

BREMER STATE HIGH SCHOOL

2026 ANNUAL IMPLEMENTATION PLAN




School priority 1	Belonging and Engagement In classrooms: Pedagogy-whole school focus on pedagogy and "How Bremer Students Learn"	MONITORING				School priority 2	Curriculum- Continued improvement Year 7-12 curriculum	MONITORING			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	Our 2026 focus area for improvement is to: <ul style="list-style-type: none"> Enact planned and intentional pedagogical practices that align to How Bremer Students Learn Conduct regular in-class observation and feedback cycles Deliver intensive pedagogy support for teachers using Classroom Profiling, walkthroughs and structured feedback in explicit instruction pedagogy Adopt clear processes to track, monitor and differentiate support so that every child is learning and improving Drive Digital Innovation through the integration of QLearn. 					Link to school improvement strategy:	Our 2026 focus area for improvement is to: <ul style="list-style-type: none"> Deliver an aligned and engaging curriculum that is regularly reviewed as part of a quality assurance cycle Enact a Whole-School Moderation Policy ensuring alignment, validity, and reliability of teacher judgments: before, after, end Deepen the school's Reading Strategy under MTSS, targeting Tier 1, 2, and 3 interventions Complete full alignment to Australian Curriculum V9, ensuring consistency across Years 7-10 Strengthen QCE attainment and pathways monitoring for Years 10-12 students. 				
Strategies	<ul style="list-style-type: none"> Line Management, quality assurance, setting professional goals (SPG) Observation and Feedback Framework Classroom Profiling Differentiated approaches to pedagogy Digital Pedagogy 					Strategies	<ul style="list-style-type: none"> Teaching and Learning- all HoD aligned Line Management- quality assurance Whole school walk-throughs Moderation- before, after, end Whole School Reading Strategy 	<ul style="list-style-type: none"> V9 Australian Curriculum with accessible assessment Maximising Learning Team and collaboration time Widen VET options in Senior School Senior School Pathways document. 			
Actions: including Responsible role(s)		Resources				Actions: including Responsible role(s)		Resources			
<ul style="list-style-type: none"> Visible, planned and intentional pedagogical practices in all learning environments Quality assurance, line of sight, professional learning, meetings, classrooms, feedback Continue to embed QLearn as the core platform for curriculum programs, and resources Enact professional development for pedagogical practices, Classroom Profiling and digital learning for all staff 100% of teachers engaged in at least one Observation & Feedback cycle per semester Continue "How Bremer Students Learn" Every teacher being observed through walkthroughs from leadership. 		<ul style="list-style-type: none"> Bremer HITS Critical Routines ESCMs How Bremer Students Learn Classroom Observation & Feedback Cycle MTSS documents 				<ul style="list-style-type: none"> Continue to embed QLearn as the core platform for curriculum programs, and resources in Year 7 & 8 Core, VET and Year 11 & 12 for assessment submission Continue implementation of Australian Curriculum V9 Continue to deliver 2024 QCAA Applied syllabuses and 2025 QCAA General syllabuses Increase VET options to meet the needs of our learners, priority in Year 10 2026 Enact differentiated curriculum that meets the individual needs of students in classrooms 		<ul style="list-style-type: none"> QLearn Teams Data Plan Education Perfect ACARA QCAA CARF- K-12 Framework DoE Curriculum Gateway Training.gov 			

End of Year Success Criteria	Measures	Performance:		AIP measurable/desired outcomes engagement:		AIP measurable/desired outcomes engagement:		AIP measurable/desired outcomes engagement:	
		AIP measurable/desired outcomes engagement:	AIP measurable/desired outcomes engagement:	AIP measurable/desired outcomes engagement:	AIP measurable/desired outcomes engagement:	AIP measurable/desired outcomes engagement:	AIP measurable/desired outcomes engagement:	AIP measurable/desired outcomes engagement:	AIP measurable/desired outcomes engagement:
		<ul style="list-style-type: none"> 10% Reduction in behaviour incidents 8% SDA rate- whole school 90% Attendance Improved student retention VET- 100% CERT II Out of Catchment enrolments <20% (24% in 2025) 	<ul style="list-style-type: none"> 10% Reduction in behaviour incidents 8% SDA rate- whole school 90% Attendance Improved student retention VET- 100% CERT II Out of Catchment enrolments <20% (24% in 2025) 	<ul style="list-style-type: none"> 10% Reduction in behaviour incidents 8% SDA rate- whole school 90% Attendance Improved student retention VET- 100% CERT II Out of Catchment enrolments <20% (24% in 2025) 	<ul style="list-style-type: none"> 10% Reduction in behaviour incidents 8% SDA rate- whole school 90% Attendance Improved student retention VET- 100% CERT II Out of Catchment enrolments <20% (24% in 2025) 	<ul style="list-style-type: none"> Increase in proportion of students achieving a C & above in all subjects with a focus on English and Maths Increase in proportion of students achieving an A or B in all subjects with a focus on English and Maths Maintain 100% of students achieving a QCE/ QCIA Improved rates of student attendance- days of learning Reduction in school disciplinary absence rates Improved Year 13 Next Steps Results Improved First Nations Outcomes- Closing the Gap- attendance & academic outcomes Improved participation and performance in NAPLAN 	<ul style="list-style-type: none"> Increase in proportion of students achieving a C & above in all subjects with a focus on English and Maths Increase in proportion of students achieving an A or B in all subjects with a focus on English and Maths Maintain 100% of students achieving a QCE/ QCIA Improved rates of student attendance- days of learning Reduction in school disciplinary absence rates Improved Year 13 Next Steps Results Improved First Nations Outcomes- Closing the Gap- attendance & academic outcomes Improved participation and performance in NAPLAN 	<ul style="list-style-type: none"> 45% AB 90% A-C 100% A-D 100% QCE/QCIA (Year 12 2026) 	<ul style="list-style-type: none"> 45% AB 90% A-C 100% A-D 100% QCE/QCIA (Year 12 2026)
		Behaviour Staff will:	Students will:	Students will:	Students will:	Education Support Officers will:	Education Support Officers will:	Leadership Team will:	Leadership Team will:
		<ul style="list-style-type: none"> Apply the Critical Routines, Essential Skills for Classroom Management & How Bremer Students Learn Access agreed data sets to know their learners, plan & differentiate to ensure accessibility for all students Use Multi Tiered Systems of Support and the Student Referral Team to support behaviour, academics, and wellbeing to improve outcomes for students Utilise QLearn for all 7, 8, Senior School Submissions & VET classes from 2026 	<ul style="list-style-type: none"> Be prepared and ready for learning & follow Critical Routines Know, what, how & why they are learning 	<ul style="list-style-type: none"> Be prepared and ready for learning & follow Critical Routines Know, what, how & why they are learning 	<ul style="list-style-type: none"> Be prepared and ready for learning & follow Critical Routines Know, what, how & why they are learning 	<ul style="list-style-type: none"> Maximise their time in classrooms with students- face to face Support the students in classrooms, in year level hubs, in the rest room and in alternative learning environments. 	<ul style="list-style-type: none"> Maximise their time in classrooms with students- face to face Support the students in classrooms, in year level hubs, in the rest room and in alternative learning environments. 	<ul style="list-style-type: none"> Support all teaching and non- teaching staff Demonstrate Instructional Leadership Display visible leadership in the classroom/s. 	<ul style="list-style-type: none"> Support all teaching and non- teaching staff Demonstrate Instructional Leadership Display visible leadership in the classroom/s.
	Artefacts	<ul style="list-style-type: none"> Moderation Plan- Before, After, End, including a HOD planned collaboration cycle Staff Collaborative Planning Outcomes Three Levels of Planning Curriculum Aligned Marking Guides 	<ul style="list-style-type: none"> QLearn - Resourcing and Unit Plans AARAs Assessment Calendar Maximising Learning Team Outcomes 	<ul style="list-style-type: none"> QLearn - Resourcing and Unit Plans AARAs Assessment Calendar Maximising Learning Team Outcomes 	<ul style="list-style-type: none"> QLearn - Resourcing and Unit Plans AARAs Assessment Calendar Maximising Learning Team Outcomes 				

Reduction of red tape in day-to-day work, planning and processes include:

- Bremer Strategy - Ask: Is this the best way to do it? How do we keep it simple?
- Strategic Meeting Scheduling
- Investigate assessment submission
- NCCD data collection to be reviewed
- Increase use of Education Perfect- for student work at home requirements


PRINCIPAL


P&C/SCHOOL COUNCIL


SCHOOL SUPERVISOR