



MOSSMAN SHS

2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

School priority 1	Develop and implement systems to support student wellbeing and inclusion across all levels of the school.	Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>				School priority 2	Identify and establish teacher well-being processes and structures to build engagement and professional development opportunities.	Monitoring <small>Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>					
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4		
Link to school improvement strategy:	Brighter Futures <ul style="list-style-type: none"> Belonging and Engagement School Review Key Improvement Strategy <ul style="list-style-type: none"> Review the Student Code of Conduct, associated systems and processes and allocation of resources to strengthen consistency of practices and support for all students to engage in their learning. (D3) 					Link to school improvement strategy:	Brighter Futures School Review Key Improvement Strategy <ul style="list-style-type: none"> Create further opportunities for staff consultation and collaboration on appropriate school-based decisions to establish collective ownership and shared responsibility for the strategic agenda. (D1) Create opportunities for collaboration within and external to the school to further build the capability of teachers in prioritised areas including professional learning and observation for teachers teaching outside their specialist areas. (D5) 						
Strategy/ies	<ul style="list-style-type: none"> Ongoing systematic data analysis of attendance, behaviour and engagement data as well as student and parent voice to identify and respond to emerging student wellbeing needs across the school. Continuously review the Multi-Tiered System of Support to evaluate effectiveness, ensuring all systems include accountabilities and review cycle. Redefine the Positive Behaviour for Learning Team as an integral organisational system, and part of the Year Level Coordinator role. Review and reboot a positive rewards system in the school. Ensure that Tier 3 case management is consistent, and processes are transparent and effective. Ensure intervention systems for learning and inclusion are effective, and improve as appropriate. Develop targeted and intensive responses as required, including individualised and flexible learning models. Provide targeted and ongoing professional development opportunities for teachers to better understand and cater for students diverse learning needs. 					Strategy/ies	<ul style="list-style-type: none"> Collaborate with staff to develop a shared purpose and vision for the school and initiate and community engagement and marketing strategy for positive promotion to build school pride. Ensure organisational system supports clarity of roles and systems across the school. Ensure decision-making and communication systems promote transparency and accountability across the school. Whole school professional development and coaching in building high performance teams, including specific accountabilities and feedback cycles. All teachers complete the Setting Professional Goals (SPG) process with data collected to inform a whole school professional development plan. Develop strategies to implement the Teacher Wellbeing Framework as part of the WHS Committee Develop a systemised approach to supporting and mentoring new and beginning teachers at the school. Provide targeted capability development and support for staff across all stages of their career cycle, including aspirants. 						
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources					
Principal – Review and provide advice around systems modifications. Employ Student Services Officer. Deputy Principals – Refine MTSS and PBL systems and run Tier 3 intervention meetings and PBL Meetings. HODs – Respond to Tier 2 incidents in the classroom and review academic performance data. Manage transition, senior schooling and flexible learning systems. Teachers – Utilise systems according to PBL, the Student Code of Conduct and MTSS referral systems.		BEAT Team, Tier 3 Team, YW, SSO, Attendance Officer SORD Behaviour Data OneSchool and Class Dashboard ID Attend				Principal – Lead the work around intentionally promoting a learning culture at Mossman SHS. Embed organisational effectiveness systems. Develop and publish clear organisational, decision-making and communication systems. Lead the SPG process and development of the WS Professional Development Plan. Deputy Principals – Implement systems with fidelity and transparency HODs – Participation honestly in senior management meetings and work with faculty staff to support teacher professional development needs Teachers – Participate in school systems and activities in a spirit of cooperative trust and support		Partnerships Principal in Residence External Pedagogical Coach Communication tools and events Promotion and marketing materials					
End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> SDA rate < 10% YTD attendance >85% Target student cohorts' retention in each year increased by 5%. SDAs decrease by 10% for 1st Nation's students. Student class truancy in Years 8 & 9 will be reduced by 20% each year of SP. SOS staff data on student behaviour management improves from current level to 50%. 100% QCE/ QCIA attainment Decrease in students NEET Improvement in SOS in relation to 'Behaviour is well managed at my school'. Behaviour <ul style="list-style-type: none"> Students and teachers can articulate the purpose/ vision/ values All staff can clearly articulate the Organisation Structure and can locate and understand the school systems. Students will know how support is available. Teachers will know a referral system is in place and how to use Leadership team will track and monitor the level of supports required and adjust systems to meet need. Leadership team will have high levels of accountability in relation to Specific role description accountabilities 					End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> 100% engagement in Staff communications, such as Staff Briefing and Staff Meetings 15% per year Increase in Staff SOS morale data over SP period. 100% teachers engaged in Setting Professional Goals process. 100% teachers engaged in intentional collaboration. Behaviour <ul style="list-style-type: none"> Staff can articulate the process they have followed to SPG Staff know how to access support when required. Staff understand decision-making processes and how to contribute. Leaders are transparent in team leadership and decision-making processes, including providing opportunities for review. 				
	Artefacts	<ul style="list-style-type: none"> Systems and Meeting documentation Student Support Officer (SSO) Role Description published and SSO employed MTSS and PBL Systems published on the School's Sharepoint Tier 3 case management notes and personalised learning records are documented and communicated on OneSchool. PBL Minutes uploaded to School Sharepoint 						Artefacts	<ul style="list-style-type: none"> Organisational Framework and Chart uploaded to School Sharepoint SFD Agenda, Presentations and Resources Staff Meeting Agenda, Presentations and Resources Staff Briefings WHS Minutes Feedback from Pedagogical Coach Documented systems include Intentional Collaboration, Induction and Mentoring New and Beginning Teachers, Instructional Leadership Plan and Pedagogical Coaching. 				



School priority 3	Clarify and consolidate pedagogy and teaching approaches that support subject related material and teacher capacity to implement.	Monitoring Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress. <table border="1" style="width:100%; text-align:center;"> <tr> <td style="background-color:yellow;">Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	Term 1	Term 2	Term 3	Term 4	School priority 4 Review, define and then systematically implement systems to monitor curriculum planning, moderation and assessment processes to support teachers to understand subject specific requirements of the Australian Curriculum and QCAA	<table border="1" style="width:100%; text-align:center;"> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <td colspan="4" style="font-size:small;">Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</td> </tr> <tr> <td style="background-color:yellow;">Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> </table>	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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Link to school improvement strategy:	Brighter Futures <ul style="list-style-type: none"> Educational Achievement School Review Key Improvement Strategy <ul style="list-style-type: none"> Create opportunities for collaboration within and external to the school to further build the capability of teachers in prioritised areas including professional learning and observation for teachers teaching outside their specialist areas. (D5) Formalise and implement a Local Consultative Committee (LCC) approved approach to observation and feedback to enable teachers to routinely engage in opportunities to reflect on and strengthen their use of agreed pedagogies captured in the 'Mossman Way'. (D8) 	Link to school improvement strategy: Brighter Futures <ul style="list-style-type: none"> Educational Achievement School Review Key Improvement Strategy <ul style="list-style-type: none"> Create opportunities for collaboration within and external to the school to further build the capability of teachers in prioritised areas including professional learning and observation for teachers teaching outside their specialist areas. (D5) Develop a whole school curriculum, assessment and reporting plan that includes 3 levels of planning to ensure teachers are clear about what and how to deliver the Australian Curriculum (AC) to every student. (D6) 																		
Strategy/ies	<ul style="list-style-type: none"> Build the capability of all staff to engage in intentional collaboration to support an improvement in the learning culture using the before moderation process. Lead a deep dive into the Mossman SHS Approach to Teaching and Learning through collaboratively unpacking the pedagogical practices included in the approach. Introduction of and engagement with pedagogical coaching to improve teacher practice. Professional development in learning considerations, adjustments and differentiation. Identification and implementation of KLA specific effective pedagogical practices and strategies. Initiate a school instructional leadership plan at the school in consultation with teachers and leaders. Leverage digital technologies to enhance the learning culture. Leverage partnerships to provide authentic, relevant and engaging opportunities for learning. 	Strategy/ies <ul style="list-style-type: none"> Implement a consistent approach to the planning of ACV9 and senior curriculum through using the QCAA's online tools. Targeting resources, such as time and expertise, to embed a consistent approach to collaborative planning using the Before Moderation approach. Collaboratively analyse curriculum and assessment choices and decisions through the lens of students diverse learning needs and engagement. Support whole school systems as well as innovative approaches to maximising student outcomes at school. Work collaboratively with our feeder primary schools to ensure a seamless and successful transition across the school contexts. Ongoing analysis of individual student outcomes data to continuously improve and refine student pathways through senior schooling to successful post-school destinations. Celebrate the success of Mossman SHS alumni. 																		
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Principal – Lead the organisational conditions for efficient and effective leadership of teaching and learning systems. Deputy Principals – Work with HODs to implement systems to support teaching and learning in classrooms. HODs – Lead the intentional collaboration Before Moderation meetings. Seek and respond to pedagogical coaching. Teachers – Engage in the intentional collaboration Before Moderation meetings.		Pedagogical Coach Jabalbina Yalanji Aboriginal Corporation Local industries Local agencies	Principal – Monitor school wide engagement and report through ELT, SLT and to P&C school achievement data Deputy Principals – Work with HODs to monitor curriculum implementation HODs – Support teachers to understand KLA requirements Teachers – Access PD and support materials through QCAA and ACRACA resources		QCAA Planning App Q Learn															
End of Year Success Criteria	Measures	Performance: <ul style="list-style-type: none"> Improved confidence and capability in the 6 steps of Before Moderation Data collected during Learning Walks indicates consistent application of Explicit Teaching and Enquiry Learning as a pedagogical practice Records of Considerations and Adjustments in student notes recorded for all students with identified learning needs DDA PLRs accurately and consistently completed and followed Feedback from pedagogical coach demonstrates improvement in social process. 100% teaching staff engage in professional development around pedagogical practices and strategies Increased capability and confidence in the application of KLA specific pedagogical strategies 100% of teachers and leaders engage in instructional leadership plan All teachers using QCAA Planning App and Q Learn for curriculum planning and student engagement 	End of Year Success Criteria	Measures	Behaviour <ul style="list-style-type: none"> 100% engagement of Curriculum HODs and teachers in Before Moderation Intentional Collaboration. Consistent and systematic approach to Curriculum Development and Pedagogical practices. Teacher adjustments recorded on class notes Students will be more engaged in learning activities and have less class truancy. Teachers will understand and use the pedagogical framework when involved in planning sessions. 	Artefacts	<ul style="list-style-type: none"> Before Moderation Record sheets indicate engagement at Before Moderation Meetings. Feedback from Pedagogical Coach shows engagement at Intentional Collaboration Meetings. 	Artefacts	<ul style="list-style-type: none"> Maths and English – increase %A & B by 2%. And be or above state expectation levels and show positive relative gain. Improvement in A-C outcomes by 5% in all KLAs Improvement in NAPLAN data with 2-5% improvement in Strong and Exceeding across all strands Destination data demonstrate that no more than 5% students Not in Employment, Education or Training (NEET) 6 months after graduating from school. 											
		<ul style="list-style-type: none"> Students know assessment requirements and understand how they can improve their outcomes. Teachers will demonstrate their understanding of the AC and QCAA requirements through HOD monitoring. Leadership team will monitor internal moderation and curriculum support provisions through staff feedback. 																		
		<ul style="list-style-type: none"> All Year 7 Year level/ band plans, Unit plans and assessment tasks quality assured and validated on QCAA Planning App. All year 7 course planners and assessments accessible to students on Q Learn. QLearn consistently used for Year 7s for assessment submission. 																		
Supporting red tape reduction in Queensland state schools		Reduction of red tape in day-to-day work, planning and processes include: <ul style="list-style-type: none"> Clear roles and accountabilities result in targeted use of data to inform clear actions Transparent communication and decision-making processes result in clarity Ongoing review of school systems maximise efficiency Collective capability development leads to more effective teaching practices and systematic curriculum delivery Digital pedagogies allow use of online tools that save work and time for teachers 																		
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.																				
Principal 	P&C/School Council 	School Supervisor 																		