

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 - Improved QCE and QCIA attainment - 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 .	- 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 (Sharat's Q)
		Implement use of the Engagement Continuum to monitor, respond to and improve student engagement.	- Build shared understanding of and capability in purpose and use of engagement continuum. - Monitor engagement trends at faculty and year-level meetings.	Monitor and respond to student engagement using the Continuum.	
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.	- Improved A-C measures - Whole school attendance > 88% (93% Senior Schooling) - Reduction in <85% attendance - Reduction in N ratings. - Improved positive behaviour data - Improved SOS: Belonging, Behaviour, Relationships, Inclusion - Increased consistency in PBL - Improved engagement
		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.	

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