

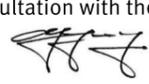
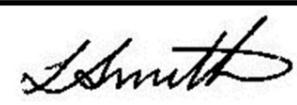


Gympie SHS

2026 ANNUAL IMPLEMENTATION PLAN DRAFT 5

Educational achievement Belonging and engagement

School priority 1	Strengthen the consistency and quality of teaching, learning, and assessment through collaborative professional growth, visible learning practices and digital innovation.	Monitoring				School priority 2	Refine and consolidate a data-informed, collaborative Multi-Tiered Systems of Support (MTSS) framework that supports every student’s learning journey—improving educational achievement, belonging and engagement.	Monitoring			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Alignment to Departmental Focus Areas ✓ Educational Achievement ✓ A Confident and Professional Workforce ✓ Digital Innovation					Link to school improvement strategy:	Alignment to Departmental Focus Areas: ✓ Belonging and Engagement ✓ Educational Achievement ✓ Local Decision-Making				
Strategies	✓ Consolidate moderation phases to strengthen quality assessment design, planning, teaching and feedback. ✓ Develop and systematically enact a digital innovation strategy to enhance teaching, learning & the engagement of students ✓ Strengthen teacher and leader capability through targeted professional learning.					Strategies	✓ Refine and consolidate a school-wide case management model aligned with MTSS ✓ Sharpen data review protocols to monitor engagement, attendance and academic achievement. ✓ Strengthen cross-team collaboration between curriculum, wellbeing, and support services and celebrate success.				
Actions:		Resources				Actions:		Resources			
<p><i>Consolidate moderation phases to strengthen quality assessment design, planning, teaching and feedback.</i></p> <ul style="list-style-type: none"> ✓ Teaching teams collaboratively review and moderate assessment tasks, marking guides, and feedback processes to ensure alignment with ACV9 intent before delivery. ✓ Teaching Teams embed student reflection and self-assessment activities as part of the teaching and feedback cycle. ✓ Teachers use evidence throughout the teaching cycle to adjust programs, address re-teaching needs, and implement targeted learning strategies. ✓ Staff cultivate a shared understanding of how Learning Walls make learning visible and empower students to take ownership of their progress. ✓ Faculty Champions begin using Learning Walls that clearly display learning intentions, success criteria, and exemplars to support student understanding, reflection, and feedback during the teaching cycle. <p><i>Strengthen teacher and leader capability through targeted professional learning</i></p> <ul style="list-style-type: none"> ✓ Leaders implement a professional learning program focused on visible learning, assessment design and moderation, data literacy, digital innovation, and effective reading instruction. ✓ Leaders foster a collaborative professional community by facilitating peer coaching, mentoring, and classroom observation cycles to share effective pedagogical practices. ✓ Leaders complete the “Reading through the Australian Curriculum” modules to build knowledge and understanding of how to teach reading and plan for 2027 actions. <p><i>Develop and systematically enact a digital innovation strategy to enhance teaching, learning & the engagement of students</i></p> <ul style="list-style-type: none"> ✓ Digital Innovation Champions lead workshops on integration of digital pedagogies into course designs ✓ Teachers maintain a QLearn classroom and design interactive learning experiences with adaptive tools that foster digital collaboration. ✓ Leaders & Teachers showcase effective digital pedagogical practices through staff meetings and professional learning communities. ✓ Leaders and teachers ensure digital readiness for NAPLAN 		<ul style="list-style-type: none"> ❖ Curriculum Gateway ❖ Teaching and Learning Hub ❖ Digital Learning Hub – Digital Readiness Survey ❖ EFI – Reading Modules ❖ “Clarity” by Lyn Sharratt ❖ QLearn Digital Platform <ul style="list-style-type: none"> ○ Read Cloud ❖ Corella ❖ School’s Signature Pedagogies ❖ OneNote 				<p><i>Refine and consolidate a school-wide case management model aligned with MTSS</i></p> <ul style="list-style-type: none"> ✓ Executive lead development of a shared understanding of case management and communicate the whole-school Multi-Tiered Systems of Support Framework outlining Tier 1–3 supports including screening and identification protocols for Tier 2 & 3 supports. ✓ Staff consistently implement Tier 1 interventions across classes and the playground to foster students’ sense of belonging and enhance academic growth. ✓ Leaders consistently implement Tier 2/3 interventions to support student success across the school <p><i>Sharpen data review protocols to monitor engagement, attendance and academic achievement.</i></p> <ul style="list-style-type: none"> ✓ Leaders and teachers conduct regular class data analysis of attendance, behaviour & academic trends to inform next steps in teaching and learning. ✓ Leaders and HOYs develop & maintain year level data walls to track progress & identify at-risk students. ✓ Leaders conduct fortnightly Success Team and Year Level Team (HODs and HOYs) meetings to proactively review student data, monitor interventions, and identify students for additional referrals. ✓ Leaders assign case managers to Tier 2 and 3 students, ensuring individualised plans are documented in OneSchool. <p><i>Strengthen cross-team collaboration between curriculum, wellbeing, and support services and celebrate success</i></p> <ul style="list-style-type: none"> ✓ Deputy Principals maintain regular, targeted communication with Middle Leaders to ensure transparency and coordinated action. (e.g. QCE tracking, attendance). ✓ Principal provides attendance summaries & trends to all staff through the staff newsletter or meetings. ✓ Staff recognise and celebrate improvements in attendance, behaviour and academic progress through school-wide acknowledgment systems. 		<ul style="list-style-type: none"> ❖ OneSchool Support Provisions ❖ OneSchool Sensitive Case ❖ OneSchool Personalised Learning Plans ❖ QCAA Student Management ❖ DoE Managing Student Absences and Enforcing Enrolment Procedure ❖ DoE MTSS Framework ❖ TrackEd & InSchool 			

End of Year Success Criteria	Measures	<p>Performance: Long-Term Outcomes:</p> <ul style="list-style-type: none"> ✓ Full implementation of ACV9 in all Junior Secondary classes ✓ 95% A–C achievement in Years 7–9 English and Mathematics ✓ 100% of Junior Secondary classrooms consistently use Learning Walls, with students able to articulate learning intentions, success criteria, and next steps in their learning. ✓ All teachers actively use QLearn and other adaptive digital tools to deliver interactive, collaborative learning experiences. <p>AIP Measurable Outcomes (2026):</p> <ul style="list-style-type: none"> ✓ Documented evidence (unit planning) confirms alignment with ACV9 achievement standards. ✓ All teachers actively use QLearn and other adaptive digital tools to deliver interactive, collaborative learning experiences. ✓ Visible learning is evident in Junior secondary classrooms of Faculty Champions with Learning intentions, success criteria, and exemplars visible, current, and directly aligned with curriculum – AVC9. ✓ All Leaders complete the Reading in the Australian Curriculum Modules. ✓ 3% increase in A–B results in English and Maths from 2025 data. 	End of Year Success Criteria	Measures	<p>Performance: Long-Term Outcomes:</p> <ul style="list-style-type: none"> ✓ 90% student attendance with 100% explained absences. ✓ Reduction in disciplinary absences and cancellations of enrolment. ✓ 100% QCE/QCIA attainment and positive post-school pathways. ✓ Sustained improvement in engagement and wellbeing survey data. <p>AIP Measurable Outcomes (2026):</p> <ul style="list-style-type: none"> ✓ 87% attendance rate with 100% explained absences. ✓ 10% reduction in SDAs and cancellations from 2025. ✓ 100% of identified students have documented case management plans. ✓ 5% improvement in student perception of wellbeing and belonging. ✓ Case management meetings produce clear, trackable actions ✓ 100% students identified under the DDA have a PLP documented in OneSchool. ✓ All Tier 2/3 students have individualised, documented plans in OneSchool. ✓ Staff demonstrate collective ownership of student progress and engagement.
		<p>Behaviours:</p> <p>Leaders will:</p> <ul style="list-style-type: none"> ✓ Conduct Learning Walks and Talks to quality assure learning and to form lines of inquiry for improvement. ✓ Lead moderation to inform teaching and learning, ensuring assessment design and feedback processes align with ACV9 intent. ✓ Analyse student outcome data to form lines of inquiry for improvement. ✓ Engage in HOD community of practice to collaborate on strategic steps towards improved student outcomes. ✓ Facilitate professional learning to build teacher capability in moderation and data literacy and assessment design. ✓ Recognise and celebrate examples of high-quality assessment and collaborative practice. ✓ Provide time and structure for staff to attend workshops, co-plan digital lessons, and observe online learning environments. ✓ Encourage peer mentoring by pairing tech-confident teachers with those building confidence in digital spaces. ✓ Engage Faculty Champions in establishing Learning Walls in Junior Secondary classes with Learning intentions, success criteria, and exemplars visible, current, and directly aligned with curriculum – AVC9 ✓ Leaders complete the “Reading through the Australian Curriculum” modules. <p>Teachers and Teacher Aides (where applicable*) will:</p> <ul style="list-style-type: none"> ✓ Engage in all phases of moderation, using student evidence to adjust teaching and learning sequences and collaborate with colleagues to compare evidence against marking guides and achievement standards. * ✓ Align teaching, learning, and assessment explicitly to ACV9 content descriptors. ✓ Reflect on moderation feedback to improve task design and pedagogy. ✓ Use data from moderation to target differentiation and re-teaching. ✓ Provide feedback that supports students’ learning confidence and engagement. * ✓ Design blended lessons that balance face-to-face and online learning, integrating QLearn purposefully into units. * ✓ Collaborate with peers by sharing digital resources, co-developing QLearn modules, or mentoring others in digital pedagogy. * ✓ Faculty Champions construct and use Learning Walls to support student understanding, reflection, and feedback. * ✓ Reflect on and share practice in professional learning communities or meetings. * <p>Students will:</p> <ul style="list-style-type: none"> ✓ Collaborate digitally with peers on group projects and online discussions. ✓ Articulate what is being learned, how progress is known, and next steps for improvement. ✓ Monitor their own progress against the assessment standards and respond to feedback. 			<p>Behaviours:</p> <p>Leaders will:</p> <ul style="list-style-type: none"> ✓ Lead regular data review meetings focused on attendance, behaviour, and academic progress. ✓ Establish and maintain visible data walls that track progress and support Tier 1–3 interventions. ✓ Model the use of case management practices that link wellbeing, behaviour, and academic achievement. ✓ Model and reinforce the consistent use of Tier 1 supports and behaviour management strategies ✓ Ensure support interventions and follow-up actions are recorded accurately in OneSchool. ✓ Share case management updates with relevant teams to ensure transparency and coordinated action. ✓ Promote accountability through clear follow-up processes and review cycles. ✓ Provide guidance and resources to teachers to strengthen student belonging and engagement. ✓ Leaders and Case Managers monitor effectiveness of intervention implementation through line management meetings. ✓ HODs and Teachers monitor effectiveness of intervention implementation through faculty meetings. <p>Teachers and Teacher Aides (where applicable*) will:</p> <ul style="list-style-type: none"> ✓ Consistently implement Tier 1 supports to strengthen students’ sense of belonging in classes and the playground. * ✓ Consistently enact behaviour management strategies in classes and apply school behaviour systems accurately to access support when needed. * ✓ Accurately mark rolls and follow attendance workflows in a timely manner. ✓ Implement differentiated strategies and interventions aligned with student support plans and PLPs. * ✓ Record interventions and adjustments in OneSchool PLPs accurately and promptly. * ✓ Monitor student wellbeing indicators and communicate concerns early. * ✓ Contribute to case management discussions with up-to-date evidence of student progress. * ✓ Identify and refer ‘at risk’ students using school’s Success Team protocols. * <p>Students Will:</p> <ul style="list-style-type: none"> ✓ Articulate learning and engagement goals ✓ Select appropriate interventions in collaboration with staff ✓ Monitor own progress and respond to feedback ✓ Participate in interventions and personalised learning plans.
	<p style="text-align: center;">Artefacts</p> <ul style="list-style-type: none"> ❖ Three Levels of Planning ❖ QLearn Classrooms ❖ Learning Walk Reflection Notes and Learning Walls ❖ Professional Learning Plan ❖ 2027 Reading Implementation Action Plan 	<p style="text-align: center;">Artefacts</p> <ul style="list-style-type: none"> ❖ Multi-Tiered System of Support (MTSS) aligned Case Management Framework outlining Tier 1–3 supports. ❖ TrackEd & OneSchool Case Management Notes ❖ Personalised Learning Plans ❖ Electronic and Physical Data Walls 			
<p>Reduction of red tape in day-to-day work, planning and processes include:</p> <ul style="list-style-type: none"> • Refinement of school processes through scheduled moderation and planning record keeping reducing teacher workload, including continuation of collaborative through GOLD Time each Thursday. • Investigation of removal of FIPs for faculties with strategic planning process to utilise relevant AIP actions and strategies to inform budget process and align to EIA. • Faculty Specific actions – reducing data collection including double entry of data, utilising TA time to reduce teacher administrative load. • Streamline administrative processes by centralising ACV9 documents, automating routine tasks, and reducing duplicated paperwork so teachers can prioritise high-quality instruction 		<ul style="list-style-type: none"> • Provide pre-populated unit planning templates, learning wall examples, and QLearn course shells with built-in resources and accessibility tools. • Introduce digital efficiencies such as auto-marked quizzes and a faculty-wide Digital Toolkit to minimise marking and planning workload. Expand teacher aide and IT support to assist with adjustments, resource preparation, small-group instruction, and classroom organisation. • Establish resource “blueprints,” OneNote hubs, assistive digital tools, and a focused data wall tracking three priority student groups to improve teaching effectiveness. 			
<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal: Anthony Lanskey </p>		<p>P&C: Rachel Coull </p> <p style="text-align: right;">School Supervisor: Leasa Smith </p>			