



Noosa District State High School - 2026 Implementation Plan

Our 2024 - 2027 Strategic Priorities

Achieve excellence in Curriculum, Teaching and Learning

Achieve meaningful engagement, learning and growth for every student

Advance to our desired culture

Our 2026 Explicit Improvement Priorities



1: To increase the proportion of students achieving a grade of B or better across all subjects by embedding assessment-literate learning practices, aligned to each phase of the Noosa District SHS Teaching and Learning (T&L) Cycle

Our strategies

- 1.2 Build capability to develop and enact the NDSHS T&L Cycle to align curriculum, moderation and a whole school approach to pedagogy
- 2.1 Strengthen and monitor the effective use of data, and evidence of learning to support staff to impact student improvement
- 3.3 Embed ways of working amongst the leadership team to ensure alignment and the consistent implementation and monitoring of the improvement priorities (Instructional Leadership)
- 3.4 Develop a culture of teamwork, collaboration and effective faculty ways of working that support expert teaching teams within and across campuses



2: Maximise student success in learning through connection, belonging and active engagement

Our strategies

- 2.4 Develop staff capability to consistently embed PBL in order to maximise student achievement in engaging, positive and supportive learning environments
- 2.5 Strengthen transitions for all students across key junctures to support progressive improvement, engagement and achievement
- 3.5 Nurture positive wellbeing, culture, pride, partnerships and voice (staff, students, parents) to deepen connection and belonging to school community

Our impact measures

Impact on Learning

Achievement

- Positive relative gain for every student
- 90% students A-C
- 50 % A-B English & Mathematics, increase in all subjects
- 100% QCE/QCIA

Engagement

- Attendance rate >90%
- ODR less than 1.5 (Pomona) and 2.5 (Cooroy), PBL Fidelity >80%
- Behaviour & Effort reporting data 95% A-C, 75% A-B

Impact on Teaching

- **Staff capability:** Curriculum, Pedagogy, Assessment, Moderation and use of data to impact student improvement
- 100% staff engaged in collegial engagement & APR
- Deep understanding of AC V9 and 3 levels of planning 7-12
- All teachers and students are able to respond effectively to Sharratt's 5 questions

Impact on Leading

- **Instructional Leadership capability**
- Consistent ways of working demonstrated through aligned and effective implementation of improvement priorities
- All leaders have line of sight to classroom practice and learning (including learning walks and talks)
- Leadership model reflects 2024-2027 priorities

Impact on the way we work together

- All staff collectively deliver on schoolwide improvement agenda as per role expectations
- Improved organisational and learning culture (termly surveys, PBL data sets, SOS, engagement)
- Enhanced positive school culture and wellbeing (termly surveys), SOS staff >70% (Communication, performance, morale, voice), Community >70%

2026 Improvement priority 1:

To increase the proportion of students achieving a grade of B or better across all subjects by embedding assessment-literate learning practices, aligned to each phase of the Noosa District SHS Teaching and Learning (T&L) Cycle

Strategic Plan Links

- Achieve excellence in curriculum, teaching and learning
- Achieve meaningful engagement, learning and growth for every student
- Advance to our desired culture

Monitoring

Green – on track, Yellow – underway, Magenta – yet to commence

Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

Impact on Learning Achievement

- Positive relative gain for every student
- 90% student A-C
- 50% A-B English & Mathematics, increase in all subjects
- NAPLAN participation and performance (MSS, Exceeding)

Impact on Teaching

- Staff capability – Moderation, Feedback, Explicit Teaching, Reading through AC

Impact on Leading

- Instructional Leadership capability

Impact on the way we work together

- All staff collectively deliver on schoolwide improvement agenda as per role expectations

AIP measurable/desired outcomes:

- A/B Results (to be entered from Sem 2, 2025 as baseline)

Sem 2, 2025 SORD	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12
	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline
Whole School	55%	65.2%	56.8%	48.1	55.5%	56.6%
Mathematics	56.8%	69%	58%	43%	43.5%	48.5%
English	54.3%	68%	56%	41%	50%	43%

- All aspects of T&L cycle embedded
- All leaders, teacher and students are able to respond effectively to Sharratt's 5 questions
- All leaders engage in learning walk and talks
- 100% teachers involved in collegial engagement
- SOS: Students – I am interested in my schoolwork
Staff - Students are encouraged to do their best
Parents: My child's learning needs are being met at this school

Strategies

- 1.2 Build capability to develop and enact the NDSHS T&L Cycle to align curriculum, moderation and a whole school approach to pedagogy
- 2.1 Strengthen and monitor the effective use of data, and evidence of learning to support staff to impact student improvement
- 3.3 Embed ways of working amongst the leadership team to ensure alignment and the consistent implementation and monitoring of the improvement priorities (Instructional Leadership)
- 3.4 Develop a culture of teamwork, collaboration and effective faculty ways of working that support expert teaching teams within and across campuses

Actions:

- Build understanding of the Noosa District SHS Teaching and Learning (T&L) Cycle (systems, protocols & practices)
- Develop capability in Pedagogical Practices for Learning (PP4L) through targeted professional development in Explicit Instruction
- Quality assure consistent implementation of the Noosa District SHS Teaching and Learning (T&L) Cycle across all faculties and classrooms (QA Curriculum, Moderation, LWATs)
- Strengthen instructional leadership capability of Leadership team



Responsible officer(s):

- Head of Campus – T&L Cycle
- DP Curriculum, DP Teaching and Learning – Protocols, PD
- HoD T&L – Protocols, staff capability
- HoDs – Faculty staff capability, Faculty leadership, QA, Line of sight
- Teaching staff

Resources:

- Intentional collaboration time
- NDSHS Teaching and Learning Teams site
- Curriculum Quality Assurance team schedule
- Professional Learning Plan & PD Budget
- V9 Australian Curriculum implementation schedule (by 2027)
- Evidence base: Teaching and Learning Hub, Clarity (Sharratt), Reading through the Australian Curriculum

Artefacts:

- NDSHS Teaching & Learning Cycle
- NDSHS Curriculum, Assessment & Reporting Plan
- NDSHS Moderation protocols
- NDSHS Reading strategy
- Know your students (Dashboard), NDSHS Data plan
- NDSHS LWAT Protocol
- Faculty Handbook and Strategic planner
- Instructional leadership placemat

Success Criteria – By the end of Term 3

Students are demonstrating assessment literate learning behaviours. They are:

- Able to explain:
 - What they are learning and why
 - How it connects to the purpose of assessment and marking guide
 - How they are progressing and where to go for help (5Qs for students)
- Able to identify:
 - How they have progressed against formative assessment, marking guide and learning goals
 - How to improve using feedback on their work
- Achieving at least one year of improvement growth for 1 year of learning

Teachers are consistently applying each stage of the T&L cycle by:

- Identifying where students are in their learning
- Monitoring student progress through visible learning strategies and feedback against the marking guide
- Using feedback and formative assessment to measure teaching impact, identify learning gaps, and adjust teaching sequences to close those gaps
- Implementing all phases of moderation
- Demonstrating effective pedagogy through:
 - Implementing MLWS and Text Based Learning strategies
 - Embedding explicit instruction routines
 - Providing feedback that helps students understand their progress and next steps in their learning

Middle Leaders are leading the consistent implementation of the T&L cycle by:

- Leading teachers through the T&L cycle to ensure a comprehensive understanding of the intended, planned and enacted curriculum
- Leading professional development and modeling practice to build staff capability in pedagogical practices, including Explicit Instruction, MLWS, feedback, and curriculum-aligned assessment.
- Monitoring student progress (A/B) and leading faculty teams to implement targeted strategies that support student success
- Supporting teachers to use feedback and formative assessment to measure teaching impact, identify learning gaps, and adjust teaching sequences to close those gaps.
- Leading and quality assuring moderation processes to ensure consistency across teaching teams 7-12
- Routinely conducting learning walks and talks to gather evidence on expected practices, consistency and implementation fidelity across faculty

Executive Leadership Team are leading the capability development of the T&L cycle by:

- Developing middle leadership capability to drive the improvement agenda and monitor progress
- Strengthening data informed processes and associated systems within the T&L cycle
- Providing professional learning opportunities to develop capability in pedagogical practices for learning
- Routinely engage in LWATs to gather evidence and ensure line of sight
- Ensuring precision in instructional leadership practices through systemic actions in the PLP and ELT planner, including clear roles and key junctures

2026 Improvement Priority 2:

Maximise student success in learning through connection, belonging and active engagement



Strategic Plan links

- Achieve meaningful engagement, learning and growth for every student
- Advance to our desired culture

Monitoring

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
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Long term measurable/desired outcomes:

Impact on Learning

Engagement

- Attendance rate >90%
- ODR Less than 1.5 (Pomona) and 2.5 (Cooroy)
- PBL Fidelity >80%
- Behaviour & Effort reporting data 95% A-C, 75% A-B

Achievement

- Positive relative gain for every student

Impact on Teaching

- Staff capability – Evidence based strategies

Impact on Leading

- Consistent ways of working demonstrated through aligned and effective implementation of improvement priorities

Impact on the way we work together

- Improved organisational and learning culture
- Enhanced positive school culture
- Consistent ways of working demonstrated through aligned and effective implementation of improvement priorities

AIP measurable/desired outcomes:

- Attendance – Cohort Progress (Baseline Sem 2, 2025)
Target 90%

Target 90%	7	8	9	10	11	12
Base		86.8%	83.1%	83.3%	86.1%	85.7%
T1						
T2						
T3						

- **PBL Fidelity Targets - >80%**

- Effective Behaviour Systems (EBS)
- Tiered Fidelity Index (TFI)
- Office Daily Referrals (ODR) *Less than 1.5 (Pomona) and 2.5 (Cooroy)*

ODR	7	8	9	10	11	12
Base		0.13	2.93	0.17	1.51	1.21
T1						
T2						
T3						

- Days of learning

School Opinion Survey

- Parent and student: Student behaviour is well managed at this school
- Staff: This school encourages parents/carers to be active partners in educating their child
- Students, Parents, Staff: opinions are taken seriously

Enrolments – Retention 75%+, Catchment share 80%

Resources:

- MTSS HoD, AO (Attendance, Data)
- Professional Learning Plan & PD Budget
- PBL Budget
- Classroom Profiling Team / Collegial Engagement TRS
- Classroom PBL Coaching team
- Evidence base: Classroom Management Hub, Junior Secondary Research and Evidence Paper

Responsible officer(s):

- DP MTSS - PBL
- HOD MTSS
- Year Level Teams (Led by DP YLM)
- Attendance Admin Officer
- All Staff

Artefacts:

- PBL Handbook
- MTSS Framework
- Professional learning plan & Collegial Engagement Framework
- Classroom management Hub, Effective Classroom Management Handbook
- Attendance policy

Strategies:

- 2.4 Develop staff capability to consistently embed PBL in order to maximise student achievement in engaging, positive and supportive learning environments
- 2.5 Strengthen transitions for all students across key junctures to support progressive improvement, engagement and achievement
- 3.5 Nurture positive wellbeing, culture, pride, partnerships and voice (staff, students, parents) to deepen connection and belonging to school community

Actions:

- Strengthen staff capability to implement effective Tier 1 instructional practices which prioritise high expectations, active engagement and are responsive to the needs of learners
- Develop staff capability and confidence to implement PBL systems with fidelity (Tier 1, 2 and 3) within new student management model
- Strengthen positive and confident transitions through continuity of learning from feeder schools, between campuses and into future pathways

Success Criteria – By the end of Term 3

Students are connected, engaged and are:

- Able to articulate and demonstrate school expectations, routines and procedures
- Using attendance and learning data to set goals to track improvement
- Consistently using engagement norms across classrooms
- Achieving at least one year of improvement growth for 1 year of learning

Teachers are maximising student success by:

- Using data to know students and how they learn, identify student needs and inform teaching and learning practices
- Delivering effective age-appropriate instruction to support student engagement
- Consistently implementing Tier 1 Practices (Attendance, PBL in classroom and non-classroom environments)
- Engaging parents as partners in learning through regular proactive communication for learning and contact
- Fostering a positive culture that prioritises connection, belonging and a positive regard for students

Staff are:

- Creating predictability through the consistent application of schoolwide processes, policies and procedures

Middle Leadership are leading a culture of connection, belonging and active engagement by:

- Developing expert teaching teams with a deep knowledge of programs, strategies and practices to inform engaging accessible learning experiences 7-12
- Using data to monitor student progress and support intervention for teachers and students
- Monitoring implementation through regular classroom fidelity checks (walkthroughs) and data analysis
- Leading and modelling use of effective classroom practices and tired interventions and supports
- Quality assuring continuity of learning (Years 6-7, 8-9, 10-11) through curriculum and assessment design

Executive Leadership Team are:

- Developing middle leadership capability to lead the development of effective instruction for active engagement
- Supporting staff in the consistent implementation of PBL systems and practices
- Monitoring implementation through regular classroom fidelity checks (walkthroughs), data analysis and purposeful visibility
- Embedding and align MTSS for Attendance and Behaviour systems 7-12 including complex case management
- Strengthening the continuity of learning between primary schools and campuses (Years 6-7, 8-9, 10-11)

Red tape Reduction : Systemise organisational effectiveness across all levels (Systemise - Markbooks, QLearn, System resources for V9, Quality assurance cycle, centralising resources, one- line referrals)

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

Principal: Stacy Wilmore

P&C President: Kelli Sanderson

School Supervisor: Leasa Smith