

GIN GIN STATE HIGH SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN



School priority 1: Ensure consistent and coherent curriculum planning and delivery aligned with the Curriculum, Assessment and Reporting Framework. Embedding differentiated and inclusive practices to meet the diverse learning needs of all students.					Long term measurable/desired outcomes: - All teachers in all faculties plan using a consistent and common unit planning template. - Every faculty adopts and effectively uses a common school moderation process which is documented using a pre-moderation template. - Every faculty effectively use the assessment "Placemat". - All teachers and students consistently referring to the assessment placemat as the "Placemat". - All staff have participated in structured capacity building activities targeting curriculum planning and delivery. - All curriculum plans differentiate for the needs of all children in the class. - All staff can deliver the curriculum ensuring inclusivity of all students. - Reading strategies are seamlessly incorporated into all unit plans and enacted in the classrooms.	AIP measurable/desired outcomes: By the end of 2026 - All teachers in all faculties plan using a consistent and common unit planning template (Term 1). - We have an agreed process for moderation which is consistent across the school. - Teacher individual planning shows evidence of differentiation for student learning needs. - Learning Walk & Talks indicate student familiarity with assessment and strategies to improve. - Teachers will have the capacity to develop Personal Learning Plans (PLPs) for students. 90% of unit plans include documented differentiation strategies. 100% of learning areas use school planning template. - Reading and Writing strategies evident in all learning area plans. - Assessment Literacy Placemat visible in all classrooms. - Moderation documentation recorded in CARP. - Quantitative evidence from Learning Walks demonstrates increased student articulation of learning goals. Monitoring Impact: - Progress tracked through mid- and end-of-year AIP reviews. - HOD audits of unit plans, moderation minutes, and differentiation records. - Student and parent voice collected via surveys and focus groups. Success Criteria: - Students link work to marking guides and set learning goals based on feedback. - Teachers confidently use planning templates and front-end assessment. - Leadership Team uses data and feedback to guide ongoing improvement. - A-C data for English, Math & Science is at 85% or better.
Monitoring	Term 1	Term 2	Term 3	Term 4		
Strategies: - Develop consistent school wide practices for moderation, planning, delivery and assessment of version 9 Australian Curriculum. - Build the capacity for staff to teach reading through the delivery of version 9 Australian Curriculum - Instigate a reliable testing strategy to generate data for reading to identify tier 2 and 3 students needing support - Develop a multitiered support response to reading challenges for students - Continue phased implementation of Version 9 Australian Curriculum and Senior Schooling priorities. - Implement and utilise consistent school-wide planning templates in line with CARF and QCE requirements. - Embed Reading and Writing strategies through the Reading Improvement Framework and Curriculum Gateway Hub. - Plan, implement, and document pre- and post-moderation practices for all units. - Embed Assessment Literacy and Own Your Learning practices school wide. - Ensure HODs lead and monitor curriculum delivery and differentiation. - Document and embed individualised differentiation strategies aligned with the Inclusive Education Policy (2021). - Reference evidence-based practices from Departmental Curriculum Implementation Guidelines and the Junior Secondary Framework.						
Actions: - Collaboratively develop and implement unit planning template which encompasses CARF, V9 and GGSHS priorities. - Collaboratively develop and adopt a pre-moderation process to be used across all faculties - Train staff to implement reading testing instrument and gather reliable data. - Identify and train staff to deliver intervention strategies for tier 2 & 3 students for reading - Collaborate with Speech Language Therapist to devise teaching strategies. Principal: Provides instructional leadership, facilitates pedagogical conversations with all staff centred on teaching & learning and ensures resource alignment. Deputy Principal: oversees curriculum alignment, moderation consistency, and CARF compliance. Heads of Department (HODs): Monitor curriculum fidelity and differentiation. Specialist Teacher / Literacy Leader: Facilitates reading, writing, and professional learning.					Responsible officer(s): - Principal - Deputy Principals - HoDs - Key Teachers	Resources: - Professional development budget to support teacher attendance at - Reading Masterclasses - Sounds Write - Pedagogy practices - Differentiation PD - Timetable flexibility to incorporate tiered support for reading intervention. - Regular Reading Team Meetings (fortnightly). - Speech Language Therapist.

School priority 2: Strengthen teacher practice through whole-school evidence based pedagogical approach to build a high performing and inclusive teaching team.					Long term measurable/desired outcomes: The “Gin Gin Way” is established and followed school wide which includes: • A documented Gin Gin State High School Pedagogical Approach which informs practices across the school. • Pedagogical practices utilise a common language. • Inclusion Policy in place and relevant professional learning linked to this when available. • All staff have developed individualised development plans. • Individual PD needs for staff and PD which aligns with AIP goals are met by school.		AIP measurable/desired outcomes: By the end of 2026 • a approach will be developed to identify agreed high yield pedagogical practices (Semester 1). • all staff will be receiving feedback on the use of high yield practices in classrooms. • All teachers engage in APDP process with pedagogy as an area of growth. • Pre-Moderation practices include pedagogy as part of the process. • An inclusion policy will be collaboratively developed. • A school wide PBL document will be developed. • 100% of staff familiar with and applying The Gin Gin Way. • All staff engaged in at least two collegial engagement cycles per semester. • PD participation data aligns with AIP and APDP goals. • Staff and student wellbeing survey results reflect improved inclusion and engagement.	
Monitoring	Term 1	Term 2	Term 3	Term 4	Strategies: • Implement The Gin Gin Way – a collaboratively developed pedagogical approach defining teaching, assessment literacy, and inclusion practices. • Establish a common approach to classroom practice aligned with the Collegial Engagement Framework. • Incorporate observation, mentoring, FACES, Walk and Talk, and Profiling practices to build teacher capacity. • Link individual professional goals to Annual Performance and Development Plans (APDPs) and School Priorities. • Track and support differentiated professional learning aligned to AIP priorities. • Integrate digital pedagogy through the Department’s Digital Strategy for Education and ICT Capability Framework. • Embed staff and student wellbeing practices into inclusive education and PD planning. • Apply Change Management language (gain awareness, build knowledge, take action, review, sustain) throughout actions.			
Actions: • Principal: Provides vision, alignment, and oversees capacity building. • Deputy Principal: Coordinates professional learning and tracks development through line management. • HODs: Lead pedagogical conversations, mentor teachers, and ensure consistent application of The Gin Gin Way. • Teachers: Implement consistent classroom expectations and participate in collegial feedback cycles. • Through Leadership meetings, HODs to collaborate and agree on best practice pedagogical strategies. • HODs to embed conversations about classroom pedagogy in planning and moderation conversations. • HODs to engage teachers in conversations about pedagogy as part of the APDP process. • Specialist Teacher to model and demonstrate best practice strategies at staff meetings. • HOSES to model differentiation strategies to teaching staff through staff and faculty meetings.					Responsible officer(s): • HOD Leadership team		Resources: • Professional development budget. • Time at faculty and staff meetings. • Time on SFD to model. • Staff able to model best practice.	
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.								
Principal		P&C		School Supervisor				