



2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Belonging and engagement

SCHOOL PRIORITY #1 - SUPPORTED LEARNING: - Engagement, Wellbeing and Classroom Management	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
	Term 1	Term 2	Term 3	Term 4		
<p>All students are supported through a culture of high expectations.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Embed a culture of high expectations for student learning, engagement and wellbeing. 2. Ensure clarity of practice and develop consistency in implementation regarding classroom management. 3. Embed practices that are ensuring students are positively engaged in their schooling. <p>Actions:</p> <ul style="list-style-type: none"> • Implement the RTC review recommendations. Including: <ul style="list-style-type: none"> ○ teacher empowerment ○ communication with home ○ record keeping and communication with teachers • Ensure clarity of and consistency in the implementation of the 'Ways of Working': <ul style="list-style-type: none"> ○ PL to clarify WOW (Learning lounges, whole staff meetings) ○ 4DX and walkthroughs to drive consistency ○ Line-of-sight re weekly WOW focus (Walkthroughs and LM) ○ Develop resources for form teachers to ensure upholding WOW ○ Explicit teaching of desired behaviours • Teachers focus on building effective relationship with students, supported by: <ul style="list-style-type: none"> ○ explicit pedagogical approaches that build positive relationships ○ using positive reinforcement (eg WOW Credits, classroom incentives) ○ strategically increase positive interactions with home • Use school-wide systems to gather student voice and develop student belonging. Including: <ul style="list-style-type: none"> ○ ongoing student forums and expanding the work of the Prefects ○ feedback to students and staff on changes enacted ○ a school-wide process in every class for student voice to inform pedagogy in the next unit of learning ○ using of the Engagement Continuum to support student Agency • Use the 4DX approach to drive our 'Wildly Important Goal' of increased student engagement. <ul style="list-style-type: none"> ○ Research 'positive behaviour' approaches and collaborate with staff for next steps ○ Use a school-wide consistent focus on positive reinforcement (WOW points) • Attendance follow-up by Admin Office and the Engagement Team to: <ul style="list-style-type: none"> ○ Track and respond to absences and truancy ○ Communicate to staff extended absence information • <i>Develop and implement a Junior Certificate for Year 9 students</i> <ul style="list-style-type: none"> ○ <i>Develop resources for Form Teachers</i> ○ <i>Determine tracking and printing software requirements</i> • Review school-wide student wellbeing / pastoral care curriculum <ul style="list-style-type: none"> ○ Scan and assess current practices for 'wellbeing lessons' ○ Identify priority areas for pastoral care ○ Develop SLAWF aligned to MTSS 					<ul style="list-style-type: none"> • 85%attendance rate by 2028 • SDA reduction: Short suspension rate from 2023-20% to 202415% 2025-9% to 2026-8% • SOS KPI data for students (ie. is a good school, I like school, I feel safe) are at the state average by 2027 <p>Leader:</p> <p>Suzy Riley (DP)</p> <ul style="list-style-type: none"> ➤ Student Engagement HODs ➤ Faculty HODs ➤ The Leadership Team (TLT) ➤ Form teachers 	<ul style="list-style-type: none"> • 100% of Staff are implementing the weekly WOW focus into their classroom practices • Student attendance rate increased from 81% to 82% by end of 2026 • 100% truancy tracked and responded to • MTSS developed to support students • >95% achievement of Junior Certificate in Year 9 • Staff capability improvement evidenced through walkthroughs and observation:
					<p>Kerry Wharton (DP)</p>	<p>Resources:</p> <ul style="list-style-type: none"> • 3 x Engagement HODs + 1 Dean • Redevelop RTC space • 1.0 FTE AO - Truancy & Attendance (I4S + School budget)

SCHOOL PRIORITY #1 - SUPPORTED LEARNING: Supporting priority groups

All students are supported through a culture of high expectations.

Monitoring			
Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

- Alignment to DOE policies and expectations

AIP measurable/desired outcomes:

- Alignment to DOE policies and expectations
- More visible connection to culture within the school

Strategies:

- Review practices for supporting priority groups to ensure alignment to DOE policies and expectations.

Leader:

Suzy Riley (DP)

Resources:

- Release time for Review staff

Actions:

- For Students in Care, First Nations, LEAD and EALD students:
 - Check current processes achieve appropriate outcomes for students in these groups.
 - Review practices to ensure alignment to DOE policies and expectations for these groups.
- First Nations connections** and outcomes:
 - Review existing connections with First Nations families and Elders
 - Review existing partnerships
 - Evaluate has this impacted on learning and wellbeing outcomes.

SCHOOL PRIORITY #2 - EXPERT TEACHING: Embedding enhanced pedagogies

Enhance teacher capability in pedagogical practice and support for students.

Monitoring

Not Started, Underway, Not to be Completed

Term 1	Term 2	Term 3	Term 4
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Strategies:

1. Continue the professional learning regarding whole-school approach to pedagogy, with a specific focus on 'The Learning' (Principle #2) and student belonging.
2. Ensure staff are data literate to support differentiation.
3. Expand the peer coaching program across the school.
4. Enhance the digital capability and confidence of teachers as they embed the Whole-School Approach to Pedagogy.

Actions:

2. Implement a strategic **Professional Learning Agenda**. Focus on:
 - o Shared pedagogical language
 - o Pedagogical Practices for Learning (PP4L)
 - o Teaching strategies to develop student belonging
 - o Alignment of practices to NASoT and GRR
 - o Resources developed for Peer Modelling as per CCDP* by Ped Task Group (* CCDP – Collaborative Capability Development Plan)
 - o Consistent implementation of PLTs to improve student outcomes.
3. Improve Data **Literacy Capacity**:
 - o Streamline access to data insights and evidence
 - o Investigate SORD, DayMap and TrackEd capability
 - o Enhance teacher data use addressing the results of the 2025 Survey
 - o Utilise learning lounges, PLTs and staff meetings
4. Implement the **Peer Coaching Program** across the school:
 - o Explore alternative avenues of overcoming current implementation barriers
5. Enhance **Digital Learning**:
 - o Create a vision for Digital Learning
 - o Establish and engage a Digital Learning Team
 - o Utilise the Collaborative Cycle to develop a Digital Learning Plan
 - o Digitally 'enable' and 'enhance' Pedagogical Practices for Learning (PP4L) aligning with NASoT and GRR

Long term measurable/desired outcomes:

- Professional Learning Culture embedded
- The effective pedagogies of NASoT, GRR and Digital Learning embedded to maximise student achievement, engagement and wellbeing.
- Enhanced leader and teacher digital learning capability
- Digital Learning Program embedded
- Improved student outcomes - attendance, attitude (effort and behaviour) and achievement

AIP measurable/desired outcomes:

- Digital Learning Program developed
- Professional Learning Agenda enacted
- Consistent implementation of the schools PLT approach
- Data platform identified
- Peer Coaching expanded into more faculties
- Staff capability improvement (PP4L, NASoT, Digital Strategies and Data Literacy) evidenced through walkthroughs and staff surveys.
- Staff SOS improvement (see KPIs in Appendix 1)

Leader:

Kerry Wharton (DP)

- TLT Ped Team & Ped Task Group
- Faculty HoDs

Resources:

- Professional Learning for Pedagogy Team
- Ped Task Group 'Planning Days' (TRS - I4s)
- TA/AO support for resource development

SCHOOL PRIORITY #3: ENGAGING CURRICULUM

All learners are supported and engaged in a meaningful curriculum.

Monitoring

On Track	Underway	Not Commenced
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Term 1	Term 2	Term 3	Term 4
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Long term measurable/desired outcomes:

- All faculties on V9 at start of 2027
- ACV9 is implemented and students are engaged in the curriculum
- Reading Strategy embedded in whole school
- SOS improvement in student outcome "I am interested in my school work" from 42% to 50%.
- Improvement in student outcome of 'my schoolwork challenges me to think' from 82% 84%

AIP measurable/desired outcomes:

- Line of sight in faculty and then LMM meetings
- DP to revise ACV9.0 roadmap
- Development of school-wide three levels of planning
- Tracking Year 13 pathways
- Promote learning outcomes of signature programs and existing partnerships

Strategies:

1. Implement the AC version 9, including the general capabilities and cross-curriculum priorities.
2. Utilise the collaborative cycle to develop a Whole School Reading Strategy.
3. Evaluate the 'Specialised Programs' (Comets, ADP, STEM, Trades@Nerang and Quality Arts) to determine their impact on Year 12 and post-school outcomes.
4. Enhance existing connections with First Nations families and Elders and determine the impact of existing partnerships on learning and wellbeing outcomes.
5. Review Timetable structures to enhance a 'meaningful curriculum'
6. Enhance staff wellbeing opportunities

Actions:

- Review implementation and timelines of **ACv9.0**
 - Determine three levels of planning, development of quality assessment and moderation practices
- Utilise the collaborative cycle to develop a **Whole School Reading Strategy**
 - Instructional model for reading
- **Review 'Specialised Programs':**
 - Scan and review current programs
 - Review impact of learning outcomes for Signature, Duke of Ed and Trade programs
- **Review 'timetable structures' to enhance a meaningful curriculum**
 - Scan and review timetable structures including but not limited to (subject offerings, break times, line structure, quantity of subjects in senior)
- **Review staff wellbeing initiatives**
 - Staff wellbeing meeting
 - School response to OVA / WHS incidents

Leader:

- Julia Cullen (DP)
- All curriculum HODs
 - LCC
 - Timetable Committee
 - Staff wellbeing committee

Resources:

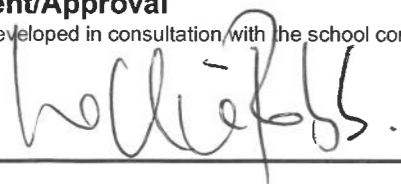
- QCAA workshops (PD Budget)
- Curriculum gateway (Reading)
- 'Planning Day' release (TRS - I4S)

*** Italics indicate priority areas in place that may carry over to 2027*

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	86		82	86	75	86	92		84	78	77	84	72	
	English	94	83	93	88	87		90	85	79	82	83		86	86	84	73	78	
	Science	90	83	83	90	88		85	84	86	83	88		88	81	83	87	86	
	Humanities	80	81	89	83	83		90	82	81	79	89		92	91	79	70	70	
	All Subjects	87	82	90	92	87		86	84	82	85	87		87	83	83	83	82	
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	63		46	51	50	58	73		57	39	52	67	45	
	English	61	36	49	41	48		50	37	48	36	40		48	38	42	35	30	
	Science	64	51	47	48	51		54	53	58	47	51		58	55	54	62	58	
	Humanities	45	48	54	45	54		54	44	45	35	55		81	75	44	43	41	
	All Subjects	55	45	57	58	57		51	46	53	49	55		57	47	53	57	49	

(Performance = Sem 2 Reports)

At or above (Green) | 1-3% below (Blue) | ≥ 4% below (Red)

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							
		2023		2024		2025		2026		2023		2024		2025		2026	
		School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State
Reading	Additional Support (↓)	15	11	23	18	23	16			22	14	20	20	27	12		
	Developing (↓)	31	22	26	27	28	27			36	26	34	27	27	41		
	Strong (↑)	49	48	34	42	36	42			34	44	32	38	33	27		
	Exceeding (↑)	6	18	7	9	4	13			8	17	8	13	6	18		
Writing	Additional Support	16	15	22	20	26	20			18	15	22	22	23	21		
	Developing	32	30	25	29	31	30			31	30	31	31	27	30		
	Strong	44	44	38	37	30	37			33	37	32	30	34	31		
	Exceeding	8	12	4	11	5	11			18	18	10	14	10	17		
Spelling	Additional Support	7	9	10	12	13	12			12	10	8	11	17	11		
	Developing	28	19	20	21	24	21			19	19	18	20	25	22		
	Strong	52	53	46	48	44	48			57	55	63	54	44	51		
	Exceeding	14	19	13	17	10	17			11	17	6	12	8	14		
Grammar & Punctuation	Additional Support	14	13	16	20	31	21			20	15	19	22	34	21		
	Developing	37	27	34	29	24	26			41	29	38	30	25	31		
	Strong	43	47	31	37	32	39			30	42	32	33	28	32		
	Exceeding	6	14	7	12	4	12			9	15	6	13	6	12		
Numeracy	Additional Support	10	11	18	16	19	17			24	13	24	19	21	19		
	Developing	34	24	31	28	24	26			45	25	39	28	27	27		
	Strong	55	54	36	45	46	46			30	53	29	46	42	46		
	Exceeding	2	11	5	6	2	10			2	9	2	5	3	6		

Excludes Exempt (DNS) Students

At or above (Green) | 1-3% below (Blue) | ≥ 4% below (Red)

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 (=OP 1-15) <small>(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	78	78	80	81			
	Target	85	85	80	80	80	81	83			
	State	(89)	(89)	(86)	(84)						
Same-school retention (% of current students who have been enrolled from Year 7)	Perf	83	85	87	85	84					
Target	80	80	80	80	80	80	80				
Enrolment	Feb Census		1181	1172	1098	1083	1013	1034			
Student Disciplinary Absences	Short Suspensions	No.	240	351	356	365	256				
		% Rate	20	30	32	33	25				
		Target	20	25	25	25	25	24	22		
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			
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	Same-school retention % gap.	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										
SATISFACTIO N MEASURES*	Students	This is a good school (S2068)	Perf	80	71	59	65	63	54		
			QSSS	(-)	(73)	(70)	(80)	(79)	(80)		
		I like being at my school (S2036)	Perf	76	63	55	86	59	58		
			QSSS	(-)	(66)	(63)	(74)	(74)	(84)		
		I feel safe at my school (S2037)	Perf	83	71	65	68	70	58		
			QSSS	(-)	(76)	(75)	(81)	(81)	(83)		
	Parents	This is a good school (S2035)	Perf	86	88	88	86	93	89		
			QSSS	(-)	(88)	(88)	(91)	(91)	(91)		
		My child likes being at this school (S2001)	Perf	82	85	85	81	87	84		
			QSSS	(-)	(85)	(85)	(89)	(89)	(89)		
		My child feels safe at this school (S2002)	Perf	80	89	85	82	86	88		
			QSSS	(-)	(87)	(86)	(88)	(88)	(88)		
Staff	This is a good school (S2108)	Perf	95	92	72	64	84	74			
		QSSS	(-)	(89)	(88)	(90)	(91)	(92)			
	I enjoy working at this school (S2069)	Perf	-	87	88	74	91	89			
		QSSS	(-)	(89)	(88)	(88)	(90)	(92)			
	I feel this school is a safe place in which to work (S2070)	Perf	89	91	83	71	84	77			
		QSSS	(-)	(89)	(86)	(88)	(87)	(87)			
I feel that staff morale is positive at this school	Perf	-	69	56	46	58	52				
	QSSS	(-)	(72)	(77)	(71)	(71)	(74)				

* We aim to be at, or above, state average

At or above (Green) | 1-3% below (Blue) | ≥ 4% below (Red)

Appendix 2: Nerang SHS Strategic Plan 2023-2026

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

Appendix 3: Our WIG

2026 Our Wildly Important Goal



To increase **student engagement** by ensuring all teachers focus on building positive relationships⁽¹⁾ with their students, supported by positive reinforcement⁽²⁾ and the development of a culture of belonging⁽³⁾.

⁽¹⁾ a positive relationship between the teacher and the student is where both parties make efforts to gain trust and respect from each other. For teachers, this relationship may consist of getting to know your students better, providing choice, encouraging the students to break through their fear of failure and forgiving their lapses in judgement.

⁽²⁾ positive reinforcement involves tangible rewards (eg stickers, stamps, food), verbal encouragement and activity reinforcers (eg allowing students to choose their seating partner, take part in preferred activities, etc, when they behave appropriately).

⁽³⁾ belonging is fostered through Student Agency and Student Voice. Student agency is when students take an active role in their learning by making choices, setting goals, and reflecting on their progress. It means they take responsibility for how they learn and for their own growth. Student voice is when students share their ideas and opinions to help shape their learning and school experience. It means their thoughts are listened to and valued.



Our School WIG:

To improve student attendance from 81% to 82% by end of 2026.

- Our improvement in Engagement is measured by an improvement in attendance.
- Student absenteeism is the biggest impact on our development of a culture of high expectations where every student is positively engaged every day in every lesson.

Our 4DX Approach:

- One Wildly Important Goal. (Our WIG is school-wide ...we're focussing on engagement to improve attendance)
- All faculties work on the same Lead Measure at the same time.
- Lead Measures are developed by the TLT.
- Faculty Scoreboard reporting is given time at the start of every Tue meeting. (We're learning from each other and keeping each other on-track)
- Lead Measures have a line-of-sight process for leaders to observe success in classes.
- Feedback on Lead Measures implementation (& the Faculty Scoreboard) are a weekly event at TLT meetings (We're learning from each other)
- We know we have to work against the whirlwind consuming our time. *Lean into the unease!*