

WOREE STATE HIGH SCHOOL

2026 ANNUAL IMPLEMENTATION PLAN

Educational achievementBelonging and engagement

School priority 1		Educational achievement <i>To maximise the opportunity for every student to reach their educational potential by developing and implementing quality assessment tasks and marking guides that are aligned with the Australian Curriculum Version 9 (ACv9).</i>		Monitoring Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.				School priority 2		Belonging and engagement <i>Foster a unified and collaborative staff culture that champions inclusion, diversity, and equity, ensuring every member of the school community feels valued, respected, and supported.</i>		Monitoring Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.																	
Link to school improvement strategy:		Quality assure assessments, including thorough endorsement processes and moderation across faculties, to support student access and participation in the curriculum.						Link to school improvement strategy:		Strengthen the shared understanding of the desired inclusive education model to foster a sustained commitment to its implementation from staff.																			
Strategies		• Prioritise WSHS practices for designing and implementing high-quality assessment tasks , ensuring they align with the shared curriculum expectations of the school and Education Queensland.						Strategies		• Work collaboratively to establish a shared, whole-school vision for inclusive education that fosters positive attitudes, behaviours, and practices, ensuring equitable access and participation in high-quality education for all students.																			
Actions: including Responsible role(s)						Resources				Actions: including Responsible role(s)						Resources													
• To collaboratively design, develop, and deliver curriculum units with quality assessment items, specifically with Quality Marking Guides aligned with the Australian Curriculum Version 9 (ACv9), ensuring all learning areas reflect the curriculum's intent, standards, and achievement expectations.						• Unpacking reading demands of unit text during moderation and explicitly teaching them throughout.						• Broker targeted professional development and dedicated time to enhance staff capability in curriculum design and moderation processes using the Curriculum Gateway documents & resources, SEOC's				• Quality Marking Guides – SEOC's				• Develop processes, defining and formalising the roles and responsibilities of teaching staff DLF teachers and support staff and clearly communicate these roles to all school staff to ensure understanding and collaboration.						• Allocate dedicated time for collaboratively developing a whole school approach to inclusion			
End of Year Success Criteria	Measures	Performance: - Three levels of planning are formalised, reviewed and quality assured across faculties. - Quality assessment tasks aligned to aspect of the achievement standards. - Assessment tasks aligned to Marking Guides and accessible to all students. - Improvement in reading – improved DIBELS Maze results at scheduled junctures. A-C targets for 7-9, Eng 75%, Maths 85%, HUM 80%, SCI 75% A-C specific faculty subject targets, Eng 7&8 75%, Maths Yr 7&8 85%, HUM Yr 9 75%, SCI Yr9 70%												End of Year Success Criteria	Measures	Behaviour <i>Students can/will:</i> improve reading, reading to learn, understanding what the assessment task is asking them to do – marking guides <i>Teachers can/will:</i> collaboratively design quality assessment tasks and marking guides aligned to the curriculum <i>Teachers can/will:</i> unpack and explicitly teach the reading demands of unit text <i>Teacher aides can/will:</i> collaborate with teachers to support students' understanding of assessment tasks and marking guides <i>Leadership team can/will:</i> continue to provide support to school staff													
		Three levels of Planning – quality assessment tasks and marking guides Reading documents including Word Study Routines / Comprehension														Whole school developed Inclusion policy Defined roles and responsibilities													
	Reduction of red tape in day-to-day work, planning and processes include:												Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.																
Principal – Maurice Andrejic						School Supervisor – Fiona Free						 Supporting red tape reduction in Queensland state schools																	