

Educational
achievementWellbeing and
engagementCulture and
inclusion

Yeronga State High School 2025 Annual Implementation Plan



School Vision:		Quality Pathways to Success	School Values:	Quality, Harmony, Sustainability
School Priority 1:		We will ensure the successful implementation of the Australian Curriculum v9.0 in Years 7 and 8 and the QCAA Syllabus with fidelity, while refining a consistent, whole-school approach to pedagogy	School Priority 2:	We will achieve student excellence and engagement through high expectations, inclusive teaching, and personalised support.
Strategic Plan 2023-25:		Elevate student learning through responsive pedagogical practices shaped by student voice and feedback	Strategic Plan 2023-25:	Deliver inclusive academic and vocational pathways that meet the needs of our student community
Equity and Excellence:		Educational Achievement	Equity and Excellence:	Wellbeing and Engagement/Culture and Inclusion
Actions - including Responsible officer(s)			Actions - including Responsible officer(s)	
<p>Support teachers in implementing v9.0 of the Australian curriculum in Year 7 and 8 and QCAA Syllabus through targeted professional development and faculty planning days to design accessible assessment and quality marking guides.</p> <ul style="list-style-type: none"> Principal, Deputy Principals, Teaching and Learning HOD, Faculty HODs and Teachers <p>Continue the Before-After-End moderation process to quality assure the alignment of the intended and enacted curriculum with the Australian Curriculum V9.0 and Endorsement, Confirmation and Quality Assurance meetings for QCAA syllabus.</p> <ul style="list-style-type: none"> Teaching and Learning HoD, Faculty HODs and Teachers <p>Assist teaching staff and HODs through professional development to ensure Year 7 and Year 8 units of work and assessment tasks are consistently uploaded to the QLearn platform, enhancing accessibility and communication with students and parents.</p> <ul style="list-style-type: none"> HODs and Teachers <p>Refine and embed a whole-school approach to pedagogy by identifying effective teaching strategies and practices already in place that focus on the curriculum, the learner, and the learning process, while integrating these approaches into unit planning.</p> <ul style="list-style-type: none"> Principal, Deputy Principals, HODs, Ped. Coach, EALD Coach and Teachers <p>Implement regular collegial sharing of practice to strengthen effective teaching practices aligned with the whole-school pedagogy, ensuring consistency across the school while fostering professional capability among staff</p> <ul style="list-style-type: none"> Principal, Deputy Principals, HODs, Ped. Coach, EALD Coach and Teachers <p>Gather and analyse student feedback regularly to inform and improve school assessment and unit planning, ensuring they align with student needs and experiences.</p> <ul style="list-style-type: none"> Principal, Deputy Principals, HODs and Teachers 			<p>Embed school universals and refine school-wide behavior systems, using proactive communication and data-driven interventions to boost attendance and maximise learning days.</p> <ul style="list-style-type: none"> Principal, Deputy Principals, Year Level HODs, Learner Agency Mentors and Teachers <p>Enhance and refine innovative, targeted school programs—including Academies, the International Program, New Metrics, Learner Agency, and Flexi Space—to enrich student learning experiences.</p> <ul style="list-style-type: none"> Principal, Deputy Principals, HODs and Teachers <p>Document and implement whole-school policy in wellbeing, engagement and inclusion to refine inclusive practices and enhance staff capability.</p> <ul style="list-style-type: none"> Principal, Deputy Principal, HOSSES, Guidance Officer and Wellbeing Team <p>Continue to strengthen support for First Nations students by enhancing their pathways to success and promoting their social and cultural well-being through targeted programs and initiatives.</p> <ul style="list-style-type: none"> Principal, Deputy Principal, CEC, Teachers <p>Strengthen the school culture, vision, and values by actively and meaningfully engaging with parents, valuing student voices, and celebrating school traditions and diversity.</p> <ul style="list-style-type: none"> Principal, Deputy Principals, HODs, Learner Agency Mentors and Teachers <p>Promote staff wellbeing by providing access to support resources, fostering a positive work environment, and through professional development and targeted initiatives.</p> <ul style="list-style-type: none"> Principal, Deputy Principals, HODs and Teachers 	
End of Term 4	Measurable outcomes	<ul style="list-style-type: none"> English: A-B 50%, learning progression sustained at A-C 85% with a stretch target of 90% Maths: A-B 50%, learning progression sustained at A-C 85% with a stretch target of 90% 50% of students achieving A-B across and 85% of students achieving A-C in all subject areas 100% of teaching staff trained in TEMC and existing staff receive refreshers 100% of staff completing the SPG process with aligned school PD plan More than 80% of students can articulate 'how I am assessed at my school' (SOS) 100% QCE/QCIA attainment and NILFET <10% 	Measurable outcomes	<ul style="list-style-type: none"> Behaviour A-C is 90% or higher and Effort A-C is 90% or higher Maximisation of learning days through a reduction of SDA's down from 110 (2024 – SORD) Increase attendance to 87.5% and First Nations student attendance to 77.5% (2024 – SORD) Staff: Improve 'Staff Morale' 62%; 'I am supported' 68%; and 'my school prioritises my wellbeing' 59% Students: Improve student 'behaviour is well managed' 44%; 'school takes students opinions seriously' 61% Parents: Improve 'School asks for my input' 83%; and 'behaviour is well managed' 84%
	Success criteria	<ul style="list-style-type: none"> HODs lead faculty planning days each term for teachers, resulting in the design of quality assessments and marking guides aligned with V9 of the Australian Curriculum and QCAA requirements. Teachers of Year 7 and Year 8 classes upload units of work through QLearn so that QLearn is established as the learning platform for distribution and collection of assessment. Teachers will participate in B-A-A-E moderation at scheduled faculty meetings twice a term, utilising the strategies outlined in the Yeronga SHS approach to moderation. School leaders and teachers will collaboratively develop a school-wide approach to pedagogy by identifying and integrating key pedagogical strategies into their planning to enhance the curriculum, learner engagement, and the learning process. All staff will participate in regular collegial observation rounds to identify, review, and embed effective teaching practices aligned with the whole-school approach to pedagogy, promoting consistency and effectiveness across the school. Teaching staff continue tracking of student data in order to differentiate learning in all classes. Explore and develop a student feedback process that can be used regularly to gather and analyse student feedback, informing and improving school assessment and planning approaches. 	Success criteria	<ul style="list-style-type: none"> Leadership team and teaching staff regularly review and improve school-wide processes and policies to ensure safe and supportive learning environments and that all staff are informed about processes, universals, and behaviour management procedures. Key stakeholders collaboratively develop and implement a Wellbeing and Engagement Policy that outlines whole-school practices, including calmer classrooms, referrals, communication protocols, attendance processes, and case management through STAR and SNAS meetings. All staff will participate in collaborative inclusion meetings with case managers, enhancing their skills to create positive, inclusive classrooms that ensure quality differentiation for all students Relevant program leaders will evaluate student data and parent feedback to continuously improve targeted school programs, such as Flexi-space and Academies, aiming to enhance engagement and student outcomes. Key staff will lead culturally responsive programs that promote First Nations perspectives, provide mentorship opportunities, and create platforms for students to share their cultural heritage, fostering a better whole-school approach. School staff will implement regular celebrations, student summits, congresses, and opportunities for parent and alumni input, contributing to school policy and direction while embracing and highlighting student diversity.
Artefacts		<ul style="list-style-type: none"> Education Improvement Branch – School Review Report 2021 Whole school Data Plan Student Code of Conduct and school Universals School Policies (Assessment, Uniform, Attendance) 	<ul style="list-style-type: none"> School Opinion Survey - 2024 and 2025 YSHS approach to Moderation YSHS Approach to Pedagogy and Collaborative Capability Development YSHS Inclusive Practices Support and Intervention/ Wellbeing Framework 	<ul style="list-style-type: none"> YSHS v9.0 Curriculum Implementation Road Map YSHS Meeting Schedule and PD Plan YSHS HoD Checklist
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	