

"Where seeds of learning become forests of opportunity..."



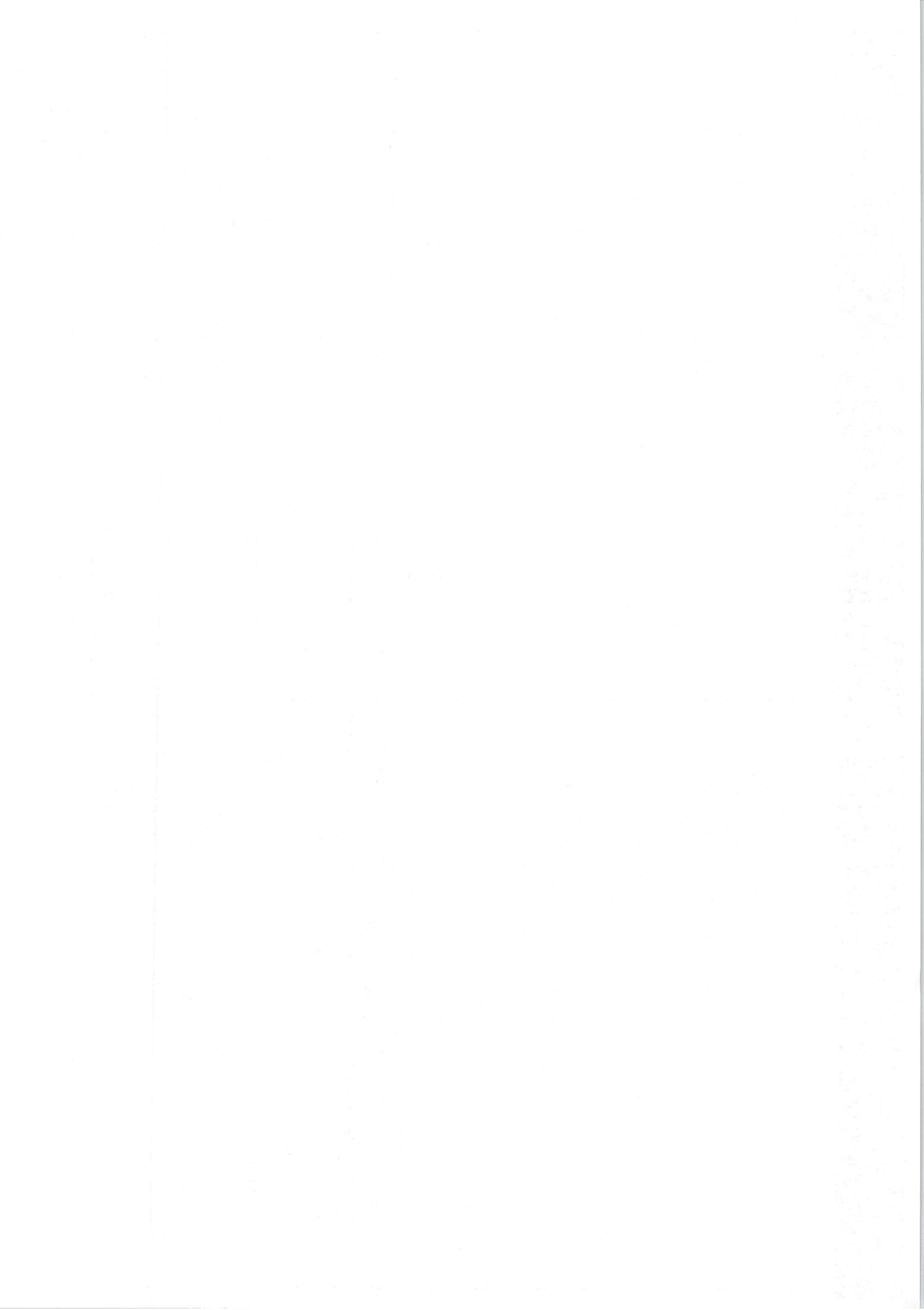
Educational achievement

Belonging and engagement



MIDDLE RIDGE STATE SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

School priority	Monitoring			
	Term 1	Term 2	Term 3	Term 4
<p>School priority 1</p> <p>Authentic Learning through Quality Teaching</p> <p>MRSS leaders and teachers collaboratively plan quality assured curriculum providing opportunities to engage and challenge all students as evidenced through quality teaching and learning and effective instructional leadership.</p> <p>Link to school improvement strategy:</p> <ul style="list-style-type: none"> Further refine collaborative opportunities for leaders and teachers in discussing and planning to broaden curriculum leadership capability and strengthen understanding of the AC. Strengthen processes for working collaboratively to systematically enact MTSS approach. Strengthen the data literacy of leaders and teachers to identify trends and inform decision making at class, cohort and whole school levels. <p>Strategy/ies</p> <p>Strengthen processes by working collaboratively to systematically enact MTSS to improve reading and writing outcomes.</p> <p>Actions: including Responsible role(s)</p> <ul style="list-style-type: none"> Systematically enact MTSS to improve reading outcomes. <ul style="list-style-type: none"> Build deeper knowledge and understanding of the Science of Reading with leaders, teachers and teacher aides. Refine staff understanding of MTSS to implement evidence-based Tier 1 (Universal) and Tier 2 (Targeted) teaching. Using A-E academic achievement, NAPLAN, DIBELS, WARS, Year 1 Phonics Check and Initialit data, leaders and teachers identify student needs and implement evidence-based strategies to increase student achievement in reading. <ul style="list-style-type: none"> Using the audit of current MTSS for Reading, develop an effective process for: <ul style="list-style-type: none"> identifying students based on their needs implementing effective evidence-based support <ul style="list-style-type: none"> monitoring student progress Refine and embed MRSS WSA to Reading to include agreed instructional routines. Continue to develop capability of all staff implementing reading to ensure consistency of practice. Building instructional leadership capability of leaders to: <ul style="list-style-type: none"> develop a deep knowledge and understanding of the Science of Reading and the teaching of reading to better support teachers teach reading in classrooms. engage in Instructional Walk and Talk. as a reading accelerator school, participate in PLC to support system-side implementation of evidence-informed reading instruction and learn from like schools. Develop a clear vision and plan for digital learning <ul style="list-style-type: none"> Engage a team to conduct an inquiry cycle of digital pedagogy and innovation Increase digital devices in Year 3, 4 and 5 to develop digital literacy skills. Collaboratively develop an ICT Infrastructure Plan to support digital pedagogy implementation. 	<p>Monitoring</p> <p><i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade call at the end of each term after reflection based on progress.</i></p>			
<p>School priority 2</p> <p>For Every student with Community Engagement</p> <p>MRSS school community is committed to fostering a community in which all students are welcomed and empowered to achieve their personal best through quality differentiated teaching and learning practice and MTSS.</p> <p>Link to school improvement strategy:</p> <ul style="list-style-type: none"> Strengthen shared understandings of inclusive practices across all staff to cater for the full range of learners. Strengthen processes for working collaboratively to systematically enact MTSS approach. Strengthen the data literacy of leaders and teachers to identify trends and inform decision making at class, cohort and whole school levels. <p>Strategy/ies</p> <p>Strengthen processes by working collaboratively to systematically enact MTSS to improve inclusive practices and sense of belonging.</p> <p>Actions: including Responsible role(s)</p> <ul style="list-style-type: none"> Strengthen shared understandings of Inclusive Practices across all staff to cater for the full range of learners. <ul style="list-style-type: none"> Build deeper knowledge and understanding of Inclusive Practices with leaders, teachers and teacher aides using the signposts for inclusion tool Using A-E academic achievement, attendance and behaviour data, leaders and teachers identify INCLUSION (marker students identified from the data) student needs and implement evidence-based strategies to improve student achievement. <ul style="list-style-type: none"> Build a deeper knowledge and understanding of Quality differentiated teaching and learning practice (QDTP) with teachers using evidence-based teaching and learning strategies in teacher unit planning. Collaboratively develop a MRSS whole school approach to Inclusion outlining MTSS. Review Highly Abled Learners Policy and build a deep understanding of QDTP for Gifted and Talented students. Strengthen shared understandings of Belonging <ul style="list-style-type: none"> Using School Opinion Survey, Belonging and Queensland Engagement and Wellbeing survey data, leaders and teachers identify trends in class, cohort and whole school levels and select marker students to implement evidence-based strategies to increase student sense of belonging. Scale up evidence based <i>Lemov et al</i>/TLAC strategies that amplify student sense of belonging. Proven strategies that will be evidenced in leader walk arounds will include: Threshold, Props, Turn and Talk, Habits of Discussion, Habits of Attention, Frequent Responses. Review and refine MRSS Case Management and Student Support Services Management policy and procedures in line DoE policy and procedures to cater for the full range of learners. 	<p>Monitoring</p> <p><i>Green – on track, Yellow – underway, Magenta – yet to commence. Shade call at the end of each term after reflection based on progress.</i></p>			
	<p>Resources</p> <p>Head of Department (Curriculum) Head of Department (Pedagogy)</p> <p>TRSS – PLC</p> <ul style="list-style-type: none"> data literacy QDTP in unit planning moderation <p>Acronyms</p> <p>MTSS – multi-tiered systems of support MRSS – Middle Ridge State School WSA – Whole school approach PLC – Professional learning community ICT – Information and Communication Technologies</p>			
	<p>Resources</p> <p>Head of Special Education Services (HOSSES) Head of Department (Pedagogy) Head of Department (Curriculum) Deputy Principals</p> <p>Acronyms</p> <p>MTSS – multi-tiered systems of support QDTP – Quality differentiated teaching practice TLAC – Teach like a champion MRSS – Middle Ridge State School DoE – Department of Education SSSM – Student Support Services Management</p>			



Performance: see Data Plan

- Marker Students
- English Marker Student - D to a C, C to a B, B to an A (consider inclusion demographic)
- 2026 Targets
- 2025 Data

2026 Eng	Target A-B 60 / A-C 88	A	B	C	D	E	N	2026 Maths	Target A-B 60 / A-C 88	A	B	C	D	E	N
Prep								Prep							
Year 1	\$125 65.2/81.3	29.5	35.7	16.1	12.5	4.5	1.8	Year 1	\$125 75/92	29	46	17	5	1	2
Year 2	\$125 51.5/86.7	21	30.5	35.2	6.7	4.8	1.9	Year 2	\$125 74/89	46	28	15	7	3	2
Year 3	\$125 48/84.3	13	35.3	36.3	11.8	2.0	2.0	Year 3	\$125 61/88	25	36	27	9	2	1
Year 4	\$125 43.5/82.4	20.4	23.1	38.9	13.0	3.7	0.9	Year 4	\$125 57/82	22	35	25	10	7	1
Year 5	\$125 51.4/79	12.4	39	27.6	16.2	0	4.8	Year 5	\$125 54/84	15	39	30	10	3	3
Year 6	\$125 50.9/77.8	17	35	28	13	4	3	Year 6	\$125 59/89	26	33	30	7	0	4
	\$225 53/83	13.9	37.0	26.9	14.8	6.5	0.9		\$225 53/82	26	39	19	11	5	0
		19	34	29	16	2	0			19	34	29	16	2	0

Inter-Assessment Agreement Spreadsheet

DDSW 2025 Preliminary Inter-Assessment Agreement

Inter-Assessment Agreement School	Learning area - Domain	Year Level	Date
Middle Ridge State School	English-Grammar and Punctuation	Year 3	207 228 255 054 150
Middle Ridge State School	English-Reading	Year 3	180 159 300 232 153
Middle Ridge State School	English-Reading	Year 3	163 205 254 099 118
Middle Ridge State School	English-Spelling	Year 3	204 175 167 113 073
Middle Ridge State School	English-Spelling	Year 3	190 259 296 175 222
Middle Ridge State School	English-Writing	Year 3	234 117 257 163 148
Middle Ridge State School	English-Writing	Year 3	242 206 285 142 150
Middle Ridge State School	Mathematics-Numeracy	Year 3	181 213 280 187 113
Middle Ridge State School	Mathematics-Numeracy	Year 3	134 182 178 060 157
Middle Ridge State School	Mathematics-Numeracy	Year 3	111 224 234 077 022

Legend

Report card higher	
Agreement (Report card higher)	
Not calculable	
Agreement (NAPLAN higher)	
NAPLAN higher	

Behaviour (practices we anticipate to see in place when this is working well)

- Students will read to the best of their ability.
- Teachers will use data to inform their planning to implement curriculum (reading and writing) through evidence-based practices.
- Teacher aides will support students using evidence-based practices.
- Leadership team will conduct instructional walkthroughs on a weekly basis to inform AIP progress.

End of Year Success Criteria

Measures

Attendance Targets	Attendance 2025	Students <85%	Chronic Absences <80%
Prep	>95%	<10%	<10%
Year 1	93.5%	6.2%	6.0%
Year 2	91.8%	17.0%	8.7%
Year 3	93.6%	10.4%	8.3%
Year 4	91.9%	21.2%	13.9%
Year 5	92.7%	15.8%	13.8%
Year 6	91.7%	24.2%	13.9%

Belonging Targets – Whole School (individual class data available)	Agree a lot	Agree a little	Disagree a little	Disagree a lot
I like being at school	>60%	36.9%	14.1%	<6%
I feel safe when I am at school	42%	31.9%	8.4%	7%
I feel like I belong at this school	54.2%	31.9%	8.4%	5.5%
Teachers at my school are fair to me	45.4%	32.1%	16.2%	6.3%
I am proud to go to this school	50.8%	30.2%	14.6%	4.4%
	58.2%	23.9%	11.9%	6%

Inclusion	2026 Target	2025 Sem 2 A-C
Whole School	80%	75.3%
Students with Disability	50%	40%
Students in Care	75%	70.5%
Indigenous	85%	83.2%
EALD	85%	83.2%

Behaviour (practices we anticipate to see in place when this is working well)

- Students will attend school 95% of the time; through survey indicate that they have a sense of belonging at school >60%
- All teachers will strengthen shared understandings/connections/ relationships with their students; evidence of QDTP in unit planning (teacher classroom level) and enacted in the classroom.
- Teacher aides will support students using QDTP.
- Leadership team will lead the development and implementation of QDTP.

- QDTP documented in unit planning including MTSS
- Updated SSSM and Case Management policy and procedures
- Reviewed policies: Whole School Approach to Inclusion; Differentiated Teaching and Learning; Highly Abled Learners

Reduction of red tape in day-to-day work, planning and processes include:

* Continue to develop Year Plans collaboratively

* One PLR plan for student (not multiple)

* Streamline Case Management processes

* Simplify curriculum risk assessments and excursion planner

* Standardised consent management

Artefacts

- Whole school approach to the teaching of reading
- Reading placement
- Instructional walkthrough schedule
- ICT Infrastructure Plan

Approvals

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

Principal 

PAC/School Council 

School Supervisor 





MIDDLE RIDGE STATE SCHOOL 4 YEAR SCHOOL STRATEGIC PLAN

School profile

Middle Ridge State School is situated on the southern and expanding boundary of Toowoomba on Queensland's Darling Downs. This growing and complex semi-urban Prep to Year 6 Primary School has a student enrolment of more than 700 students, drawn largely from the provincial centre of Toowoomba as well as several outlying semi-rural areas. Middle Ridge State School is a safe, disciplined, inclusive and respectful learning environment where dedicated staff are well supported by a positive and committed community that encourages its students to strive for their learning potential. The school's learning culture is strongly underpinned by the seven core values of Honesty, Respect, Kindness, Self-discipline, Social Justice, Co-operation and a commitment to Learning. These values are embedded in quality teaching, learning and relationships with students and are continually developed by experienced and dedicated teaching and non-teaching staff across a wide range of curricular, extra-curricular, academic, cultural and sporting programs.

Middle Ridge SS has developed a reputation for its sound, inclusive educational programs & practices and the growth of a great learning community. It is a dynamic place 'where seeds of learning become forests of opportunity.' The school is privileged to be supported by a proactive, future oriented P&C Association whose many enthusiastic parents voluntarily give of their time across a range of school pursuits, programs and activities. Sporting opportunities, a strong instrumental and arts program, specialist teaching in language, health and physical education and an emphasis upon literacy and numeracy competencies combine at MRSS for life-long learning.

At Middle Ridge State School all staff members strive to create an atmosphere of mutual trust, confidence and support for all children. Leadership development, educational excursions and enrichment programs feature, whereby children are nurtured through their formative years to develop as capable and socially responsible citizens for the future.

The school is led by a Principal and two Deputy Principals. Further Instructional Leadership is comprised of 3 Heads of Department for Curriculum, Pedagogy and Special Education, as well as a teaching staff of over 50 full and part time teachers, including Support Teachers for Literacy & Numeracy, a Library Teacher, Music Teacher, Physical Education Teacher, Specialist Instrumental Music Teachers, a Languages Teacher (Mandarin/Chinese) and Special Education Teachers. Learning programs across approximately 30 classrooms are further supported by a skilled workforce of approximately 15 teacher-aides as well as additional part-time specialist staff members including a Guidance Officer, Speech-Language Pathologist, a teacher of English as an Additional Language/Dialect and Advisory Visiting Teachers for Physical/Hearing/Intellectual Impairment.



Educational achievement



Wellbeing and engagement



Culture and inclusion



School review key improvement strategies

- Strengthen the data literacy of leaders and teachers to identify trends and inform decision-making at class, cohort and whole-school levels.
- Further refine collaborative opportunities for leaders and teachers in discussing and planning curriculum to broaden curriculum leadership capability and strengthen understanding of the AC.
- Strengthen shared understandings of inclusive practices across all staff to cater for the full range of learners, including those working beyond year level expectations.
- Strengthen processes for working collaboratively to systematically enact an MTSS approach.

Vision

"Where seeds of Learning become forests of Opportunity"

Values

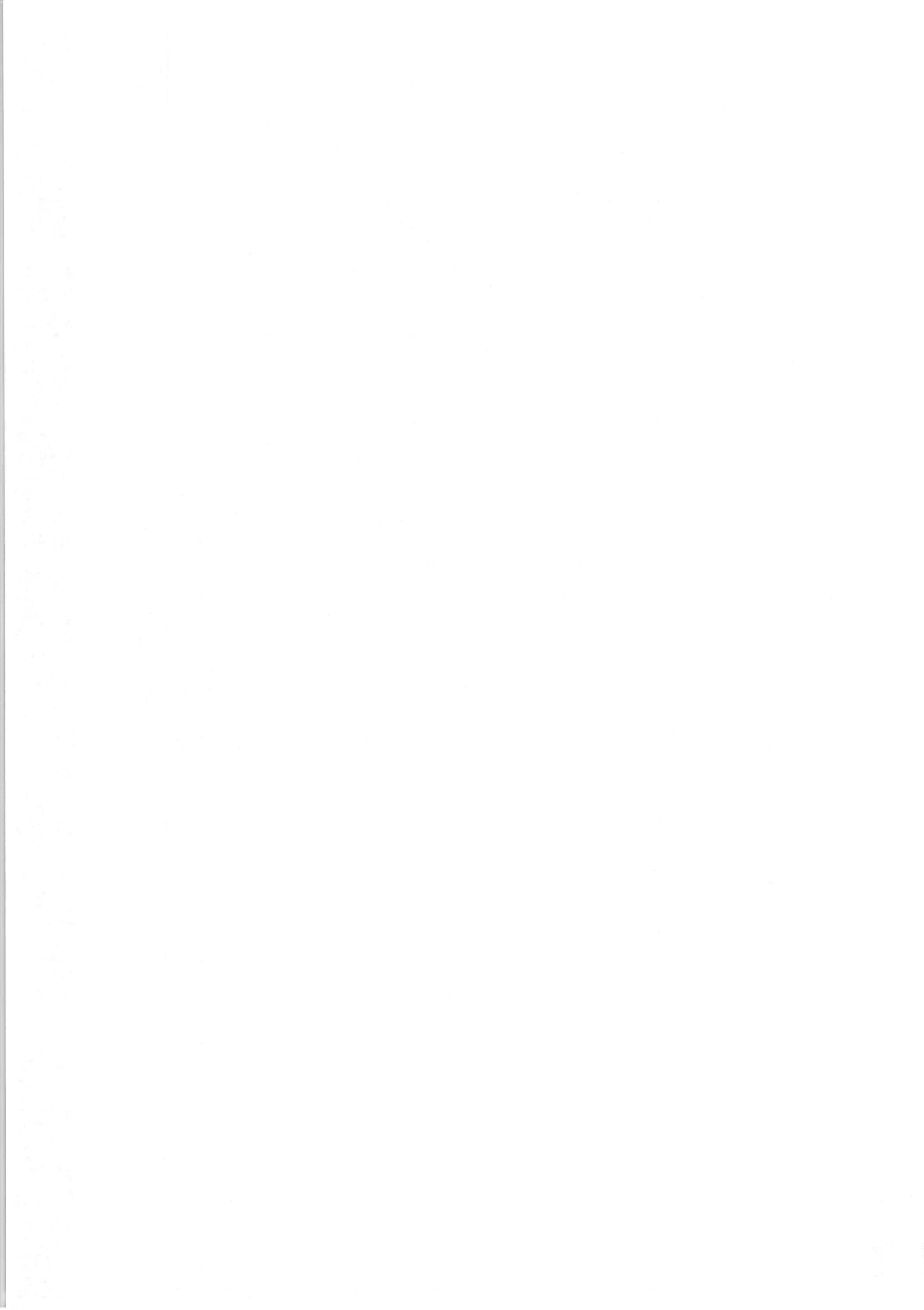
The schools learning culture is strongly underpinned by the seven core values of:

- Honesty,
- Respect,
- Kindness,
- Self-discipline,
- Social Justice,
- Co-operation and a commitment to Learning.

These values are embedded in quality teaching, learning and relationships with students are continually developed by experienced and dedicated teaching and non-teaching staff across a wide range of curricular, extra-curricular, academic, cultural and sporting programs.

School priorities

- LEARNING – Authentic Learning through Quality Teaching
- DIVERSITY – For Every Student
- COMMUNITY – With Community Engagement In Learning



School priority 1: LEARNING

Authentic Learning through

Quality Teaching

MRSS leaders and teachers collaboratively plan quality assured curriculum providing opportunities to engage and challenge all students as evidenced through effective instructional leadership.

Using high yield evidence informed teaching and learning strategies, Middle Ridge State School is committed to excellence in teaching and learning and ensuring a culture of high expectation.

Strategies

- Further refine **collaborative opportunities** for leaders and teachers in discussing and planning curriculum to broaden curriculum leadership capability and strengthen understanding of the AC.
- Strengthen the **data literacy of leaders and teachers** to identify trends and inform decision-making at class, cohort and whole-school levels.
- Apply knowledge and understanding of the **effective teaching of reading**, to strengthen teaching and learning practices for reading across the AC.
- Refine the **use of data in the teaching of reading** to inform class, cohort and whole-school practice.

Strategies

- Scale up the **coaching model** including observations and feedback, to enhance teaching practices and sustain a culture of continuous improvement.
- Refine **induction processes** for new and early career staff to support successful transitions and deepen their understanding of key practices for enriching school culture.
- Apply data analysis and ongoing cyclic review practices to **monitor the impact of the whole school approach to pedagogy** and sustain effective teaching practices.
- Implement opportunities for teachers to **build capability in digital pedagogies**, aligned to the Whole School Approach to Pedagogy, to enhance delivery of the AC.

Measurable outcomes

- **NAPLAN intra-assessment alignment 0 – 0.99 for all areas in Year 3 and Year 5**
- **90% A – C English and Maths for all Year Levels**
- **60% A – B English and Maths for all Year Levels**

Measurable outcomes

- **80% of teachers are implementing "The Middle Ridge Way" 80% of the time**
- **Digital pedagogies are evidenced in unit planning and teachers feel confident in using digital pedagogies to enhance the delivery of the AC.**

Success criteria

Behaviourally:

- Students will read to the best of their ability.
- Teachers will use data to inform their planning to implement curriculum (reading and writing) through evidence-based practices.
- Teacher aides will support students using evidence-based practices.
- Leadership team will conduct instructional walkthroughs on a weekly basis to inform ALP progress.

Success criteria

Behaviourally:

- Students will read to the best of their ability.
- Teachers will use data to inform their planning to implement curriculum (reading and writing) through evidence-based practices.
- Teacher aides will support students using evidence-based practices.
- Leadership team will conduct instructional walkthroughs on a weekly basis to inform ALP progress.

Resourcing

- \$120,000 TRS to release teachers PLCs

Resourcing

- \$140,000 Head of Department Pedagogy

Phases *Implementation phases for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.*

	2026	2027	2028	2029
Developing				
Implementing	MRSS ✓			
Embedding	DL ✓	MRSS ✓ DL ✓	MRSS ✓ DL ✓	DL ✓
Reviewing	N ✓	N ✓	N ✓	MRSS ✓ N ✓

Phases *Implementation phases for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.*

	2026	2027	2028	2029
Developing				
Implementing	DP ✓			
Embedding		DP ✓	DP ✓	
Reviewing	CM ✓	CM ✓	CM ✓	DP ✓ CM ✓

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 

School priority 2: DIVERSITY

For Every Student

School priority 3: COMMUNITY

with Community Engagement in Learning

MRSS school community is committed to fostering a community in which ALL students are welcomed and empowered to achieve their personal best through quality differentiated teaching and learning practice and multi-tiered systems of support.

MRSS is committed to cultivate meaningful, sustainable partnerships with families, local organisations, and community leaders that directly enhance student learning and wellbeing

Strategies

- Strengthen **shared understandings of inclusive practices** across all staff to cater for the full range of learners, including those working beyond year level expectations.
- Strengthen processes for working collaboratively to **systemically enact a MTSS approach**.
- Collaboratively broaden the capability of staff for implementing a repertoire of **tiered differentiation strategies** to support teachers in making appropriate adjustments for engaging all learners.

Strategies

- Collaboratively develop a **school-wide plan for the provision of technology resources** and staff capability development to deliver the full demands of the AC.
- Strengthen **transition opportunities** for students and families at key transition junctures to maximise outcomes for the full range of learners.
- Collaboratively refine strategies for **reducing barriers for families including culturally diverse backgrounds** to further strengthen the sense of belonging for all students and families.

Measurable outcomes

- **>95% attendance (whole school), <10% Chronic absence**
- **80% A – C English and Maths for all Year Levels – DDA, FN, EALD, SIC**
- **50% A – B English and Maths for all Year Levels – DDA, FN, EALD, SIC**

Measurable outcomes

- **ICT Infrastructure Plan developed and enacted.**
- **Kindy to Prep and Year 6 to Year 7 transition opportunities are planned for and support the successful transition of students.**
- **LCEB formed to support reducing barriers for families to further strengthen the sense of belonging for all students and families.**

Success criteria

Behaviourally:

- Students will attend school 95% of the time; through survey indicate that they have a sense of belonging at school >60%
- ALL teachers will strengthen shared understandings/connections/relationships with their students; evidence of QDTP in unit planning (teacher classroom level) and enacted in the classroom.
- Teacher aides will support students using QDTP.
- Leadership team will lead the development and implementation of QDTP.

Success criteria

Behaviourally:

- Students will use technology resources to enhance their learning.
- ALL teachers will strengthen shared understandings of how to confidently use digital pedagogies to enhance the curriculum
- Teacher aides will support students using technology.
- Leadership team will reduce barriers for families to further strengthen the sense of belonging for all students and families.

Resourcing

- Additional Teacher and Teacher Aide to support MTSS

Resourcing

- \$130,000 per year IT infrastructure to support Digital Pedagogy

Phases *Implementation phases for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.*

	2026	2027	2028	2029
Developing				
Implementing	IP ✓			
Embedding		MRSS ✓	IP ✓ MRSS ✓	MRSS ✓
Reviewing	MRSS ✓	MRSS ✓	MRSS ✓	IP ✓ MRSS ✓

Phases *Implementation phases for the strategy mapped against the year - tick the appropriate phase for each year of the implementation years.*

	2026	2027	2028	2029
Developing				
Implementing	ICT ✓ LCEB ✓			
Embedding		ICT ✓ LCEB ✓	ICT ✓ LCEB ✓	
Reviewing	T ✓	T ✓	T ✓	ICT ✓ LCEB ✓ T ✓

