

**Curriculum**

“What We Do”

(Australian Curriculum / QCAA Alignment)

**Pedagogy**

“How We Do It”

(Data-informed practice)



**Explicit Improvement Agenda (EIA) – Reading**  
**EIA Goal:** Increase the percentage of staff implementing weekly, consistent teaching of vocabulary & word study instruction according to the reading improvement plan across all learning areas in Year 7-12 from 60% in 2025 to 100% by term 3, 2026.

**STRATEGIC PRIORITY 2: Curriculum:** Strengthen internal moderation processes, including time to discuss data, pedagogy and curriculum enactment to support teachers to align curriculum and assessment tasks to pedagogy (D6.3).

**STRATEGIC PRIORITY 3: Pedagogy:** Enact the whole-school agreed inclusive approaches framework to support all staff to know their responsibility and accountability in driving differentiated teaching and learning, aligned to P-12 CARF expectations (D7.1). Enact systematic approaches to use data to measure and foster precision in the work of differentiation and inclusion and provide a starting point for improvement at the classroom level (D2.4). Collaboratively develop a framework detailing the full range of processes, expectations and responsibilities, to ensure all staff are aware of their accountabilities in enacting whole-school agreed inclusive approaches (D7.2).

Priority	Action	Timeline (Term)				Responsible Person / Team	Measurables (KPIs) "Looks Like"	Resources / Support
		1	2	3	4			
Pedagogy	Strengthen 7-12 Explicit Teaching of Vocabulary <ul style="list-style-type: none"> <li>MLWS in 7-10</li> <li>QCAA Definitions in 11-12</li> </ul>			EIA Goal		<ul style="list-style-type: none"> <li>Word of Week (WOW) visible and displayed</li> <li>All first lessons engaging in the MLWS pedagogy</li> <li>Maintain SLT Walkthrough Target 4 per 1.0 FTE staff per week</li> <li>Continual engagement between St George SHS and SS (and broader cluster)</li> <li>Fidelity of instruction of dedicated literacy lessons in Years 7 &amp; 8.</li> <li>Student reading data (DIEBELS) shows measurable improvement</li> </ul>	<ul style="list-style-type: none"> <li>Cluster Reading Alignment</li> <li>Employ a Speech Language Pathologist</li> <li>Microsoft Forms data from walkthroughs.</li> <li>Instructional Rounds</li> <li>Professional Development</li> </ul>	
Pedagogy	Apply Agreed Upon Pedagogical Approaches: <ul style="list-style-type: none"> <li>Approach to Junior Secondary</li> <li>Explicit Instruction / TLAC</li> <li>Seating Charts for 7-12</li> <li>Approach to Differentiation</li> </ul>		IAF		All Teaching Staff	<ul style="list-style-type: none"> <li>Documented accountability conversations and feedback</li> <li>Strengthen Beginning and Returning Teacher Programming (BART)</li> <li>Develop Inclusive Approaches Framework by Semester 2</li> <li>Unit plans consistently reflect agreed pedagogical practices</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Planning time to realign assessment pieces to framework</li> <li>Employment of school Coach</li> <li>St George Site Specific Policies and Procedures document</li> </ul>	
Pedagogy	Broaden data-informed practices: <ul style="list-style-type: none"> <li>Marker Students</li> <li>N-Rated Process</li> <li>PLR / Differentiation Data</li> <li>SLT/ELT Data Checks</li> </ul>				All Teaching Staff	<ul style="list-style-type: none"> <li>Faculty time used to review marker students and pedagogical practices</li> <li>Evidence of interventions resulting in improvement in results for identified students.</li> <li>Increased student data from reducing N's to inform next steps in differentiation</li> <li>Deputy Principal KPI Line Management Structure (New for 2026)</li> </ul>	<ul style="list-style-type: none"> <li>Public Scoreboards on SharePoint</li> <li>Accountability documentation</li> <li>Class Dashboard PD</li> </ul>	
Curriculum & Pedagogy	Moderation of Curriculum and Pedagogy Including a clear site-specific Multi-Tier System of Support (MTSS)	MTSS Finalised	Class Dashboard Setup	NCCD (PLRs)	Teaching & Non-Teaching Staff	<ul style="list-style-type: none"> <li>Documented MTSS pedagogical supports</li> <li>PLRs consistently entered, reviewed, and updated</li> <li>PBL implemented with fidelity using data-informed decisions</li> <li>Prioritising in-class support of students by the student support team</li> <li>Rollout of MAQLIT reading intervention program</li> </ul>	<ul style="list-style-type: none"> <li>Faculty planning time to discuss COFF</li> <li>Instructional Rounds Completed</li> <li>Scheduled Instructional Rounds</li> </ul>	

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

Principal:

P&C:

School Supervisor:

\* Governance Team (GT) – Principal / Deputy Principal (School Community Partnership Facilitator and Business Manager)

\* School Leadership Team (SLT) – Heads of Departments, Coach, Guidance Officers, Community Education Counsellor (CEC) and Governance Team

\* All Teaching Staff – Everyone under Teaching Award

# Appendix A: Data Plan

(Appendix to AIP)

Version history: developed January, 2024

Data Plan alignment: *School Strategic Plan 2024-2027*

Shared with LCC: January, 2026

Data Plan alignment: *Annual Implementation Plan 2025*

Last reviewed: January, 2026

School Strategic Priority	Data set	What is the purpose for using the data? How will the data be used?	What are the targets / desired outcomes associated with using the data set?	What is the data source? Where is the data stored?	Who is responsible for making the data available / looking after the data set?	Who accesses the data/ who generates (and inputs the data)?	Who uses the data?	Term 1	Term 2	Term 3	Term 4
Culture (D5.1 / D.52)	Refer to Classroom Observation and Feedback Framework (COFF)	Ensuring consistency of pedagogical approach.	Refer to COFF	Microsoft Forms Classroom Profiling Action Plans	SLT	Refer to COFF. Relevant staff enter data. Data is public on "scoreboard" discussed in faculty meetings.	All Staff	X	X	X	X
	Classroom Profiling	Reflection of leadership's impact in the classroom	ESCMs – Specific to individual.	Classroom Profiling Australia	Principal	Individual has access to their own. Principal has access to whole school trends.	Individuals / Principal (May inform Walkthroughs)		X		X
Curriculum & (D6.3 / D6.4) Pedagogy (D2.4)	Moderation	Moderating assessment, curriculum and pedagogy.	Setting assessments against DOE 'C-Standard'. Alignment to CARF. Cross-teacher alignment.	Part of the meeting schedule	Heads of Department	Heads of Department / Deputy Principals	Teachers	X	X	X	X
	Academic Data • A-C & A-B in English / Maths • N-Rated	Identify assessment strength Identify differentiation requirements Identify at-risk students (including students receiving an "N")	✓ Increase A-C to NMS ✓ Increase A-B % in English & Maths ✓ Maintain reduction in N-Rated	A-C is on OneSchool	Teaching Staff Heads of Department	Teaching Staff Leadership Team	Teachers Heads of Department	X	X	X	X
	Marker Students	Case management of students	Improved B to A & A to Extension for marker students (and class).	With faculties	Teaching Staff / Heads of Department	Teaching Staff / Heads of Department	Teaching Staff / Heads of Department	X	X	X	X
	Personalised Learning Records	As a starting and reflection point for teachers to make informed judgements about pedagogy and curriculum.	Data-informed ICP decisions Improved engagement with students	OneSchool / Class Dashboard	Whole School	Teaching Staff	Teaching Staff	X	X	X	X
Community (D3.3 / D9.2)	9-12 Retention Rates	Ensure meaningful pathways for students. Ensure QCE/QCIA Attainment Retention Rate. Target intervention in Junior Secondary	Increase from 2023 (approximately 40%) – Target: 60% +	OneSchool	Principal	Principal / Deputy Principal	Principal / Deputy Principal				X
	Attendance	Target students who we want to increase engagement with. Data used to improve dataset.	Implement strategies to improve overall attendance – Target 85% +		Deputy Principals	All Staff	All Staff	X	X	X	X
	School Disciplinary Action	Actively encourage engagement for all students and case management needs.	Target continual reduction from 2023 dataset.	Deputy Principals / Support Team	All Staff	All Staff	All Staff	X	X	X	X
	Speciality Program Specific Data	Ensure effectiveness of speciality programs through survey (e.g. AWE end of camp survey).	Program dependant	Multiple datasets across websites/locations. Class Dashboard	Deputy Principals / Program Leads	Deputy Principals / Program Leads	Principal		X		X

## Appendix B: 4DX Data Markers

### Explicit Improvement Agenda (EIA) – Reading

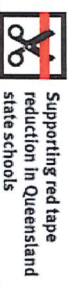
**EIA Goal:** Increase the percentage of staff implementing weekly, consistent teaching of vocabulary & word study instruction according to the reading improvement plan across all learning areas in Year 7-12 from 60% in 2025 to 100% by term 3, 2026.

Lead Data (Data collected along the way)	Lag Data (Data impacted as a result of completing the EIA)
<ul style="list-style-type: none"> <li>• Walkthrough data</li> <li>• Instructional rounds data</li> <li>• MLWS lesson plan checks (HODs checking MLWS lesson plans are uploaded each term to SharePoint)</li> <li>• Reading and Professional Practice survey</li> <li>• Accountability Conversation Pad</li> <li>• MAQLIT Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements in Diagnostic assessments e.g. DIEBELS                             <ul style="list-style-type: none"> <li>◦ Student Composite Score Data Increase</li> </ul> </li> <li>• Improvement in MAQLIT data</li> <li>• Final Walkthrough data</li> <li>• Improved A-C (&amp; Extension)</li> <li>• Improved Attendance from being able to better access the curriculum</li> </ul>






School Priority #2	Curriculum	Monitoring			
		Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	✓ Strengthen internal moderation processes, including time to discuss data, pedagogy and curriculum enactment to support teachers to align curriculum and assessment tasks to pedagogy (D6.3).				
Strategy	Moderation of Curriculum and Pedagogy Including a clear site-specific Multi-Tier System of Support (MTSS)* *Moderation and MTS also relates to Pedagogy Priority				
<b>Actions: including Responsible roles</b>		<b>Resources</b>			
Moderation of Curriculum and Pedagogy Including a clear site-specific Multi-Tier System of Support (MTSS) <ul style="list-style-type: none"> <li>➤ The Curriculum                             <ul style="list-style-type: none"> <li>○ Whole school meeting schedule aligned to moderation schedule</li> <li>○ Faculty time used to moderate assessments and unit plans</li> <li>○ Final rollout of Australian Curriculum Version 9 in 2026</li> <li>○ Rollout of all new QCAA Senior Secondary curriculum</li> <li>○ Moderation of new subjects (Literacy and Numeracy) - ongoing</li> </ul> </li> <li>➤ The Pedagogy                             <ul style="list-style-type: none"> <li>○ Documented MTSS pedagogical supports by support team</li> <li>○ Engagement with MTSS by students</li> <li>○ Engagement with all mandatory aspects of COFF by teachers / leadership team</li> <li>○ PLRs consistently entered, reviewed, and updated                                     <ul style="list-style-type: none"> <li>▪ Dedicated meeting time to complete this   Supported by support staff notes</li> <li>▪ PBL implemented with fidelity using data-informed decisions</li> <li>▪ Teachers to implement PBL lessons, TAs to support in knowing PBL Language, PBL Team to make data-informed decisions</li> </ul> </li> <li>○ Prioritising in-class support of students by the student support team                                     <ul style="list-style-type: none"> <li>▪ HOSS &amp; HOSES to collaborate on timetabling all support staff for in-class-support</li> </ul> </li> <li>○ Rollout of MAQLIT reading intervention program 5x week                                     <ul style="list-style-type: none"> <li>▪ Overseen by DP and SLP, carried out by TAs / CEC</li> </ul> </li> </ul> </li> </ul>		MTSS Documentation Whole School Approach to Differentiation Research evidence – Explicit Instruction “How Leadership Works” Fisher & Frey Partnership Coach – Michael Flood Planning resources Moderation documentation Australian Curriculum-Three levels of planning Professional Development budget resources.			
<b>Performance:</b>		Term 1	Term 2	Term 3	Term 4
100% of teachers implementing version 9 and updated QCAA syllabus in 2026.		✓	✓	✓	✓
100% of teachers engaging in the COFF		✓	✓	✓	✓
All faculties providing evidence of moderation practices.		✓	✓	✓	✓
<b>Behaviour:</b>					
Students can/will: <ul style="list-style-type: none"> <li>• Have increased engagement in the classroom due to a richer curriculum tailored to their needs.</li> </ul> Teachers can/will: <ul style="list-style-type: none"> <li>• Articulate through data conversations and moderation processes – student progress and differentiation/adjustments through line management conversations</li> <li>• Know their students and document adjustments more regularly on PLRs</li> </ul> Teacher aides can/will: <ul style="list-style-type: none"> <li>• Apply the principles and language of PBL around the school</li> </ul> Leadership team can/will: <ul style="list-style-type: none"> <li>• Guide and participate (when applicable) in the moderation process with faculties.</li> </ul>					
<b>Measures</b>					
<b>Artefacts</b>					
<ul style="list-style-type: none"> <li>• Unit Plans 7-12</li> <li>• Student Support Timetables showing in-class support</li> <li>• PLRs consistently entered, reviewed, and updated</li> </ul>					
<b>Reduction of red tape in day-to-day work, planning and processes include:</b> <ul style="list-style-type: none"> <li>• See workload reduction document available in St George SHS handbook.</li> </ul>					



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

Principal: 

P&C: 

School Supervisor: 

	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Each student in Year 7&amp;8 will engage in the components of DIBELS through their English/Literacy lessons.</li> <li>• Students will engage in MAQLIT, designed to provide support and reading strategies for improvement in reading levels.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• 100% of staff will implement weekly teaching of vocabulary &amp; word study instruction according to the reading improvement plan across all learning areas in Year 7-12 by Term 3.</li> <li>• Engage professionally with the State School &amp; broader cluster to improve reading and pedagogical practice.</li> </ul> <p>Teacher aides &amp; support staff will:</p> <ul style="list-style-type: none"> <li>• All teacher aides and support staff will engage in the suite of reading resources available from the EFI – Reading Hub – build capability and knowledge of the teaching of reading.</li> <li>• MAQLIT trained teacher aides and support staff will carry out the MAQLIT (Tier 2) reading intervention program weekly.</li> </ul> <p>Leadership team will:</p> <ul style="list-style-type: none"> <li>• All leaders will continue to engage with professional materials relating to reading – particularly the reading hub.</li> <li>• ELT Team (Classified Officers and Aspirants) will engage in professional extension work through <i>How Leadership Works: A Playbook for Instructional Leaders</i></li> <li>• Maintain Classroom Observation and Feedback Framework Targets for Walkthroughs and Instructional Rounds</li> </ul>
Artefacts	<ul style="list-style-type: none"> <li>• Literacy Lessons</li> <li>• St George SHS Reading Improvement Plan</li> <li>• St George Collaboration Document</li> <li>• Inclusive Approaches Framework</li> <li>• Marker Students Documentation</li> </ul> <p>Reduction of red tape in day-to-day work, planning and processes include:</p> <ul style="list-style-type: none"> <li>• See workload reduction document available in St George SHS handbook.</li> </ul>

