

Nerang State High School



2025 ANNUAL IMPLEMENTATION PLAN



| | | | | | | |
|--|--|--------|--------|--------|--|--|
| <p>SCHOOL PRIORITY #1: SUPPORTED LEARNING All students are supported through a culture of high expectations.</p> | <p>Monitoring</p> <p style="text-align: center;">Underway</p> | | | | <p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> 83% attendance rate by 2026 SDA reduction: Short suspension rate from 30 to 22 by 2026 # students @ RTC levels 4, 6, 8 each reduced by 2% pa SOS KPI data for students (ie. is a good school, I like school, I feel safe) are at the state average by 2026 | <p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> RTC Training for all staff completed (T1) Home communications (T1 - ongoing) Teachers to message home weekly positive messages for each of their classes – email template 100% of Staff are implementing the weekly WOW focus into their classroom practices Student attendance rate increased from 79% to 81% by end of 2025 3 days letters sent Tuesday and Fridays 100% truancy tracked and reported |
| | Term 1 | Term 2 | Term 3 | Term 4 | | |
| <p>Strategies:</p> <ul style="list-style-type: none"> Implement and communicate a culture of high expectations providing clarity and consistency in sustainable behaviour management processes. SSP 1(b) Create a culture of high expectations where every student attends school and is positively engaged every day in every lesson. | | | | | | |
| <p>Actions:</p> <ul style="list-style-type: none"> Continue ongoing cycle of training in RTP philosophy, RTC processes and the Nerang High 'Ways of Working'. <ul style="list-style-type: none"> HODs line of sight for current Wow and lead measure focus – HOD walkthroughs with reporting to TLT and LMM Provide ongoing communication to students and parent/carers of our expectations. <ul style="list-style-type: none"> Email sent at appropriate junctions from Admin/DP level regarding Class expectations, uniform, etc Dramatically increase our Facebook presence Teachers focus on building effective relationship with students, supported by positive reinforcement. <ul style="list-style-type: none"> build positive relationship via building trust and respect through getting to know your students, providing access through differentiation use positive reinforcement (verbal encouragement and tangible rewards) as reinforcers for students displaying appropriate behaviours (eg PRIDE Credits) positive interactions (eg message follow-up absent students with email home work to be completed, positive behaviour, personal conversations) Using WOW e.g. entry routines, to reinforce appropriate behaviours and expectations Attendance follow-up by Admin Office: <ul style="list-style-type: none"> 3-day letters and ongoing absences respond to late to school and unexplained attendance communicate to staff extended absences truancy tracking and reporting communicated to HODs of Engagement and DPs | | | | | | |
| <p>Leader:</p> <p>Suzy Riley (DP)</p> <p>Student Engagement HODs Aaron Woolnough Nigel Wilson Jodie Teng</p> <p>Faculty HODs</p> | | | | | | |
| <p>Resources:</p> <ul style="list-style-type: none"> 3 x Engagement HODs + 1 Dean Re-develop RTC space – courtyard Term 1, 2025 1.0 FTE AO - Truancy & Attendance (I4S + School budget) | | | | | | |

| | | | | | | |
|--|--|--------|--------|--------|---|---|
| <p>SCHOOL PRIORITY #1: SUPPORTED LEARNING All students are supported through a culture of high expectations.</p> | <p>Monitoring</p> <p style="text-align: center;">Underway</p> | | | | <p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> Alignment to DOE policies and expectations | <p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Alignment to DOE policies and expectations |
| | Term 1 | Term 2 | Term 3 | Term 4 | | |
| <p>Strategies:</p> <ul style="list-style-type: none"> Review practices for supporting priority groups to ensure alignment to DOE policies and expectations. SSP 1(a) | | | | | | |
| <p>Actions:</p> <ul style="list-style-type: none"> For Students in Care, First Nations, LEAD and EALD students: Recheck the current process to ensure current actions achieve appropriate outcomes for students in these groups. Review practices to ensure alignment to DOE policies and expectations for these groups. | | | | | | |
| <p>Leader:</p> <p>Suzy Riley (DP)</p> | | | | | | |
| <p>Resources:</p> <ul style="list-style-type: none"> | | | | | | |

| | | | | | | |
|--|-----------------------------------|---|--|--|--|--|
| SCHOOL PRIORITY #2: EXPERT TEACHING Enhance teacher capability in pedagogical practice and support for students. | Monitoring | | | | Long term measurable/desired outcomes: Enhanced teacher capability in pedagogical practice resulting in: <ul style="list-style-type: none"> Improved student outcomes - attendance, attitude, behaviour and achievement Culture of supportive practice - yearly surveys Improved staff morale - SOS PLT program continues to provide differentiated actions / changed pedagogical practices to improve KPIs: <ul style="list-style-type: none"> Year 7-9 student A-C & A-B LOA by 2026 – see KPIs in Appendix 1. Year 12 Exit Outcomes (QCE/QCIA, VET Cert & ATAR >65.0 attainment) - see KPIs in Appendix 1 | AIP measurable/desired outcomes: <ul style="list-style-type: none"> PLT program embedded. Collaborative Capability Development Policy ratified and implemented. Staff SOS improvement (see KPIs in Appendix 1) |
| | Term 1 Term 2 Term 3 Term 4 | Strategies: Develop the Implementation Plan for the Collaborative Capability Development Policy to improve teaching and learning practices that maximise student learning outcomes. SSP 2(a) | | | | |
| Actions: <ul style="list-style-type: none"> Finalise the logistics of implementing the changes to the PLT program (T1) With regard to the <i>Collaborative Capability Development Policy</i>: <ul style="list-style-type: none"> Seek LCC approval (T1) Provide TLT training (T2) Implement (T2-3) Expand the peer coaching program (T1-2) | | Leader: Kerry Wharton | Resources: <ul style="list-style-type: none"> Coaching TRS – (TRS - I4S) TA/Admin support for resource development Ped Task Group Meetings | | | |

| | | | | | | |
|--|-----------------------------------|---|--|--|--|---|
| SCHOOL PRIORITY #2: EXPERT TEACHING Enhance teacher capability in pedagogical practice and support for students. | Monitoring | | | | Long term measurable/desired outcomes: The Whole School Approach to Pedagogy is well understood, resulting in high quality teaching and evidenced by: <ul style="list-style-type: none"> Year 7-9 student A-C & A-B LOA by 2026 – see KPIs in Appendix 1. Year 12 Exit Outcomes (QCE/QCIA, VET Cert & ATAR >65.0 attainment) - see KPIs in Appendix | AIP measurable/desired outcomes: <ul style="list-style-type: none"> Whole School Approach to Pedagogy finalised PL for staff including Learning Lounges implemented Staff capability survey conducted re prioritising The Learner and data literacy |
| | Term 1 Term 2 Term 3 Term 4 | Strategies: <ul style="list-style-type: none"> Continue professional learning to embed the whole school approach to pedagogy, with a specific emphasis on targeting The Learner (The 3rd Principle). SSP 2(c) & 2(e) Improve teacher capability in developing and implementing differentiated practices to meet the individual needs of students. SSP 2(d) Ensure staff data literacy to support differentiated teaching and learning. SSP 2(b) | | | | |
| Actions: <ul style="list-style-type: none"> Continue to collaboratively embed our shared language about pedagogy. Enhance teacher capacity to employ pedagogical practices and strategies that respond to student needs. (Principle #3: The Learner) Enhance teacher capacity to strategically utilise the Pedagogical Practices For Learning - PP4L (Principle #2: The Learning), aligned with NASoT and Digital Pedagogies. Strengthen teacher understanding of evidence-based approaches to teaching curriculum content. (Principle #1: The Curriculum) Develop resources to support our professional growth – Pedagogy Task Group Investigate teacher 'data literacy' in regard to the effectiveness of the development of differentiated teaching practices. Deficits feed into Learning Lounge options. | | Leader: Kerry Wharton HoDs | Resources: <ul style="list-style-type: none"> Ped Task Group 'Planning Days (TRS - I4s) TA support for resource development | | | |

| | | | | | | |
|---|-------------------|--------|--------|--------|--|--|
| SCHOOL PRIORITY #3: ENGAGING CURRICULUM All learners are supported and engaged in a meaningful curriculum). | Monitoring | | | | Long term measurable/desired outcomes: <ul style="list-style-type: none"> All assessment tasks go through the 4 phases of moderation All faculties on V9 at 2027 ACV9 is implemented and students are engaged in the curriculum SOS improvement in student outcome "I am interested in my school work" from 75% to 81%. | AIP measurable/desired outcomes: <ul style="list-style-type: none"> Line of sight in faculty and then LMM meetings (Moderation) Whole school moderation process refined, with consistency of practice across the school ACV9.0 implemented as per NSHS roadmap (QA through LMM) DP to revise ACV9.0 roadmap at end of year with HODs Any revision to timetable structure readied for implementation in 2026. |
| | | Term 1 | Term 2 | Term 3 | | |
| Strategies: <ul style="list-style-type: none"> Implement the AC version 9 including the general capabilities and cross-curriculum priorities. SSP 3(a) Evaluate the timetable structure including structural differentiation and its impact on learning outcomes. SSP 3(c). Evaluate the 'Specialised Programs' (Comets, ADP, STEM, Trades@Nerang and Quality Arts) to determine their impact on Year 12 and post-school outcomes. SSP 3(e) | | | | | Leader: Kate Jorgensen (DP) All faculty HODs | Resources: <ul style="list-style-type: none"> QCAA workshops (PD Budget) Curriculum gateway app DOE Assessment and moderation hub 'Planning Day' release (TRS - I4S) |
| Actions: Moderation <ul style="list-style-type: none"> Enact the moderation plan with a focus on embedding the 4 stages. Line Management check-ins with line of sight where evidence is provided Review and feedback ACv9.0 <ul style="list-style-type: none"> Implement ACv9 for each faculty as per the school implementation roadmap Line of sight for review of status (at LMMs – Term 1,2 and 4) Networking with cluster groups Enact the P-12 policies Timetable Review <ul style="list-style-type: none"> Scan and review current timetable structure Align with time requirements of V9 'Specialised Programs' Review <ul style="list-style-type: none"> Scan and review current programs Review impact of learning outcomes for Signature, Duke of Ed. and Trade programs | | | | | | |

| | | |
|--|--|---|
| Endorsement/Approval This plan was developed in consultation with the school community and meets school needs and systemic requirements. | | |
| Principal  | P&C  | School Supervisor  |

Appendix 1: Our Key Performance Indicators (KPIs): 2023-2026

YEARS 7-9 LEVEL OF ACHIEVEMENT (REPORT) DATA

| Measure | Subject Area | Year 7 | | | | | | Year 8 | | | | | | Year 9 | | | | | |
|--|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
| LOA ≥ C | Target (%)* | 80 | 81 | 81 | 82 | 82 | 83 | 80 | 81 | 81 | 82 | 82 | 83 | 80 | 81 | 81 | 82 | 82 | 83 |
| % of students attaining a C or better. | Maths | 85 | 81 | 87 | 95 | | | 82 | 86 | 75 | 86 | | | 84 | 78 | 77 | 84 | | |
| | English | 94 | 83 | 93 | 88 | | | 90 | 85 | 79 | 82 | | | 86 | 86 | 84 | 73 | | |
| | Science | 90 | 83 | 83 | 90 | | | 85 | 84 | 86 | 83 | | | 88 | 81 | 83 | 87 | | |
| | Humanities | 80 | 81 | 89 | 83 | | | 90 | 82 | 81 | 79 | | | 92 | 91 | 79 | 70 | | |
| | All Subjects | 87 | 82 | 90 | 92 | | | 86 | 84 | 82 | 85 | | | 87 | 83 | 83 | 83 | | |
| * We aim to be at or above 83% A-C by 2026 | | | | | | | | | | | | | | | | | | | |
| LOA = A,B | Target (%)* | 50 | 50 | 50 | 51 | 52 | 52 | 50 | 50 | 50 | 51 | 52 | 52 | 50 | 50 | 50 | 51 | 51 | 52 |
| % of students attaining an A or B. | Maths | 47 | 43 | 56 | 66 | | | 46 | 51 | 50 | 58 | | | 57 | 39 | 52 | 67 | | |
| | English | 61 | 36 | 49 | 41 | | | 50 | 37 | 48 | 36 | | | 48 | 36 | 42 | 35 | | |
| | Science | 64 | 51 | 47 | 48 | | | 54 | 53 | 58 | 47 | | | 58 | 55 | 54 | 62 | | |
| | Humanities | 45 | 48 | 54 | 45 | | | 54 | 44 | 45 | 35 | | | 81 | 75 | 44 | 43 | | |
| | All Subjects | 55 | 45 | 57 | 58 | | | 51 | 46 | 53 | 49 | | | 57 | 47 | 53 | 57 | | |
| * We aim to be at or above 52% A-B by 2026 | | | | | | | | | | | | | | | | | | | |

(Performance = Sem 2 Reports)

At or above 1-3% below ≥ 4% below

YEARS 7 and 9 NAPLAN DATA PROFICIENCY LEVELS

In comparison to the State average, each year we aim to be positioned as follows for each proficiency level: Needs Additional Support – Below; Developing – Below; Strong – Above. (Exceeding – not compared)

| NAPLAN Domains | Proficiency Level | Year 7 | | | | | | | | Year 9 | | | | | | | |
|--------------------------------|------------------------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| | | School | State | School | State | School | State | School | State | School | State | School | State | School | State | School | State |
| Reading | Additional Support (↓) | 15 | 11 | 23 | 18 | | | | | 22 | 14 | 20 | 20 | | | | |
| | Developing (↓) | 31 | 22 | 26 | 27 | | | | | 36 | 26 | 34 | 27 | | | | |
| | Strong (↑) | 49 | 48 | 34 | 42 | | | | | 34 | 44 | 32 | 38 | | | | |
| | Exceeding (↑) | 6 | 18 | 7 | 9 | | | | | 8 | 17 | 8 | 13 | | | | |
| Writing | Additional Support | 16 | 15 | 22 | 20 | | | | | 18 | 15 | 22 | 22 | | | | |
| | Developing | 32 | 30 | 25 | 29 | | | | | 31 | 30 | 31 | 31 | | | | |
| | Strong | 44 | 44 | 38 | 37 | | | | | 33 | 37 | 32 | 30 | | | | |
| Spelling | Additional Support | 8 | 12 | 4 | 11 | | | | | 18 | 18 | 10 | 14 | | | | |
| | Developing | 28 | 19 | 20 | 21 | | | | | 19 | 19 | 18 | 20 | | | | |
| | Strong | 52 | 53 | 46 | 48 | | | | | 57 | 55 | 63 | 54 | | | | |
| Grammar & Punctuation | Additional Support | 14 | 19 | 13 | 17 | | | | | 11 | 17 | 6 | 12 | | | | |
| | Developing | 37 | 27 | 34 | 29 | | | | | 41 | 29 | 38 | 30 | | | | |
| | Strong | 43 | 47 | 31 | 37 | | | | | 30 | 42 | 32 | 33 | | | | |
| Numeracy | Additional Support | 10 | 11 | 18 | 16 | | | | | 24 | 13 | 24 | 19 | | | | |
| | Developing | 34 | 24 | 31 | 28 | | | | | 45 | 26 | 39 | 28 | | | | |
| | Strong | 55 | 54 | 36 | 45 | | | | | 30 | 53 | 29 | 46 | | | | |
| Excludes Exempt (DNS) Students | | | | | | | | | | | | | | | | | |

Excludes Exempt (DNS) Students

At or above 1-3% below ≥ 4% below

(CM 23/626529)

Appendix 1 cont.

Key Performance Indicators

| Measure | Dimensions of Measure | Performance | | | | | | | |
|--|---|---|----------------|------------|------------|------------|-----------|------|--|
| | | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | |
| YEAR 12 OUTCOMES | Percentage of students awarded a QCE or QCIA by the end of Year 12.* <small>(* Requirements for QCE changed in 2020)</small> | Perf 96 | 99 | 100 | 98 | 98 | | | |
| | Target | 95* | 95 | 95 | 96 | 96 | 96 | 96 | |
| | State | (96) | (97) | (98) | | | | | |
| | Percentage of ATAR-eligible students with ATAR >65.0 <small>(=DP 1-15) (of those made available by students)</small> | Perf 74 | 79 | 68 | 74 | 79 | | | |
| | Target | 75 | 75 | 75 | 76 | 76 | 77 | 78 | |
| | Available | 38/47 | 47/55 | 28/49 | 19/31 | | | | |
| Percentage of students awarded 1 or more VET quals. (incl a SAT) | Perf 79 | 99 | 85 | 89 | | | | | |
| Target | 80 | 80 | 80 | 81 | 82 | 82 | 82 | | |
| State | (80) | (80) | | | | | | | |
| Percentage of students who are completing/completed a SAT. | Perf 19 | 26 | 20 | 47 | | | | | |
| Target | 15 | 16 | 18 | 18 | 20 | 20 | 20 | | |
| State | (14) | (12) | (12) | | | | | | |
| Next Step: % in education, training or employment | Perf 57 | 85 | 89 | 86 | | | | | |
| State | (75) | (87) | (88) | (89) | | | | | |
| ATTENDANCE AND RETENTION | Average attendance rate for students. | Perf 84 | 82 | 88 | 78 | 80 | | | |
| | Target | 85 | 85 | 80 | 80 | 80 | 82 | 83 | |
| | State | (89) | (89) | (86) | (84) | | | | |
| Same-school retention <small>(% of current students who have been enrolled from Year 7)</small> | Perf 83 | 85 | 87 | 85 | 84 | | | | |
| Target | 80 | 80 | 80 | 80 | 80 | 80 | 80 | | |
| State | | | | | | | | | |
| Enrolment | Feb Census | 1181 | 1172 | 1098 | 1083 | 1013 | | | |
| Student Disciplinary Absences | Short Suspensions | No. 240 | 351 | 356 | 365 | 256 | | | |
| | % Rate | 20 | 30 | 32 | 33 | 25 | | | |
| | Target | 20 | 25 | 25 | 25 | 25 | 23 | 20 | |
| | State | | | | | | | | |
| Long Suspensions | No. 3 | 9 | 21 | 13 | 7 | | | | |
| % Rate | 0.3 | 0.8 | 1.9 | 1.2 | 0.7 | | | | |
| Target | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | | |
| State | | | | | | | | | |
| CLOSING THE GAP | Attendance rate % gap. | Perf 7 | 6 | 4 | 3 | 3 | | | |
| | Target | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | State | | | | | | | | |
| % gap between Indigenous and non-Indigenous students | Perf 9 | 6 | 0 | 1 | -4 | | | | |
| Target | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| State | | | | | | | | | |
| A-C Achievement (7-12) %gap. | Perf 8 | 3 | 4 | 7 | 3 | | | | |
| Target | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| State | | | | | | | | | |
| SATISFACTION MEASURES* | Students | This is a good school (S2006) | Perf 80 | 71 | 59 | 65 | 63 | | |
| | | QSSS | (-) | (73) | (70) | (80) | (79) | | |
| | | I like being at my school (S2036) | Perf 76 | 63 | 55 | 86 | 59 | | |
| | | QSSS | (-) | (66) | (63) | (74) | (74) | | |
| | | I feel safe at my school (S2037) | Perf 83 | 71 | 65 | 68 | 70 | | |
| | | QSSS | (-) | (76) | (75) | (81) | (81) | | |
| | Parents | This is a good school (S2035) | Perf 86 | 88 | 88 | 86 | 93 | | |
| | | QSSS | (-) | (88) | (88) | (91) | (91) | | |
| | | My child likes being at this school (S2001) | Perf 82 | 85 | 85 | 81 | 87 | | |
| | | QSSS | (-) | (85) | (85) | (89) | (89) | | |
| | | My child feels safe at this school (S2002) | Perf 80 | 89 | 85 | 82 | 86 | | |
| | | QSSS | (-) | (87) | (86) | (88) | (88) | | |
| Staff | This is a good school (S2106) | Perf 95 | 92 | 72 | 64 | 84 | | | |
| | QSSS | (-) | (85) | (88) | (90) | (91) | | | |
| | I enjoy working at this school (S2068) | Perf - | 87 | 88 | 74 | 91 | | | |
| | QSSS | (-) | (89) | (88) | (88) | (90) | | | |
| | I feel this school is a safe place in which to work (S2170) | Perf 89 | 91 | 83 | 71 | 84 | | | |
| | QSSS | (-) | (89) | (86) | (88) | (87) | | | |
| I feel that staff morale is positive at this school | Perf - | 69 | 86 | 46 | 58 | | | | |
| QSSS | (-) | (72) | (77) | (71) | (71) | | | | |
| * We aim to be at, or above, state average | | | | | | | | | |

At or above 1-3% below ≥ 4% below

Appendix 2:

Nerang State High School Strategic Plan 2023-2026



| Every Student Succeeds | Every Teacher Inspires | Every Day is Engaging | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|------|------|------|------|------|------|------|------|------|------|------|------|------|------|---|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|---|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <p>Supported Learning <i>All students are supported through a culture of high expectations.</i></p> | <p>Expert Teaching <i>Enhance teacher capability in pedagogical practice and support for students.</i></p> | <p>Engaging Curriculum <i>All learners are supported and engaged in a meaningful curriculum.</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1(a) Review practices for supporting priority groups (aligned to DOE policies and expectations).</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>1(b) Implement and communicate a culture of high expectations providing clarity and consistency in sustainable behaviour management processes. Ensure ongoing review and staff training.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>1(c) Refine communication strategies to provide clarity of school timelines/events and beliefs/priorities.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>1(d) Simplify processes for goal setting and attainment to enable staff to meet school targets. (4DX)</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 | <p>2(a) Develop a system of modelling, observation and feedback to enhance pedagogical practice.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>2(b) Provide professional learning/mentoring to increase capacity for data literacy to support differentiated teaching and learning.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>2(c) Develop and enact a digital pedagogical practice framework.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>2(d) Improve capability in differentiated practices to support students with diverse learning needs.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>2(e) Continue professional learning to embed the school Pedagogical Framework (including NASOT).</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>2(f) Restructure the induction program for new and beginning teachers and review the MBT program.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 | <p>3(a) Implement the Australian Curriculum V9, including the general capabilities and cross-curriculum priorities.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>3(b) Enact the moderation plan across all learning areas, with a particular emphasis on the before phase.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>3(c) Evaluate the timetable structure (including structural differentiation) and its impact on learning outcomes.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>3(d) Enhance existing connections with First Nations families and Elders.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>3(e) Evaluate the Comets, ADP, STEM, Trades@Nerang and Quality Arts Programs to determine their impact on Year 12 and post-school outcomes.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> <p>3(f) Determine impact of existing partnerships on learning and wellbeing outcomes.</p> <table border="1"> <tr> <td>2023</td> <td>2024</td> <td>2025</td> <td>2026</td> </tr> </table> | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 | 2023 | 2024 | 2025 | 2026 |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 2024 | 2025 | 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |