**Bremer State High School**

**2026 ANNUAL IMPLEMENTATION PLAN**

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| **School priority 1** | | | **Belonging and Engagement**  **In classrooms: Pedagogy-whole school focus on pedagogy and “How Bremer Students Learn”** | | **Monitoring** | | | | | | **School priority 2** | | **Curriculum- Continued improvement Year 7-12 curriculum** | | | **Monitoring** | | | |
| Term 1 | | Term 2 | Term 3 | Term 4 | | Term 1 | Term 2 | Term 3 | Term 4 |
| **Link to school improvement strategy:** | | | **Our 2026 focus area for improvement is to:**   * Enact planned and intentional pedagogical practices that align to How Bremer Students Learn * Conduct regular in-class observation and feedback cycles * Deliver intensive pedagogy support for teachers using classroom profiling, walkthroughs and structured feedback in explicit instruction pedagogy * Adopt clear processes to track, monitor and differentiate support so that every child is learning and improving * Drive Digital Innovation through the integration of QLearn. | | | | | | | | **Link to school improvement strategy:** | | **Our 2026 focus area for improvement is to:**   * Deliver an aligned and engaging curriculum that is regularly reviewed as part of a quality assurance cycle * Enact a Whole-School Moderation Policy ensuring alignment, validity, and reliability of teacher judgments: before, after, end * Deepen the school’s Reading Strategy under MTSS, targeting Tier 1, 2, and 3 interventions * Complete full alignment to Australian Curriculum V9, ensuring consistency across Years 7–10 * Strengthen QCE attainment and pathways monitoring for Years 10–12 students. | | | | | | |
| **Strategies** | | | * Line Management, quality assurance, setting professional goals (SPG) * Observation and Feedback Framework * Classroom Profiling * Differentiated approaches to pedagaogy * Digital Pedagogy | | | | | | | | **Strategy/ies** | | * Teaching and Learning- all HoD aligned * Line Management- quality assurance * Whole school walk-throughs * Moderation- before, after, end * Whole School Reading Strategy | | * V9 Australian Curriculum with accessible assessment * Maximising Learning Team and collaboration time * Widen VET options in Senior School * Senior School Pathways document. | | | | |
| **Actions: including Responsible role(s)** | | | | | | **Resources** | | | | | **Actions: including Responsible role(s)** | | | | | **Resources** | | | |
| * Visible, planned and intentional pedagogical practices in all learning environments * Quality assurance, line of sight, professional learning, meetings, classrooms, feedback * Continue to embed QLearn as the core platform for curriculum programs, and resources * Enact professional development for pedagogical practices, classroom profiliing and digital learning for all staff * 100% of teachers engaged in at least one Observation and Feedback cycle per semester * Continue “How Bremer Students Learn” * Every teacher being observed through walkthroughs from leadership. | | | | | | * Bremer HITS * [Critical Routines](https://qedu.sharepoint.com/sites/2050/SiteAssets/Forms/AllItems.aspx?FolderCTID=0x012000F2AB47BBDDB0E547B1CB4C95DDC4267F&id=%2Fsites%2F2050%2FSiteAssets%2FSitePages%2FHome) * ESCMs * [How Bremer Students Learn](https://qedu.sharepoint.com/sites/2050/Policy%20and%20Procedure%20Register/Forms/AllItems.aspx?FolderCTID=0x0120005D3014E23A12134EAE38C45188E0EC1E&id=%2Fsites%2F2050%2FPolicy%20and%20Procedure%20Register%2F05%20Teaching%20and%20Learning%2F01%20Bremer%20Blueprint) * [Classroom Observation and Feedback Cycle](https://qedu.sharepoint.com/sites/2050/Policy%20and%20Procedure%20Register/Forms/AllItems.aspx?FolderCTID=0x0120005D3014E23A12134EAE38C45188E0EC1E&id=%2Fsites%2F2050%2FPolicy%20and%20Procedure%20Register%2F05%20Teaching%20and%20Learning%2F02%20Lesson%20Observation%20and%20Feedback%20Framework) * MTSS documents | | | | | * Continue to embed QLearn as the core platform for curriculum programs, and resources in Year 7 & 8 Core, VET and Year 11 & 12 for assessment submission * Continue implementation of Australian Curriculum V9 * Continue to deliver 2024 QCAA Applied syllabuses and 2025 QCAA General syllabuses * Increase VET options to meet the needs of our learners, priority in Year 10 2026 * Enact differentiated curriculum that meets the individual needs of students in classrooms | | | | | * [QLearn](https://qlearn.eq.edu.au/) * Teams * [Data Plan](https://qedu.sharepoint.com/sites/2050/Policy%20and%20Procedure%20Register/Forms/AllItems.aspx?csf=1&web=1&e=qDrzE0&CID=bddbae6a%2D8b24%2D4845%2Da38e%2D14abfadcda32&FolderCTID=0x0120005D3014E23A12134EAE38C45188E0EC1E&id=%2Fsites%2F2050%2FPolicy%20and%20Procedure%20Register%2F01%20Key%20Strategic%20Documents%2F04%20Data%20Plan&viewid=f447a80e%2Ddb2c%2D4402%2Db9d0%2D7de0b2bdb01e) * Education Perfect ACARA * QCAA * CARF- K-12 Framework * DoE Curriculum Gateway * Training.gov | | | |
| **End of Year Success Criteria** | **Measures** | **Performance:**  **AIP measurable/desired outcomes engagement:**   * 10% Reduction in behaviour incidents * 8% SDA rate- whole school * 90% Attendance * Improved student retention * VET- 100% CERT II * Out of Catchment enrolments <20% (24% in 2025) | | **AIP measurable/desired outcomes engagement:**   * 10% Reduction in behaviour incidents * 8% SDA rate- whole school * 90% Attendance * Improved student retention * VET- 100% CERT II * Out of Catchment enrolments <20% (24% in 2025) | | | | | | **Long term measurable/desired outcomes:**   * Increase in proportion of students achieving a C and above in all subjects with a focus on English and Maths * Increase in proportion of students achieving an A or B in all subjects with a focus on English and Maths * Maintain 100% of students achieving a QCE/ QCIA * Improved rates of student attendance- days of learning * Reduction in school disciplinary absence rates * Improved Year 13 Next Steps Results * Improved First Nations Outcomes- Closing the Gap- attendance and academic outcomes * Improved participation and performance in NAPLAN | | | | **AIP measurable/desired outcomes performance (whole school):**   * 45% A-B * 90% A-C * 100% A-D * 100% QCE/QCIA (Year 12 2026) | | | | | |
| **Behaviour**  **Staff will:**   * Apply the Critical Routines, Essential Skills for Classroom Management and How Bremer Students Learn * Access agreed data sets to know their learners, plan and differentiate to ensure accessibility for all students * Use Muti Tiered Systems of Support and the Student Referral Team to support behaviour, academics, and wellbeing to improve outcomes for students * Utilise QLearn for all 7, 8, Senior School Submissions and VET classes from 2026 | | **Students will:**   * Be prepared and ready for learning and follow Critical Routines * Know, **what**, **how** and **why** they are learning | | | | | | **Education Support Officers will:**   * Maximise their time in classrooms with students- face to face * Support the students in classrooms, in year level hubs, in the reset room and in alternative learning environments. | | | | **Leadership Team will:**   * Support all teaching and non- teaching staff * Demostrate Instructional Leadership * Display visible leadership in the classroom/s. | | | | | |
| **Artefacts** | * Moderation Plan- Before, After, End, including a HOD planned collaboration cycle * Staff Collaborative Planning Outcomes * Three Levels of Planning * Curriculum Aligned Marking Guides | | | | | | | | | | * QLearn - Resourcing and Unit Plans * AARAs * Assessment Calendar * Maximising Learning Team Outcomes | | | | | | | |
| **Reduction of red tape in day-to-day work, planning and processes include:**   * Bremer Strategy – Ask: Is this the best way to do it? How do we keep it simple? * Strategic Meeting Scheduling * Investigate assessment submission * NCCD data collection to be reviewed * Increase use of Education Perfect- for student work at home requirements | | | | | | | | | | | | | | | | | | | |