stakeholders (2025 cont) (Belonging and Engagement) Refine implementation of 'Zones of Regulation' – (P-2) and 'The Resilience Project' (3-6) to ensure consistent messaging across the school community (2025 cont) (Belonging and Engagement) Incorporate student voice and wellbeing data to inform targeted supports and improve student connection and confidence at school. (Belonging and Engagement)
Actions: including Responsible role(s)		Resources	Actions: including Responsible role(s)	Resources
<p>1. Clarity</p> <ul style="list-style-type: none"> Review, refine, and publish P-6 English and Mathematics curriculum documentation to ensure clear alignment with AC V9, the P-12 CARF, and Merrimac SS expectations. Responsible: Principal, Deputy Principals, HOD-C, HOIL, Curriculum Leaders Clearly identify, document, and communicate the school's agreed pedagogical practices, including Explicit Instruction (English & Maths) and Building Thinking Classrooms (Maths). Responsible: Principal, Deputy Principal, HOD-C, HOIL, Teaching Teams <p>2. Consistency</p> <ul style="list-style-type: none"> Implement consistent planning processes and lesson structures aligned to AC V9 and agreed pedagogical practices across all year levels. Responsible: Principal, Deputy Principals, HODC, HOIL, Curriculum Leaders, Teachers Embed formal moderation processes to inform teaching and learning allowing a consistent alignment of curriculum, assessment, and reporting. Responsible: Principal, Deputy Principals, HODC, HOIL, Curriculum Leaders, Teachers Build staff capability to interpret and respond to reading data to inform planning, differentiation and intervention. Responsible: Principal, Deputy Principals, HODC, HOIL, Curriculum Leaders, Teachers <p>3. Communication</p> <ul style="list-style-type: none"> Strengthen the routine use of student achievement data in planning, moderation, and reflection to inform instruction and differentiation. Continue to develop the data literacies of staff. Responsible: Principal, Deputy Principals, HODC, HOIL, Curriculum Leaders, Teachers Monitor implementation through regular learning walks, reflection, structured planning cycles, collegial engagement and evidence-based feedback to inform next steps and targeted support. Use learning walks and coaching cycles to monitor the quality of reading instruction and provide targeted feedback. Responsible: Principal, Deputy Principal, HODC, HOIL, Teachers 		<ul style="list-style-type: none"> OneSchool Professional Development Sue Carter (Adelaide University) Case Management Data Conversations Implementation Signpost Document 	<p>1. Clarify and embed Tier I strategies</p> <ul style="list-style-type: none"> Co-design and finalise clear, universal Tier I behaviour and wellbeing expectations. Document strategies and ensure these are explicitly taught by staff to students. Responsible: Principal, Deputy Principal, HOD-C, HOIL, CBL/PBL Committee, Staff <p>2. Ensure consistent behaviour responses</p> <ul style="list-style-type: none"> Redesign and implement a clear RAP process aligned to agreed practices. Develop guidance and examples to support consistent practice. Responsible: Principal, Deputy Principal, HOD-C, HOIL, CBL/PBL Committee, Staff <p>3. Strengthen whole-school wellbeing practice</p> <ul style="list-style-type: none"> Refine the wellbeing framework to support students and staff. Embed consistent use of Zones of Regulation (P-2) and The Resilience Project (3-6). Responsible: Principal, Deputy Principal, Guidance Officer, HOD-C, HOIL, CBL/PBL Committee, Staff <p>4. Analyse data and student voice to guide support</p> <ul style="list-style-type: none"> Inform targeted supports using wellbeing, behaviour, and student voice data to Strengthen connection and trust through shared feedback with staff and students. Responsible: Principal, Deputy Principal, Guidance Officer, HOIL, CBL/PBL Committee, Staff <p>5. Improve clarity, consistency, and communication</p> <ul style="list-style-type: none"> Establish clear communication routines and feedback loops for staff and families. Model consistent expectations and wellbeing practices across the school. Responsible: Principal, Deputy Principals 	<ul style="list-style-type: none"> QEWS Behaviour Support CBL Committee Zones of Regulation The Resilience Project (Resilient Youth Survey) OneSchool

End of Year Success Criteria	Measures	Performance: Starting Strong (Prep – Year 2) ENGLISH Prep – By the end of 2026 ↑ % of students achieving an A-C in English from 89% (2025) to 90%. ↑ % of students achieving an A or B in English from 67% (2025) to 70% Year 1 – By the end of 2026 ↑ % of students achieving an A-C in English from 84% (2025) to 86%. ↑ % of students achieving an A or B in English from 68% (2025) to 70% Year 2 – By the end of 2026 ↑ % of students achieving an A-C in English from 80% (2025) to 82%. ↑ % of students achieving an A or B in English from 47% (2025) to 50% Building on Foundations (Year 3 – Year 6) ENGLISH Year 3 – By the end of 2026 ↑ % of students achieving an A-C in English from 87% (2025) to 89%. ↑ % of students achieving an A or B in English from 33% (2025) to 35% Year 4 – By the end of 2026 ↑ % of students achieving an A-C in English from 85% (2025) to 87%. ↑ % of students achieving an A or B in English from 48% (2025) to 50% Year 5 – By the end of 2026 ↑ % of students achieving an A-C in English from 92% (2025) to 94%. ↑ % of students achieving an A or B in English from 43% (2025) to 45% Year 6 – By the end of 2026 ↑ % of students achieving an A-C in English from 92% (2025) to 94%. ↑ % of students achieving an A or B in English from 50% (2025) to 52% Overall School Data Focus:			
		Whole School English A – C	Whole School English A - B	Whole School Maths A - C	Whole School Maths A - B
	↑ from 87% (2025) to 90% ↑ from 51% (2025) to 54% ↑ from 92% (2025) to 94% ↑ from 65% (2025) to 67%				
Artefacts	Behaviour Students can/will: <ul style="list-style-type: none"> • Can clearly state the learning intention and success criteria in English and Mathematics. • Actively engage in lessons through explicit teaching routines and guided practice. • Apply taught strategies independently and respond to feedback. • Demonstrate sustained engagement and ownership of learning. Staff Can/Will <ul style="list-style-type: none"> • Plan and teach using AC v9-aligned, sequenced units and agreed school pedagogical practices. • Deliver lessons using explicit instruction with clear modelling and gradual release. • Use data and moderation processes to inform instruction and make consistent judgments. • Differentiate teaching to meet identified student learning needs. Leadership can/will: <ul style="list-style-type: none"> • Clearly communicate expectations for quality teaching aligned to AC V9. • Monitor practice through learning walks and evidence-based reflection. • Use data and monitoring tools to track progress and respond to variance. • Provide targeted support, professional learning, and quality assurance. 				
	<ul style="list-style-type: none"> ➢ Staff Ways of Working - framed around being a Safe, Respectful Learner with a focus on clarity, consistency and communication. ➢ School Opinion Survey ➢ OneSchool – LOA Data Analysis ➢ Data Conversations – Identified students / groups 				

End of Year Success Criteria	Measures	Performance: Targets to be achieved by the end of 2026: Behaviour Data - OneSchool School Opinion Survey Data - Staff Clarity <ul style="list-style-type: none"> - ↑ staff wellbeing agreement from 73% → ≥76% - ↑ agreement that expectations and rules are clear from 75.6% → ≥78% Consistency <ul style="list-style-type: none"> - ↑ agreement that staff are treated fairly and consistently from 72.3% → ≥76% - ↑ agreement that student behaviour is well managed from 60.9% → ≥65% Communication <ul style="list-style-type: none"> - ↑ agreement that staff are well informed about important matters from 66.0% → ≥72% - ↑ agreement that staff opinions are taken seriously from 71.1% → ≥75% School Opinion Survey Data - Student Clarity <ul style="list-style-type: none"> - ↑ agreement that students are treated fairly from 80.2% → ≥88% - Maintain clear expectations and rules at ≥95% across the year Consistency <ul style="list-style-type: none"> - ↑ agreement that student behaviour is well managed from 73.9% → ≥80% - ↑ agreement that students feel accepted by peers from 80.7% → ≥90% Communication <ul style="list-style-type: none"> - Increase agreement that students can talk to teachers about concerns from 77.5% → ≥88% Resilient Youth Survey – Mental Health <ul style="list-style-type: none"> - ↑ percentage of students reporting a healthy mind from 49% → ≥55% - ↑ percentage of readiness to learn from 45% → ≥50% - ↑ percentage of engaged problem solving from 40% → ≥50% - Maintain strong protective factors including connection to nature and hope. 			
		Behaviour Students can/will: <ul style="list-style-type: none"> • Clearly explain school expectations and demonstrate them across settings. • Use shared wellbeing language and strategies to regulate emotions and solve problems. • Seek support from trusted adults and feel safe to raise concerns. • Interact positively with peers, showing inclusion and respect. Staff can/will: <ul style="list-style-type: none"> • Apply agreed Tier I behaviour and wellbeing practices consistently. • Use common language when reinforcing expectations and addressing behaviour. • Respond to student behaviour calmly, fairly, and in line with agreed processes. • Collaborate openly, share feedback, and engage in solution-focused conversations. Leadership team can/will: <ul style="list-style-type: none"> • Model consistent expectations and wellbeing practices in all interactions. • Communicate priorities, decisions, and processes clearly and transparently. • Use data and student voice to guide proactive wellbeing and behaviour supports. • Provide timely support, follow agreed processes, and ensure consistency across the school. 			
	<ul style="list-style-type: none"> ➢ Staff Ways of Working - framed around being a Safe, Respectful Learner with a focus on clarity, consistency and communication. ➢ School Opinion Survey ➢ The Resilience Project – Student Resilience Survey 				

Reduction of red tape in day-to-day work, planning and processes include:
 (Ensure time is provided for planning on site during the school day and during scheduled meeting time) (



Approvals
 This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal *Ben Edmunds*

P&C/School Council

School Supervisor *[Signature]*

