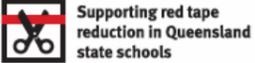# BARINGA STATE SECONDARY COLLEGE
# 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement    Belonging and engagement

| School priority 1 | **Engaging our Learners**<br><br>We will build a student-centred approach to learning to ensure students are active thinkers and engaged learners. (Learner Principles) | **Monitoring**<br>*Green –on track, Yellow – underway, Magenta – yet to commence.  Shade cell at the end of each term after reflection based on progress.* | | | | School priority 2 | **Expert Teaching Team**<br><br>Drive excellence in teaching and learning through ongoing staff develoment to improve outcomes for all students. | **Monitoring**<br>*Green –on track, Yellow – underway, Magenta – yet to commence.  Shade cell at the end of each term after reflection based on progress.* | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Term 1 | Term 2 | Term 3 | Term 4 | | | Term 1 | Term 2 | Term 3 | Term 4 |
| **Link to school improvement strategy:** | Domain 8 – clarify processes for engaging students with the 'A-level thinking' process to foster consistency of practice among teachers and challenge students. | | | | | **Link to school improvement strategy:** | Domain 5 – Strengthen current and aspiring leaders' instructional, operational and strategic leadership capability to ensure consisent implenmtation and evaulation of teaching and learning priorities.<br><br>Domain 8 – Establish regular opportuntiies for professional conversations about evidence-informed pedagogies to promote a share language and understanding of pedagogy and drive effective pedagogical practices. | | | | |
| **Strategy/ies** | o   Deepen teacher knowledge and understanding of curriculum intent.<br>o   Leveraging of curriculum intent to deveop innovative, responsive and engaging learning experiences, building in real world opportunities to drive the learning experiences<br>o   Develop a learner-centred approach to student feedback to drive student growth and progess<br>o   Investigate opportunities to increase student agency and voice in the co-design of learning experiences<br>o   Sustain, apply and expand teacher professional knowledge of data sets to meet the needs of our learners | | | | | **Strategy/ies** | o   Build instructional leadership capacity to select specific/targeted pedagogies to the Learning Principle appropriate to individual curriculum areas.<br>o   Develop a whole college approach that addresses the Learner Principle and provides staff with the knowledge and capability to enact this.<br>o   Develop a sustained approach to the teaching of Reading across the whole curriculum.<br>o   Form a working group to scan and assess digital pedagogy options and make recommendations for future implemenation. | | | | |

| **Actions:** including Responsible role(s) | **Resources** | **Actions:** including Responsible role(s) | **Resources** |
|---|---|---|---|
| o   Select and apply pedagogies that challenge students to think at an A-level standard.<br>o   Develop explicit links between Learning goals, classroom learning activities and marking guide expectaions for clear student understanding of learning links to assessment.<br>o   Develop student ability to use feedback to improve outcomes<br>o   Quality assure evidence of student learning and feedback through classroom based practices and moderation to promote assessment capable learners.<br>o   Collection of student evidence of learning to determine next steps in the learning cycle<br>o   Use of data to determine success of learning and help determine next steps for teaching<br>o   Investigate possible real world activities and experiences that will enhance the learning experiences and opportunities for students | Junior Secondary Head of Department (Year 7-9)<br>Curriculum HODS<br>Junior Secondary Engagement<br>Conceptual Framework | o   Model and implement consistent instructional leadership practices to lead targeted curriculum area pedagogies.<br>o   Focus on Explicit Instruction, Learning Goals and Feedback<br>o   Build capacity of middle leaders as instructional leaders through targeted PD and development<br>o   All staff engage in professional development around the Learner Principle.<br>o   Implement recommendations from the College curriculum reading team across the whole curriculum.<br>o   Inform and develop staff knowledge of digital pedagogy options including AI opportunities. | Determining Effective Pedagogies<br><br>Learner Principle expert PD<br>PP4L Focus/ Documents<br>Corella Professional Development<br>Apple Support Team<br><br>Reading Team |

| **End of Year Success Criteria** | **Measures** | | **End of Year Success Criteria** | **Measures** |
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| | **Performance:**<br><br>Maintaining and/or improving student results across all curriculum areas.<br><br>English          A-C Years 7-10          Goal: 95%<br>English          A-B Years 7-10          Goal: 50% (relative 56.5%)<br>Maths             A-C Years 7-10          Relative A-C 88.3%<br>Maths             A-B Years 7-10          Relative A-B 56.5%<br>Naplan           English and Maths      Inter-assessment agreement for Year 7 and 9 Naplan<br>Naplan           Improvement in Mean scale scores across all aspects of Naplan<br><br>Decrease in the number of Not Rated results for Year 7-12<br><br>Improving attendance for targeted students who sit below 85%<br>Improve attendance and retention for First Nations students across Year 7-12<br>Improve School Opinion Survey student response– I am interested in my schoolwork – 81.5% | | | **Performance:**<br><br>•   All staff involved and completed SPG process<br>•   All teachers involved and engaged in all aspects of development as outlined in collegial engagement framework<br>•   All teachers involved and engaged in professional learning of Productive Pedagogies for Learning<br>•   All teachers initiating the implementation of reading strategies within their classrooms as per college and faculty expectations<br>•   All staff engaged with professional development of digital pedagogies as determined by college and faculty.<br><br>Improve School Opinion Survey staff response – Student value feedback about their school work – 63% |

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**Behaviour**

Students can/will:
- o   Know their level of achievement.
- o   Know how they are being assessed.
- o   Know how to improve their results through use of clear, concise feedback
- o   Provide evidence of learning in each lesson and complete assessment.
- o   Know their attendance percentage and set targets to maintain or improve.

Teachers can/will:
- o   Know their learner, activate prior knowledge, re-teach where required and frame next steps for learning
- o   Use learning intentions and success criteria to collect evidence of student learning and provide feedback to learners.
- o   Know their curriculum, front end assessment with through pre and M1 (before phase) moderation processes.
- o   Choose and utilise appropriate pedagogy (age, stage and curriculum intent).
- o   Open A level thinking in their students
- o   Set high expectations for completion of class work.
- o   Use clear, concise feedback to support students to improve outcomes
- o   Ensure that all students complete assessment.
- o   Use data to inform next steps for teaching
- o   Engage in professional development to align with College priorities in the classroom.

Teacher aides can/will:
- o   Work in collaboration with teachers to provide support to the learner in the classroom.
- o   Engage in professional development to align with College priorities in the classroom.

Leadership team can/will:
- o   Lead and quality assure moderation practices in the College.
- o   Continue to develop teacher capability in appropriate pedagogy (age, stage and curriculum intent).
- o   Plan for and enact work throughs to quality assure evidence of learning is collected and acted on.
- o   Will use and respond to evidence of learning collected in the teaching sequence to collaborate on next steps.
- o   Lead the monitoring of student outcomes across the teaching sequence and collaborate with teachers to implement appropriate interventions as required.

**Behaviour**

Students can/will:
- o   Engage in their learning.
- o   Achieve success in their learning.
- o   Engage with the teaching of reading.

Teachers can/will:
- o   Collaborate with their Head of Department and teaching teams to determine curriculum focussed pedagogies.
- o   Engaging in professional development for the Learner Principle and adopting the principles into their classrooms with their learners.
- o   Use recommended strategies to teach reading across the curriculum.
- o   Contribute to the scan and assess process of determining future digital pedagogies.
- o   Engage with team peer learning opportunities.
- o   Engage in professional development to align with College priorities in the classroom.

Teacher aides can/will:
- o   Work in collaboration with teachers to provide support to the learner in the classroom.
- o   Engage in professional development in Reading.

Leadership team can/will:
- o   Lead their curriculum teams to collaboratively determine the focussed pedagogies for 2026.
- o   Lead and model curriculum focus pedagogies to develop the capabilities of their teaching teams.
- o   Deepen knowledge of Learner Principle strategies to develop the capabilities of their teaching teams.
- o   Lead and model reading strategies.
- o   Engage in consistent walk throughs to support implementation of College priorities.

**Artefacts**

Levels of Planning – learning intentions and success criteria
Track Ed
Class Placemats
Assessment Policy
College At Risk Tracker
HOP Program
School Online Recording Dashboard (SORD)
NAPLAN

**Artefacts**

[Determining Effective Pedagogies](#)
PP4L
Whole of College Pedagogy Framework
Collegial Engagement Framework

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**Reduction of red tape in day-to-day work, planning and processes include:**

Supporting red tape reduction in Queensland state schools

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**Approvals**

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal _(signature)_

P&C/School Council  k.taylor-rose

School Supervisor _(signature)_

Queensland Government