



# 2025 Annual Implementation Plan

Priority 1 + 2:

Priority 3 + 4:

	<i>Driving an Explicit Improvement Agenda and Targeting School Resources to create a future focused and sustainable school.</i>		<i>Continued Focus on Quality Teaching and Learning and Leading Systemic Curriculum Implementation to support student pathways.</i>	
STRATEGY	Develop a visible culture of leadership across the school to build connections, trust and accountability.	Collaboratively review and refine resources to ensure they are fit for purpose and provide opportunities for staff and students.	Focus Quality Teaching and Learning on engaging students in a culture of high challenge and high support that is consistent across the school.	Strengthen processes to monitor student progress for line-of-sight through the development and alignment of a guaranteed and viable curriculum to learning and progress in the classroom.
SUCCESS CRITERIA	<b>Staff will:</b> Communicate clearly and action their defined roles and what they are accountable for to benefit students. <b>Students will:</b> Learn in an improved student-focused learning environment that is agile and maximises opportunity.		<b>Staff will:</b> Consistently provide a high challenge, high support learning culture for all students through engagement and increased levels of student agency in the classroom. <b>Students will:</b> Learn in accessible, engaging and supportive environments to progress and achieve their personal best via increased levels of student accountability and agency.	
HOW?	<ul style="list-style-type: none"> <li>- Review and clarify all staff roles and responsibilities across the school.</li> <li>- Develop a clear and structured process for Developing Performance Plans (DPPs) that supports teacher development, is aligned with their role and provides opportunities for accountability and celebration.</li> <li>- Develop an Aspiring Leaders Program for current and emerging leaders.</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence and data informed practices to review the current timetable structure to provide flexibility and opportunities for staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate and develop a common language and framework for accessibility, engagement and inclusive practices in the classroom.</li> <li>- Strengthen expert teaching team by providing a range of targeted professional development opportunities that focus on engagement and accessibility for all students.</li> <li>- Establish a resource bank of signature practices for all staff to use and share.</li> <li>- Collaboratively develop and implement a staff collegial engagement framework to provide opportunities for coaching and sharing of practice and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Review whole school quality assurance processes and continue to review and align curriculum programs to curriculum changes.</li> <li>- Consult and develop processes that builds to student-led conferences and the creation of portfolios in Junior Secondary so students can lead their learning and be accountable for their personal best goals.</li> </ul>
WHO?	Executive, Senior Leadership Team (SLT), Leadership and Learning Team (LLT), Staff.	Executive, Senior Leadership Team (SLT), Leadership and Learning Team (LLT).	Executive, Senior Leadership Team (SLT), Leadership and Learning Team (LLT), Staff.	Executive, Senior Leadership Team (SLT), Leadership and Learning Team (LLT).
MEASURABLE OUTCOME	<ul style="list-style-type: none"> <li>- All teaching and non-teaching roles reviewed and clarified and made available on Staffnet.</li> <li>- Improvement in Staff School Opinion Survey data – ‘This school takes staff opinions seriously’ increased to &gt;70%.</li> <li>- 100% of staff have completed DPP and have a clear set of self-identified learning goals for 2025.</li> <li>- Completion of an Aspiring Leaders program for 2025 cohort.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff, student and community consultation of timetable review completed.</li> <li>- Senior students (Years 10-12) have a flexible timetable option in 2026.</li> </ul>	<ul style="list-style-type: none"> <li>- Framework and common language identified and whole school professional learning plan developed and implemented.</li> <li>- Improved student attendance across all year levels to &gt;95%.</li> <li>- Evidence of engagement – an increase in positive behaviour reports on OneSchool.</li> <li>- Improvement in Student and Staff School Opinion Survey data. ‘Student behaviour is well managed at my school’ increased to 70%.</li> <li>- Implementation of a collegial engagement framework.</li> <li>- 100% staff access whole school professional development opportunities aligned with improvement priorities.</li> <li>- Improvement in Staff School Opinion Survey data – ‘I receive useful feedback about my work at this school’ increased to 80%.</li> <li>- Increased number of teachers accessing feedback from instructional leaders.</li> </ul>	<ul style="list-style-type: none"> <li>- Three levels of planning evident in all subjects and a clear workflow to access these documents known by all staff.</li> <li>- 100% of teachers completed QCAA modules.</li> <li>- Implementation of a whole school data plan.</li> <li>- Teachers support students to develop personal best goals once a term across the school.</li> <li>- 100% of all Year 7 students complete one student-led conference.</li> </ul>
SCHOOL PERFORMANCE INDICATORS	<b>All Year Levels</b> <ul style="list-style-type: none"> <li>- Overall, students show measurable improvement in achievement.</li> <li>- All students use processes to lead their own learning, including learning goals, profiles, reflection, and feedback processes.</li> <li>- Students engage in a wide range of reading.</li> <li>- Attendance rates are above 95%.</li> <li>- A or B behaviour is 94% or better and A or B effort is 88% or better.</li> <li>- Engagement in extra-curricular and outside of hours activities is strong.</li> <li>- Student Relationship mapping and SOS data show students have positive relationships within the school community.</li> </ul>	<b>Senior</b> <ul style="list-style-type: none"> <li>- Year 10 48% As, 82% A or B, &lt;3% D or E.</li> <li>- All students graduate with a meaningful pathway and a QCE or QCIA.</li> <li>- 100% of tertiary applicants receive an offer.</li> <li>- 55% ATAR 90 or better, 15% ATAR 99 or better.</li> <li>- Median ATAR of 95 or above.</li> </ul>	<b>Junior</b> <ul style="list-style-type: none"> <li>- Positive gain of 90% from Year 7 to 9 in Reading and Numeracy raw scores.</li> <li>- Exceeding percentages in Year 9 - 51% Reading, 45% in Numeracy, 55% Writing and 50% Grammar &amp; Punctuation.</li> <li>- Year 7 - 60% A, 99% A-C / Year 8 - 55% A. 98% A-C / Year 9 - 62% A, 99% A-C.</li> </ul>	<b>All Teaching Staff</b> <ul style="list-style-type: none"> <li>- Develop routines using the State High ways of working in the classroom.</li> <li>- Engage in Monday Collaboration Time in a way that has impact on their students’ learning.</li> <li>- All teachers understand and apply the six Learning Scientists strategies, feedback pedagogy and digital pedagogy.</li> <li>- Contribute to positive school culture.</li> </ul>

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

Endorsed by:

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School Council

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