

Mount Gravatt State High School
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement					Belonging and engagement						
School priority 1	A whole-school approach to teaching reading	Monitoring				School priority 2	Effective Pedagogical Practices	Monitoring			
		Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.						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			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Department of Education: Equity & Excellence (Educational Achievement/Our system initiatives/Educational leadership and teaching expertise) Department of Education: Reading Position Statement ACER: School Improvement Tool (Domain 6 Leading systematic curriculum implementation)					Link to school improvement strategy:	Department of Education: Equity & Excellence (Educational Achievement/Our system initiatives/ Digital innovation in teaching and learning) Department of Education: Digital innovation in teaching and learning strategy ACER: School Improvement Tool (Domain 8 Effective pedagogical practices)				
Strategy/ies	Develop and co-construct a whole school approach to teaching reading with agreed practices underpinned by shared beliefs and understandings (as outlined in the Reading position Statement & Reading through the Australian Curriculum Implementation Guide & Signposts) - Years 7–9 On track for success - Students are taught with increasingly complex texts, including specialised vocabulary and concepts from texts across all subjects and learning areas. - Years 10–12 Ready for the future - Students continue to be taught the underpinning knowledge and skills required to build meaning from highly specialised texts.					Strategy/ies	Align currently the currently enacted MGH 'Our Approach to Pedagogy & Processes' to: - Digital innovation in teaching and learning strategy - Accessible Assessment and Pedagogies (Improving Student Outcomes Through Inclusive Practice) Edited by Linda J. Graham and Jill Willis (2026) - Faculty specific pedagogical practices (e.g PP4Ls and Pedagogical approaches appropriate to the Prep to Year 10 Australian Curriculum supporting resources.) Collegially engage in purposeful coaching opportunities, classroom observation & feedback cycles to enhance pedagogical practices. Enact a consistent whole school approach for collecting student feedback				
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			
- Employment of a HOD-C (known locally as A whole school approach to teaching reading Project Officer) for Term 4 2025 & Term 1 2026 2025 with specific R&Rs relating to supporting Curriculum HODs - Development of 'A whole-school approach to teaching reading' by end of T1 2026 aligned the <i>Reading through the Australian Curriculum Implementation Guide & Signposts</i> - A whole school approach to teaching reading Project Officer - Trial implementation of the A whole-school approach to teaching reading roadmap Term 2 - 4 2026 (all year levels/all faculties) - HODs Curriculum - Principal/Deputy Principals – Line of sight implementation/key milestones. - Review implementation of the 'A whole-school approach to teaching reading' at the start of 2027 - HODs Curriculum - Principal/Deputy Principals – Line of sight implementation/key milestones. - HODs Curriculum - Principal/Deputy Principals – Line of sight implementation/key milestones. - Building staff capability to interact with the <i>Reading through the Australian Curriculum Implementation Guide & Signposts</i> aligned to MGH CARF through the provision of targeted professional development - Intentional collaboration for moderation, observation & feedback cycles and data discussions - All teaching team members (including teachers and support staff) engage in ongoing professional dialogue lead by curriculum HODs with a focus on systematic curriculum delivery.		\$65 000 for the purchasing of Reading project officer for Term 4 2025 & Term 1 2026 - Allocation of 7 Staff meetings per term to faculty/PLT meetings - Allocation of 10 hours SFD time to faculty/PLT - Professional Development Budget - \$10 000 - Speech Language Pathologist - Collaborative Capability Development: - Classroom Observations and Feedback - Setting Professional Goals				- Development of a whole-school approach to the implementation of Digital innovation in teaching and learning strategy - Further build the capability and confidence of teachers in QLearn to enhance teaching and learning. - Continue the Digital Learning Influencers (1 per faculty) - Build the capability and confidence of teachers to enhance their willingness to engage in with inquiry and other pedagogical practices through TeachMEETs. - Intentionally plan to deliver units of work that explicitly align digital literacy capabilities with the identified cognitive verbs, as outlined in AC 9.0 - All CCPs reflect digital learning implementation in the 'know the strategies' section - Develop teacher capability to identify, align and integrate digital pedagogies which are intentionally selected to shift practice from teacher lead instruction to student centred learning - Using staff collaboration time to build staff understanding/capability to incorporate evidence informed practices - Development of faculty specific pedagogical practices framework as outlined in the <i>Pedagogical approaches appropriate to the Prep to Year 10 Australian Curriculum supporting resources.</i> - Revise Year 7 – 10 assessment items to align with <i>Accessible Assessment and Pedagogies (Improving Student Outcomes Through Inclusive Practice) Edited by Linda J. Graham and Jill Willis (2026)</i> - All teachers collegially engage in purposeful coaching opportunities, classroom observation & feedback cycles to enhance pedagogical practices. - Enact a consistent whole school approach for collecting student feedback Responsible roles - Classroom teachers - Digital Learning Influencers - HODs Curriculum - Principal/Deputy Principals – Line of sight implementation/key milestones.		- Designated Digital Learning Influencers per faculty - Allocation of 7 Staff meetings per term to faculty/PLT meetings - Allocation of 10 hours SFD time to faculty/PLT - Professional Development Budget - \$10 000 - Collaborative Capability Development: - Classroom Observations and Feedback - Setting Professional Goals			

End of Year Success Criteria	
Measures	Performance: - 5% increase in the proportion of students progressing from a B to A LOA in every subject (Year 7 – 10) - Successful enactment of Tier 1 reading strategies by classroom teachers across all subjects (Year 7 – 10) including embedding in 2026 CPPs - Successful enactment of Tier 2 & Tier 3 reading strategies through specific programs designed by Inclusive Practices specialists and Speech Language Pathologist Behaviour Students can/will: - Engage in explicit learning activities to improve reading skills and ability - Be able to articulate their learning goals and how to achieve it Teachers can/will: - Track and monitor student progress through defined monitoring strategies - Engage in collaborative processes to co-construct shared beliefs, understandings & pedagogical practices identified in the MGH 'whole school approach to reading' - Use co-constructed explicit teaching structure to teach reading Teacher aides can/will: - Support the teaching of the co-constructed teaching structures to teach reading Leadership team can/will: - Provide opportunities for professional learning, collegial engagement, and co-construction - Ensure adequate and appropriate resourcing to support an explicit improvement agenda in reading including HR, time, resources, artifacts, etc - Celebrate student and staff success
Artefacts	MGH whole-school approach to teaching reading MGH CARF 2026 professional learning model (as reflected in teacher's SPG Goal 1) Department of Education: Equity & Excellence (Educational Achievement/Our system initiatives/Educational leadership and teaching expertise) Department of Education: Reading Position Statement ACER: School Improvement Tool (Domain 6 Leading systematic curriculum implementation)

End of Year Success Criteria	
Measures	Performance: - 10% increase in agreement across all stakeholders with SOS questions relating to teaching & learning. - Each faculty engages in pedagogical practices appropriate to the learning area as informed by <i>Pedagogical approaches appropriate to the Prep to Year 10 Australian Curriculum supporting resources</i>, by the end of Semester 1 - By the end of 2026, each faculty will have trialled the implementation of the identified pedagogical approach. - By the end of 2026, key assessment (Yr 7 – 10) aligned to the principles of 'accessible assessment'. - 5% increase in agreement with student pulse surveys in questions relating to engagement & teacher feedback. Behaviour Students can/will: - Engage in explicit digital innovation learning activities - Be able to articulate their learning goals and how to achieve it Teachers can/will: - Track and monitor student progress through defined monitoring strategies - Engage in collaborative processes to co-construct shared beliefs, understandings & pedagogical practices - Develop a shared understanding of the whole school approach to the implementation of the 'Digital Innovation in teaching and learning strategy' - Enact MGH 'Our Approach to Pedagogy' as appropriate in their classroom - Collegially engage in purposeful coaching opportunities - Implement accessible assessment Year 7 - 10 Teacher aides can/will: - Support the teaching of the co-constructed teaching structures aligned to digital innovation Leadership team can/will: - Provide opportunities for professional learning, collegial engagement, and co-construction - Ensure adequate and appropriate resourcing to support an explicit improvement agenda in Effective Pedagogical Practices including HR, time, resources, artifacts, etc - Celebrate student and staff success
Artefacts	MGH 'Our Approach to Pedagogy, & processes' MGH CARF 2026 professional learning model (as reflected in teacher's SPG Goal 1) Department of Education: Equity & Excellence (Educational Achievement/Our system initiatives/ Digital innovation in teaching and learning) Department of Education: Digital innovation in teaching and learning strategy Pedagogical approaches appropriate to the Prep to Year 10 Australian Curriculum ACER: School Improvement Tool (Domain 8 Effective pedagogical practices) Accessible Assessment and Pedagogies (Improving Student Outcomes Through Inclusive Practice) Edited by Linda J. Graham and Jill Willis (2026)

Reduction of red tape in day-to-day work, planning and processes include:	
- Commitment 1: Set clear expectations for curriculum implementation and recording supports for students - o Actions: Streamline student case-management processes / Simplify the completion of the Nationally Consistent Collection of Data (NCCD) with clear guidance on evidence requirements - o MGH Implementation: ▪ Enactment of Data to Action Framework (D2A) – evidence to immediate action (supported by collaborative of Week 5 meeting cycle and whole school data plan) - Commitment 2: Deliver innovative, integrated and responsive digital systems for schools - o Actions: Standardise student consent processes and forms - o MGH Implementation: ▪ Full implementation of QParents for consent from commencement of 2026 - Commitment 3: Simplify processes and expectations for recording incidents including behaviour and workplace health and safety - o Actions: Make clear what detail is required when recording student behaviour and contacts in OneSchool - o MGH Implementation: ▪ Embedded the communication use of IDAttend for minor behaviours (including further refinement and expansion to email templates) ▪ Update Communication, Complaints, Complaint and Conflict Management policy to reflect revised ways of working - Commitment 4: Set clear expectations for communication with and by schools - o Actions: Refine the suite of templates and editable resources for teachers and school leaders to use within their community - o MGH Implementation: ▪ Expand the use of QParents & IDAttend for parent communication ▪ Update Communication, Complaints, Complaint and Conflict Management policy to reflect revised ways of working	

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	


Supporting red tape reduction in Queensland state schools

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