



2026

Annual Implementation Plan

PURPOSE

Inspire minds to shape a positive future

At Ormeau Woods State High School our positive future begins with inspiration and creates opportunities for students to respond and shape a positive future.

VISION

Linking learning with life

Our vision reflects our commitment to a curriculum and learning environment that includes experiences both in and out of the classroom and a strong connection between the school, community and life.

VALUES

Respect Teaching and Learning
Respect Self and Others
Respect for Property

STRATEGIC PRIORITIES

Safe, Supportive and Collaborative Culture
High Impact Teaching
Lifelong Learning
Sustainability and Growth

2026 Annual Implementation Plan (AIP)

Key School Strategic Priority:

HIGH IMPACT TEACHING

Strengthen teacher delivery of effective instructional strategies, aligned to the Whole School Approach to Pedagogy, to increase student engagement and academic outcomes.

Strategies:

- Reinforce positive staff-student relationships and high expectations to improve student perceptions of safety and belonging in classrooms (**Joel McCarthy**)
- Implement explicit teaching of reading through engagement norms to improve students' literacy skills (**Louise Ferguson**)
- Sharpen three levels of planning to ensure guaranteed and viable curriculum delivery, including differentiation and effective pedagogies (**Louise Ferguson**)
- Broaden teacher understanding of all aspects of the Whole School Approach to Pedagogy, to employ differentiation strategies (Universal, Focused, Intensive) to ensure all students can access the curriculum. (**Nicole Norfolk**)
- Prioritise implementation of adjustments to meet the needs of diverse and complex learners (**Joel McCarthy**)
- Strengthen teacher capability in Third Teacher and feedback strategies to increase student clarity about what they are learning, how they are doing and how to improve (**Nicole Norfolk**)
- Build teacher capability in digital innovation to enhance feedback, differentiation planning, and reduce workload (**Nicole Norfolk**)

Long term measurable/desired outcomes:

Students can/will:

- Understand and articulate what they are learning and why, how they are doing, what they need to do next to improve and where to go to access support (Ownership of Learning)

Teachers can/will:

- Plan and implement engaging and aligned learning experiences to meet the needs of diverse learners.
- Implement differentiation strategies and adjustments to ensure all students can access the curriculum.
- Employ effective pedagogy using the principles to support student achievement, well-being and engagement.
- Use innovative and digital learning to enhance teaching and learning

Teacher aides can/will:

- Assist teachers in delivery of quality teaching and effective learning.
- Support students through the active development of supportive learning environments.

Leadership team can/will:

- Lead a consistent culture of high expectations and positive staff-student/staff-staff relationships by modelling effective relational practice, coaching teachers and using evidence to strengthen student perceptions of safety and belonging.
- Refine staff capability through targeted professional learning and instructional leadership to implement the Whole School Approach to Pedagogy.
- Use data and evidence to monitor implementation, evaluate impact and drive continuous improvement, ensuring consistency, accountability and measurable gains in student engagement and academic outcomes

AIP measurable/desired outcomes:

Educational Achievement Outcomes

Whole School, Year Level & Subject Assessment Summary

Semester 1 & 2 Reporting

95% A-C

65% A-B

28% A

ATAR Distribution
25% above 90.00

Belonging & Engagement Outcomes

Attendance 90%+

SDA Rate below 12%

School Opinion Survey

Safety Concept 85%+
(Student Voice)

Actions:

- Review executive governance structures to clarify leadership roles and accountabilities in driving the explicit improvement agenda (**Principal**)
- Formalise meeting purposes and structures to ensure time is focused on implementing the explicit improvement agenda (**Executive Leaders**)
- Communicate the explicit improvement agenda through school media to inform the community of priorities and progress throughout the year (**Executive Leaders**)
- Review faculty financial and facility resources to support the explicit improvement agenda (**Business Manager**)
- Sustain the Professional Learning Plan to map professional learning aligned with the explicit improvement agenda. (**Nicole Norfolk**)
- Consolidate our Learning Performance Team (**LPT**) and Learning Walks & Talks (**LWT**) quality assurance processes to monitor and review progress of the explicit improvement agenda (**Executive Leadership Team**)
- Strengthen observation and feedback processes to provide teachers with timely and relevant feedback in the enactment of differentiation strategies and (**Heads of Curriculum**)
- Implement explicit teaching of tiered vocabulary to improve students' reading and word comprehension (**Louise Ferguson, Heads of Curriculum, Teaching Teams**)
- Implement research-based reading norms in year 7 classrooms to enhance student engagement. (**Libby Graves**)
- Review recognition of positive student learning to establish termly incentives that motivate student engagement (**Joel McCarthy, PBL Committee**)
- Strengthen Learning Walls in every classroom to increase accessibility through visible learning (**Teaching Team**)
- Prioritise unit planning to ensure alignment to the teaching and learning sequence and requirements of the K-12 CARF (**Louise Ferguson, Heads of Curriculum & Year Level Subject Coordinators**)
- Broaden understanding and use of the Engagement Continuum to promote student engagement with their learning (**Joel McCarthy, Heads of Year**)

Resources:

Financial Planning

- Professional Learning allocations
- Faculty allocations to enhance Third Teacher

Physical Resourcing

- Teachers timetabled into one classroom – ownership

Human Resourcing

- Re-align leadership resourcing to 2026 priorities

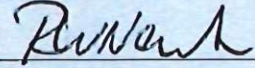
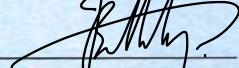
- Source external partners as knowledgeable others

Digital Resourcing

- Corella – students
- Teacher Assistant – staff
- Education Perfect
- Clickview

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: 



Educational
achievement



Wellbeing and
engagement



Culture and
inclusion