

Secondary Annual Implementation Plan 2026

Priority	Strategies	Actions What is being done to drive this Strategy?	Practices Leaders will consistently:	Practices Teachers will consistently:	Measure How will we know?
Engaging Teaching and Learning	Align College-wide systematic Delivery of the Australian Curriculum and Senior Syllabuses	Implement consistent three-level planning P-12 aligned to Curriculum.	- Monitor curriculum alignment & quality of three-level planning. - Facilitate collaborative planning with faculties, ensuring high-quality units and lesson design. - Support purposeful, curriculum aligned use of QLearn and digital tools to enhance learning. - Provide feedback, coaching and targeted professional learning.	- Design and refine curriculum using three-level planning. - Use three-level planning to inform daily lesson design and differentiation - Develop QLearn curriculum-aligned content. - Use digital tools to support access, engagement and feedback.	87% A–C achievement across learning areas - Increased % A–B results - Evidence of consistent planning P–12 - Improved consistency of teacher judgement (BAE moderation). - Reduction in N ratings - Successful pathways - QLearn Platforms developed - Evidence of differentiation
		Strengthen Before/After/End moderation and assessment design across the College to improve consistency of teacher judgement.	- Lead and monitor BAE moderation (Before/After/End) process. - Lead teams to refine teaching using evidence.	- Engage in Before/After/End moderation processes. - Use evidence to refine teaching.	
		Establish consistent College-wide data routines to inform curriculum delivery, differentiation , and targeted teaching to improve student outcomes.	- Analyse achievement, engagement and attendance data to identify progress and next steps. - Strengthen assessment design and accessibility. - Build capability in and monitor differentiation practices. - Strengthen targeted intervention through formative data.	- Use formative assessment to refine teaching practice. - Adjust teaching for individuals and groups using data. - Design accessible assessment and exemplars. - Implement documented differentiation.	
	Deliver purposeful and engaging learning experiences through consistent implementation of the WSC ETM	Deliver high quality engaging lessons through consistent implementation of the WSC Explicit Teaching Model . Implement use of the Engagement Continuum to monitor, respond to and improve student engagement.	- Build capability and engaging instruction aligned to ETM. - Provide coaching, modelling and co-teaching. - Conduct instructional walks to monitor consistency. - Observe teaching and provide feedback to staff. - Lead development of visible learning walls. - Celebrate and share effective practice.	- Deliver engaging ETM-aligned lessons with clear learning Intentions and Success Criteria displayed and discussed. - Use warm-ups with purpose. - Explicitly teach vocabulary and concepts. - Use of learning walls to support student clarity. - Embed high-impact strategies (questioning, formative assessment, checks for understanding and feedback).	- Improved SOS - enjoyment of learning - Increased attendance - Reduced N ratings - Increased consistency in pedagogy - Decreased disengagement behaviours - Students can articulate the learning (Sharra's Q)
Culture of Belonging	Embed the Dimensions of Belonging so that every student and staff member feels safe, respected and connected.	Ensure College-wide understanding of the Dimensions of Belonging , why they matter and what they look like in practice.	- Build a shared understanding of the Dimensions of Belonging. - Strengthen College-wide 'welcome' practices and initiatives/routines that promote connection and belonging for staff and students. - Model inclusive, relational leadership. - Provide coaching, modelling, observation and feedback to support staff capability. - Analyse belonging, behaviour and engagement data to guide targeted support and continuous improvement. - Engage families and community authentically.	- Embed agreed welcoming and relational routines daily (PBL Tier 1). - Support Faculty and year-level initiatives that build connection and belonging for staff and students. - Use belonging, behaviour and engagement data to adjust classroom support and PBL responses.	
		Establish consistent expectations for intentionally inviting classrooms .	- Build capability in intentionally inviting classrooms through clear routines, organisation & relationships, aligned to PBL and Engagement by Design. - Build shared understanding of culturally responsive and inclusive practices. - Lead and model predictable, PBL-aligned routines across all faculties. - Monitor consistency through instructional walks and feedback process. - Analyse PBL and behaviour data to guide action – Whole school, faculty and class level.	- Maintain consistent safe, physical, organised and relational classroom environments aligned to PBL expectations and Engagement by Design. - Build inclusive, culturally responsive classrooms that reflect student identity and community. - Seek and use student voice to inform classroom climate and routines. - Implement agreed PBL practices and routines consistently.	- Improved A-C measures - P-10 attendance > 88% - Yr 11 and 12 attendance 93% - Reduction in <85% attendance - Reduction in N ratings. - Improved positive behaviour data - Improved SOS: Belonging, Behaviour, Relationships, Inclusion - Increased consistency in PBL - Improved engagement - Successful pathways