



2026 Annual Implementation Plan

Driving an Explicit Improvement Agenda with a focus on Instructional Leadership in the following three (3) Priority Focus Areas

STRATEGY	Priority 1 – Developing and Implementing a Future-Focused and Sustainable School	Priority 2 – Implementing and Embedding a Continued Focus on Quality Teaching and Learning	Priority 3 – Implementing Systemic Curriculum Implementation to Support Student Pathways
	Proactively collaborate with staff and students to implement timetable systems and processes that advance a future-focused and sustainable learning environment.	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 from development and alignment of a guaranteed and viable curriculum to learning and progress in the classroom.
	Staff will: actively engage in planning and implementing the timetable systems, provide constructive feedback, and adapt their teaching practices as needed. Staff will communicate effectively about changes, collaborate seamlessly with colleagues, and apply the timetable in ways that foster innovative and future-focused learning. Students will: understand and follow the timetable system, participate in learning, and collaborate positively with peers and staff. Students will show adaptability to changes, take responsibility for their learning, and develop skills in their agency and regulation. Students will engage in ways that support a forward-looking and innovative school environment.	Staff will: consistently provide a high challenge, high support learning culture for all students through engagement and increased levels of student agency in the classroom. Students will: learn in accessible, engaging and supportive environments to progress and achieve their personal best via increased levels of student accountability and agency.	Staff will: remain up to date and enact curriculum and pedagogy changes within teams to ensure this curriculum is accessible for all students. Students will: engage in a diverse range of learning and curriculum opportunities that will support their future pathways.
	HOW? - Implement a continuous review process throughout Semester 1 that strategically incorporates feedback from students, staff, parents/caregivers, and the wider community to optimise timetable systems and processes. - Flex learning blocks (Years 10-12) will be proactively communicated to staff and students to ensure clarity and preparedness. - The purpose, process, and structure of the Enrichment block will be clearly articulated to staff, students, and parents/caregivers to support engagement and understanding. - Targeted, ongoing professional development will be provided to staff and students to build capacity and enhance the effectiveness of learning initiatives.	HOW? - Investigate and develop a common language and framework for accessibility, engagement and inclusive practices in the classroom. - Strengthen expert teaching teams by providing a range of targeted professional development opportunities that focus on engagement and accessibility for all students. - Establish a resource bank of signature practices for all staff to use and share. - Update the State High approach to reading to reflect pedagogy aligned to the Science of Reading. - Quality assure the effective implementation of the school's signature practices around reading. - Collaboratively develop and implement a staff collegial engagement framework to provide opportunities for coaching and sharing of practice and feedback.	HOW? - Review whole school quality assurance processes and continue to review and align curriculum programs to curriculum changes. - Collaborate and develop processes that builds to student-led conferences and the creation of portfolios so all students can lead their learning and be accountable for their personal best goals.
WHO?	Executive, Senior Leadership Team (SLT), Leading Learning Team (LLT)	Executive, Senior Leadership Team (SLT), Leading Learning Team (LLT), Staff	Executive, Senior Leadership Team (SLT), Leading Learning Team (LLT), Staff
	MEASURABLE OUTCOMES - Successful implementation and review of the new timetable, resulting in a permanent structure endorsed by the Department of Education for Semester 2 and beyond. - Deliver a more effective and personalised learning program for students in Years 10 - 12, enhancing individual learning outcomes. - High levels of student attendance and participation in the Enrichment program, reflecting engagement and program effectiveness. - High engagement and attendance at student-led conferences, supporting active ownership of learning. - Positive and collaborative relationships between students and teachers, with clearly defined goals established through the ARC program to drive achievement and growth.	MEASURABLE OUTCOMES - Framework and common language identified and whole-school professional learning plan developed and implemented. - Improved student attendance across all year levels to >95%. - Evidence of engagement shown through an increase in positive behaviour reports on OneSchool. - Improvement in Student and Staff School Opinion Survey data. - 'Student behaviour is well managed at my school' increased to 85%. - Implementation of a collegial engagement framework. - 100% staff access to whole-school professional development opportunities aligned with improvement priorities. - Improvement in Staff School Opinion Survey data – 'I receive useful feedback about my work at this school' increased to 80%. - Increased number of teachers accessing feedback from instructional leaders. - Staff increase capability around reading pedagogy resulting in increased teacher confidence and student engagement. - Increase in number of students into Strong and Exceeding bands for Reading.	MEASURABLE OUTCOMES - Three levels of planning evident in all subjects and a clear workflow to access these known by all staff. - 100% of teachers completed QCAA modules. - Implementation of a whole-school data plan. - Teachers support students to develop personal best goals once a term across the school. - 100% of all Year 7-12 students complete one student-led conference per semester.

SCHOOL PERFORMANCE INDICATORS	All Year Levels	Senior	Junior	All Teaching Staff
	- Students show measurable improvement in achievement. - All students use processes to lead their own learning, including learning goals, profiles, reflection, and feedback processes. - Students engage in a wide range of reading. - Attendance rates are above 95%. - A or B Behaviour is >94% and A or B Effort is >88%. - Engagement in extra-curricular activities is high. - Student relationship mapping and SOS data show students have positive relationships within the school community.	- Year 10 - 48% As, 82% A or B, <3% D or E. - Year 11 - 50% As, 85% A or B, <3% D or E. - Over 98% Satisfactory (S) for Units 1 and 2. <2% Unsatisfactory. - Year 12 - all students graduate with a meaningful pathway and a QCE or QCIA. - 55% ATAR 90 or better, 10% 98 ATAR or better. - Median ATAR of 95 or above.	- Exceeding percentages in Year 9 - 51% in Reading, 45% in Numeracy, 55% in Writing and 50% in Grammar & Punctuation. - Year 7 - 60% As, 99% A-C - Year 8 - 60% As. 98% A-C - Year 9 - 62% As, 99% A-C.	- Develop routines using the State High ways of working in the classroom. - Engage in Faculty and Teaching and Learning Communities (TLC) in a way that has impact on their students' learning. - All teachers understand and apply the six Learning Scientists strategies, feedback pedagogy and digital pedagogy. - Contribute to positive school culture.

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

Endorsed by:

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