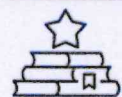


Annual Implementation Plan 2026



Educational achievement Expert educators



Belonging and Engagement Supporting student performance

PRIORITIES

To improve educational outcomes for all students at Nambour State College. 1.3 Full and systemic implementation of the Australian Curriculum V.9 and senior schooling programs with QA processes. 1.6 Improve student reading outcomes college wide by implementing a whole-school, evidence-informed approach to reading instruction	Track the successful implementation of each strategy, ultimately supporting improved student outcomes and teaching quality across the P-12 context. 1.4 Introduction of whole school lesson plan to support deliberate and responsive pedagogical decisions.	Supporting Student Performance: Effectively creating a supportive, challenging, and inclusive environment that enables all students to thrive academically and socially. 2.1 Strengthen staff knowledge, understanding and commitment to the college wide system of classroom and playground management.
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STRATEGIES

- Provide targeted professional development to equip teachers with the skills to effectively implement the updated curriculum. - Implement a specified QA framework to regularly review curriculum implementation and ensure consistency across all year levels. - Leverage digital tools and resources to enhance curriculum delivery and streamline QA processes to improve student outcomes. - Implement a staged, whole-college Reading Improvement Journey that builds teacher capability, aligns practice across P-12, and ensures fidelity to DETE's Reading Statement. - Primary teachers will explicitly teach vocabulary while simultaneously continuing systematic instruction in phonological awareness, decoding, morphology, fluency and comprehension. Vocabulary instruction will occur daily through modelling, guided practice, discussion, and active use within reading and writing tasks - Explicit vocabulary teaching across all subjects to support understanding of texts - Primary: Vocabulary taught alongside ongoing phonological, decoding, morphology and fluency instruction. - Explicit academic and disciplinary vocabulary taught using morphology and consistent routines	- Continue to embed the NSC lesson structure. - Incorporate digital tools into lesson plans to enhance engagement and streamline data collection for responsive teaching. - Foster regular collaboration among teachers to share best practices. - Continue providing targeted training (high impact strategies) and on making deliberate and responsive pedagogical decisions/high impact strategies - All teaching staff will participate in structured collegial engagement processes each semester, including one formal observation with feedback to strengthen instructional practice and foster a collaborative professional culture.	- Establish and consistently communicate a college-wide behaviour management framework outlining clear expectations, consequences, and support mechanisms. - Clearly define roles and responsibilities for staff in both classroom and playground settings. - Deliver regular, evidence-based professional development sessions on classroom and playground management strategies. - Establish processes for ongoing monitoring and reflection to improve classroom and playground management. - Use data on behaviour incidents to identify trends and evaluate the effectiveness of management strategies.
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ACTIONS

Students	Staff	Leaders	Students	Staff	Leaders	Students	Staff	Leaders
- Engage in curriculum-aligned lessons and learning sequences. - Use teacher feedback and data discussions to improve their work. - Demonstrate learning in moderation-aligned tasks and assessments. - Apply taught reading and vocabulary strategies to understand texts. - Use new vocabulary in speaking, writing and learning activities.	- Use the three levels of curriculum planning to deliver aligned units. - Use the senior unit planning template (where applicable). - Record and use data each term to adjust teaching and target support. - Participate in agreed moderation processes and apply feedback. - Implement the Reading Position in daily practice. - Teach vocabulary explicitly across learning areas.	- Oversee three levels of curriculum planning and align them with moderation. - Develop an agreed senior unit planning template aligned to the assessment calendar. - Establish and implement termly data recording processes and review timelines P-12. - Lead consistent moderation processes across the college. - Develop and implement the Reading Position and build staff understanding. - Lead college-wide vocabulary improvement aligned to reading priorities.	- Engage in all phases of the NSC lesson structure. - Respond to checks for understanding. - Use feedback to improve their work. - Monitor progress and set next steps. - Use the 5 Critical Questions to guide their learning.	- Implement the NSC lesson structure consistently. - Use QLearn to support learning and engagement. - Gather real-time data through checks for understanding. - Use data and high-impact strategies to adjust teaching. - Collaborate regularly to strengthen practice. - Participate in collegial engagement processes and apply feedback. - Act on feedback from Learning Walks and Talks.	- Lead and quality-assure the NSC lesson structure. - Provide PD on responsive teaching and high-impact strategies. - Monitor and support effective use of QLearn & SeeSaw - Strengthen collaboration across teaching teams. - Deliver instructional components in staff meetings. - Lead observations and coaching - Conduct focused Learning Walks and provide feedback.	- Follow behaviour expectations to help create a safe, predictable environment where everyone feels they belong. - Follow the NSC behaviour expectations and routines. - Engage respectfully with peers and staff. - Respond to feedback to improve behaviour. - Use visual expectations to guide actions. - Take responsibility for their conduct in all settings.	- Teach and reinforce behaviour expectations to build a positive, predictable classroom environment that supports student belonging and engagement. - Use the agreed behaviour processes consistently - Display and refer to the visual behaviour expectations. - Teach and reinforce the Code of Conduct daily. - Use behaviour data to adjust routines and support students. - Engage in PD to strengthen behaviour practice. - Communicate expectations clearly and follow response pathways.	- Lead and model consistent behaviour expectations to strengthen a whole-college culture of belonging, safety and engagement. - Develop and communicate clear, aligned behaviour processes. - Finalise and implement the NSC Code of Conduct. - Analyse behaviour data to guide decisions. - Provide a visual behaviour expectations package for classrooms and staff. - Share timely updates on changes to staff, facilities, or procedures. - Provide PD to support consistent behaviour practices.

OUTCOMES:

Long term measurable/desired outcomes: - All year levels complete three levels of planning and participate in termly moderation. - Moderation shows improved consistency of teacher judgement ($\geq 90\%$ agreement). - Termly data recording is completed P-12 and used to adjust teaching. - Students show measurable growth (Upper 2 band lift) in curriculum-aligned reading and vocabulary tasks.	Long term measurable/desired outcomes: - NSC lesson structure is visible in $\geq 80\%$ of classrooms (LW&T / walkthroughs). - Checks for understanding are evident in $\geq 80\%$ of targeted lessons. - Student progress improves in identified cohorts and curriculum assessments. - All teachers participate in CE observations and apply feedback.	Long term measurable/desired outcomes: - Major behaviour incidents decrease by 10–20% from baseline - Staff apply agreed behaviour processes with $\geq 90\%$ consistency. - Attendance improves by 2–5% across the college. - Student surveys show improved belonging, safety, and engagement indicators (attendance).
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Approvals: This plan was developed in consultation with the school community and meets school needs and systemic requirements

College Principal:



P&C President:



School Supervisor: