

AIP

2026

BELONGING



Exceptional
Teaching &
Learning



Student & Staff
Voice



Engagement



Connection



AIP

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Improvement Priority 1: Exceptional Teaching and Learning		
Key Strategies:		
<ul style="list-style-type: none"> • Deepen Australian Curriculum knowledge and assessment literacy of all teachers to ensure teachers deliver curriculum effectively and plan for differentiation that caters to all learners. • Develop the capability of leaders and teachers to use the three principles of pedagogy (curriculum, learner, learning) to ensure deliberate and responsive decisions that impact student learning. • Further refine and embed a shared vision and language for inclusion and differentiation to build collective understanding, commitment and responsibility in supporting all students' learning. • Strengthen moderation practices, with a focus on the planning stage, to deepen teachers' knowledge of the Australian Curriculum (AC), enhance teachers' assessment literacy and plan for differentiation that caters for all learners. 		
Actions	Timelines/Resources	Initiative led by
Continue to build the capability of all leaders in instructional leadership and develop structures for intentional collaboration to build teacher capability in curriculum, assessment and applying the three principles of pedagogy (curriculum, learner, learning).	Student Free Days Collaboration Time	Executive Leadership Team
Continue to build capability of staff in Universal (tier 1) interventions as outlined in our multitiered systems of support to embed in classroom practice and refine a shared vision and language for inclusion and differentiation.	Student Free Days Term 1/3 Learning Lounges Term 2/3 Twilights Staff meetings <i>Specialist Teachers</i>	Executive Leadership Team
Begin QLearn implementation to streamline learning management and leverage technologies to improve student outcomes.	Term 1/3 Learning Lounges Term 2/3 Twilights Staff meetings	Deputy Principal Middle School

Measurable Outcomes	Monitoring outcomes	Success Criteria
Minimum 85% A-C target for all classes; 50% A-B LOA target for all subjects	Reporting; Faculty Action Plans and teacher Data conversations	Students can/will: <ul style="list-style-type: none"> • Demonstrate sustained progress and achievement across all learning areas, showing clear growth against AC v9 expectations. • Engage confidently in learning, participating fully in classrooms where they can access the curriculum at their year level and overcome barriers to learning. Teachers can/will: <ul style="list-style-type: none"> • Use assessment data to inform instruction, adapting teaching to scaffold and extend learning, improving outcomes for every student. • Collaborate as reflective professionals by sharing insights and engaging in building collective efficacy to strengthen teaching practices to improve student achievement. Leadership team can/will: <ul style="list-style-type: none"> • Lead high-quality curriculum, assessment and pedagogy by monitoring AC v9 implementation, modelling the three principles of pedagogy, and providing targeted professional learning that builds teacher expertise and confidence. • Drive a strong culture of collaboration and instructional leadership through structured collaboration routines, evidence-informed conversations, and capability building of middle leaders.
Every student achieves at least one year of learning growth each year in core subjects Maths, English (7-12) and Science (7-10)		
100% QCE and/or QCIA attainment General, Applied and VET outcomes are aligned with state outcomes.	Ongoing by Senior School team	
Growth in student achievement from grade 7 to 9 across all NAPLAN strands.	Junior School and Middle School teams	
Differentiated classrooms which demonstrate the pillars of engagement.	Learning Walks (Collegial Engagement Framework)	
Student perception (SOS) upward trajectory >5% <i>Teaching and Learning</i> category.	Feedback from students sought each term to monitor engagement and satisfaction.	
Staff perception (SOS) upward trajectory >5% <i>Staff Development</i> category.	Feedback from staff sought each term to monitor engagement and satisfaction.	
Parent perception (SOS) upward trajectory 5% <i>Teaching and Learning</i> category.	Feedback from parents sought each term to monitor engagement and satisfaction.	

Improvement Priority 2: A culture of belonging and wellbeing		
Key Strategies: <ul style="list-style-type: none"> Strengthen Positive Behaviour for Learning systems supported by school wide documented approaches to responding to behaviour to ensure clarity, consistency and effectiveness. Strengthen a culture of belonging that values high expectations, pride and connection to the college so that all members of the school feel part of a strong community. Prioritise a connected and inclusive community which foregrounds wellbeing* to empower every individual to thrive and achieve excellence. 		
Actions	Timelines/Resources	Initiative led by
Establish mechanisms to capture staff and student voice to support building an authentic culture of connection, belonging and wellbeing.	Semester 1	Executive Leadership Team
Build staff capability in understanding relational, restorative and proactive measures to support teaching and learning.	Student Free Days Term 1/3 Learning Lounges Term 2/3 Twilights Staff meetings <i>HOD Engagement & Wellbeing</i> <i>PBL Coach</i>	Executive Leadership Team

Measurable Outcomes	Monitoring outcomes	Success Criteria
Student measures (attendance, school disciplinary absences, academic results) for student in out of home care, First Nations students and students with a disability is similar to other students.	Disaggregated data each term	Students can/will: <ul style="list-style-type: none"> Feel motivated and engaged in their learning and are striving to do their best. Know their academic and attendance data and how to improve. Have confidence their teachers will help them to achieve their best. Teachers can/will: <ul style="list-style-type: none"> Understand the needs of their students and adjust their pedagogy accordingly to ensure learning engagement. Monitor the progress of their students and engage regularly in data conversations. Consider all pillars of engagement when planning and delivering their lessons. Leadership can/will: <ul style="list-style-type: none"> Be explicit about college expectations. Develop, implement and monitor faculty and sub-school action plans. Value and model high expectations. Regularly participate in Learning Walks and Classroom Walkthroughs.
>5% improvement of students with <85% attendance	5 week cycles in sub-school teams, led by Deans	
Student perception (SOS) upward trajectory >5% <i>School Culture</i> category.	Feedback from students sought each term to monitor engagement and satisfaction.	
Staff perception (SOS) upward trajectory >5% <i>School Culture and Staff Wellbeing</i> categories.	Feedback from staff sought each term to monitor engagement and satisfaction.	
Parent perception (SOS) upward trajectory 5% <i>School Culture</i> category.	Feedback from parents sought each term to monitor engagement and satisfaction.	