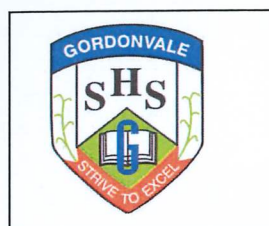


## GORDONVALE STATE HIGH SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement

Belonging and engagement

School priority 1	Effective moderation to improve student outcomes	Monitoring				School priority 2	Develop the collective capability of staff to teach reading through the Australian Curriculum (AC)	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		
<b>Link to school improvement strategy:</b>	Strengthen whole-school processes for moderating student work to support a shared understanding about the purpose of moderation and its expected impact on student learning.					<b>Link to school improvement strategy:</b>	Initiate collaboration among leaders and teachers focused on evidence-informed approaches to teaching reading to foster collective capability and a whole-school approach to teaching reading through the Australian Curriculum (AC)						
<b>Strategy/ies</b>	<ul style="list-style-type: none"> <li>- Collaboratively review and refine whole school moderation practices</li> <li>- Develop capability of all staff in data driven decision making focused on student/class outcomes</li> <li>- Develop Instructional Leadership capability of Leadership Team</li> </ul>					<b>Strategy/ies</b>	<ul style="list-style-type: none"> <li>- Engage shared HoC with Gordonvale State School to lead Reading through the Australian Curriculum</li> <li>- Develop capability of leaders and identified teachers to embed vocabulary and daily review low variance routines</li> <li>- Coach and mentor leaders and yr 7 teachers in the implementation of vocabulary and daily review low variance reading routines</li> <li>- Engage all staff in targeted professional development including Reading HUB modules and EFI reading masterclasses</li> </ul>						
<b>Actions:</b> including Responsible role(s)		<b>Resources</b>				<b>Actions:</b> including Responsible role(s)		<b>Resources</b>					
<ul style="list-style-type: none"> <li>- Use whole school moderation system</li> <li>- Set termly focus</li> <li>- Conduct professional learning on use of student data</li> <li>- Create Moderation calendar</li> <li>- Conduct instructional walkthroughs</li> </ul>		Teaching and Learning HUB EFI Instructional Leadership Data Informed Practice Questions Collegial Engagement Strategy				<ul style="list-style-type: none"> <li>- Create and Use Reading Action plan and professional learning plan</li> <li>- Participate in Reading professional learning</li> <li>- Be coached in use of low variance routines (vocabulary and daily review)</li> <li>- Use walkthrough tool to measure implementation consistency and success</li> </ul>		Head of Department Curriculum (Reading) EFI Catalogue and Masterclass Reading Hub Collegial Engagement Strategy					
End of Year Success Criteria	<b>Measures</b>	<b>Performance:</b> <ul style="list-style-type: none"> <li>• Relative proportion of students achieving in all learning areas 85% A-C (aspiration). Below are Learning Area specific performance goals.:                             <ul style="list-style-type: none"> <li>○ <b>English</b> (YR 8 move 8 students from D to C)</li> <li>○ <b>Maths</b> (Yr 9 move 9 students from D to C)</li> <li>○ <b>Humanities</b> (YR 8 5 students from D to C, 5 students C to B and 5 students B to A)</li> <li>○ <b>HPE</b> (YR 7 move 3 students from D to C, 4 students from C to B and 4 students from B to A)</li> <li>○ <b>Science</b> (YR 8 3 students D to C, 3 students C to B and 5 student B to A)</li> <li>○ <b>Arts &amp; Technology:</b> (YR 9 6 students C to B)</li> </ul> </li> </ul>					End of Year Success Criteria	<b>Measures</b>	<b>Performance:</b> <ul style="list-style-type: none"> <li>• 40 (50%) staff (including Leaders, teachers and teacher aides) completed Reading Hub modules</li> <li>• 25 (30%) staff (including Leaders, teachers and teacher aides) completed EFI Reading Masterclasses</li> <li>• 100% of year 7 (core learning area) teachers have received coaching in vocabulary and daily review low variance routines</li> <li>• All HODs (core LA) have been coached in delivering vocabulary and daily review low variance routines</li> <li>• All HODs (core LA) have coached a teacher in delivering vocabulary and daily review low variance routines</li> <li>• All SEP and</li> </ul>				
	<b>Behaviour</b>	Students will experience targeted teaching to meet identified learning goals Teachers will; set and use student improvement goals; moderate student work Teacher aides will: support students to meet their learning goals Leadership team can/will: lead effective moderation cycles						<b>Behaviour</b>	Students in year 7 will experience low variance routines in vocabulary and daily review in all core learning areas Teachers in year 7 will use vocabulary and daily review low variance routines All teachers will participate in Science of Reading and Science of Learning professional learning Teacher aides will work with small groups and individuals to improve word reading through vocabulary Leadership team will coach and model effective use of vocabulary and daily review low variance routines				
	<b>Artefacts</b>	Moderation system and documents Level III planning Walkthrough data collection tool						<b>Artefacts</b>	Reading action and professional learning plan GSS/GSHS engagement plan Walkthrough data collection tool				
<b>Approvals</b>													
This plan was developed in consultation with the school community and meets school needs and systemic requirements.													
Principal		P&C/School Council				School Supervisor							



**School name:** Gordonvale State High School

**Data Plan leader:** Geoffrey Moore Principal

**Data Plan version history:** 12.2.2026

**Last reviewed** Shared with LCC 20/2/2026

**Data Plan alignment:** School Strategic Plan 2025 – 2028

**Annual Implementation Plan 2025**

## Data Plan for implementation in 2026

Appendix to Annual Implementation Plan (v2.1)

Data set	Link to strategic priorities	How data is used (Purpose)	Targets/ Desired outcomes	Source of data / where data is stored	When the data is generated	When the data is available	When data is used	Who makes data available / looking after data sets	Who generated the data / who enters the data into the system	Who accesses and uses the data
LOA A-C (Yr 7 to 10) ENGLISH	<i>Effective moderation to improve student outcomes</i>	Track and measure impact of moderation cycles on targeted students		OneSchool	End Term 1, 2, 3, 4			HOD ENGLISH	Teacher	
LOA A-C (Yr 7 to 10) MATHS	<i>Effective moderation to improve student outcomes</i>	Track and measure impact of moderation cycles on targeted students		OneSchool	End Term 1, 2, 3, 4			HOD MATHS	Teacher	
LOA A-C (Yr 7 to 10) HUMANITIES	<i>Effective moderation to improve student outcomes</i>	Track and measure impact of moderation cycles on targeted students		OneSchool	End Term 1, 2, 3, 4			HOD HUMANITIES	Teacher	
LOA A-C (Yr 7 to 10) HPE	<i>Effective moderation to improve student outcomes</i>	Track and measure impact of moderation cycles on targeted students		OneSchool	End Term 1, 2, 3, 4			HOD HPE	Teacher	
LOA A-C (Yr 7 to 10) SCIENCE	<i>Effective moderation to improve student outcomes</i>	Track and measure impact of moderation cycles on targeted students		OneSchool	End Term 1, 2, 3, 4			HOD SCIENCE	Teacher	
LOA A-C (Yr 7 to 10) ARTS/TECH	<i>Effective moderation to improve student outcomes</i>	Track and measure impact of moderation cycles on targeted students		OneSchool	End Term 1, 2, 3, 4			HOD ARTS/TECH	Teacher	
Reading HUB module completion	<i>Develop the collective capability of staff to teach reading through the Australian Curriculum (AC)</i>	Track and measure capability of staff	40 (50%) staff (including Leaders, teachers and teacher aides) completes Reading Hub Modules	EFI - QLearn						
EFI Reading Masterclass	<i>Develop the collective capability of staff to teach reading through the Australian Curriculum (AC)</i>	Track and measure capability of staff	25 (30%) staff have completed EFI Reading Masterclass							
Reading Coaching from HOD/C	<i>Develop the collective capability of staff to teach reading through the Australian Curriculum (AC)</i>	Track and measure capability of staff	100% of year 7 teachers have been coached in vocabulary and daily review low variance routines	Reading Professional Learning Plan						
Reading Coaching from HOD/C	<i>Develop the collective capability of staff to teach reading through the Australian Curriculum (AC)</i>	Track and measure capability of staff	All HODs have been coached in delivering vocabulary and daily review low variance routines	Reading Professional Learning Plan						
Reading Coaching from HOD/C	<i>Develop the collective capability of staff to teach reading through the Australian Curriculum (AC)</i>	Track and measure capability of staff	All HODs have coached a teacher in delivering vocabulary and daily review low variance routines	Reading Professional Learning Plan						

Data set	Link to strategic priorities	How data is used (Purpose)	Targets/ Desired outcomes	Source of data / where data is stored	When the data is generated	When the data is available	When data is used	Who makes data available / looking after data sets	Who generated the data / who enters the data into the system	Who accesses and uses the data
Reading Walkthroughs	<i>Develop the collective capability of staff to teach reading through the Australian Curriculum (AC)</i>	Track and measure capability of staff			5 Weekly cycles each Term	Week 2 and 6 each Term				