



CALAMVALE COMMUNITY COLLEGE 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement



Belonging and engagement

School priority 1	Curriculum and Pedagogy – An aligned K-12 curriculum, responsive to learner needs. (KIS 4, 5, 6)	Monitoring				School priority 2	Culture of Learning and Engagement – A genuine and visible commitment to prioritising a culture of learning and engagement (KIS 1, 2, 3, 5)	Monitoring			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4
Link to school improvement strategy:	<ul style="list-style-type: none"> Develop leaders' and teachers' understanding of K-12 Framework requirements for curriculum planning and assessment to implement quality assurance processes for supporting the systematic enactment of the AC. Collaboratively develop a college-wide approach for inclusion and differentiation, aligning with the K-12 Framework requirements, to build staff capability in meeting the needs of all learners. Collaboratively develop a whole-college pedagogical approach to support the consistent implementation of a range of agreed, evidence-informed strategies and practices that meet student needs. 					Link to school improvement strategy:	<ul style="list-style-type: none"> Clarify roles, responsibilities and accountabilities of all leaders in driving the strategic agenda to support greater precision and consistency in implementing improvement initiatives. Prioritise leadership practices that provide line of sight into classrooms to support consistent enactment and monitoring of the improvement agenda across Prep to Year 12 Collaboratively develop a college-wide approach for inclusion and differentiation, aligning with the K-12 Framework requirements, to build staff capability in meeting the needs of all learners 				
Strategies	<ul style="list-style-type: none"> Continue the development the Calamvale CC K-12 CARF with increasing fidelity contextualised to CCC and EALD learners. (EA) Continue GRR model for staff AC v9.0 Curriculum Development utilising the QCAA P-10 Planning App. Embed and review: Sounds Write (Junior School), Lesson Observations and Watching Others Work Develop and implement: Word Origins – Year 4-6, Lesson Observations and Watching Others Work – building on early adopters learning Build capability of Teacher Aides (Junior School) to support Sounds Write and Word Origins interventions Junior School English, Maths AC v9.0 focus – collaboration and refining marking guides/assessment, moderation – making connections to 2025 work Refine moderation practices in secondary to build towards a whole of college approach to moderation - focusing on embedding consistent processes that engage leaders and teachers in the moderation of student assessment to support K-12 CARF alignment, inform curriculum and pedagogy and ensure consistent judgments against achievement standards 7-10 (EA) Ongoing review of moderation practices, including data informed responses, to identify and inform next steps in learning for student success (Secondary/Junior), and inform a MTSS for literacy/numeracy (Junior – considering DIBELs data) (EA) Broaden and sharpen Knowing Your Learner (KYL) with greater scope to include monitoring strategies to inform literacy/reading interventions and data responsive pedagogical practices. (EA) (BE) Align collegial engagement, instructional leadership, and feedback cycles to support teaching and pedagogical improvement. (EA) (BE) Establish a Literacy Committee and clear literacy goals to initiate the development of a college-wide approach to the teaching of reading. (EA) 					Strategies	<ul style="list-style-type: none"> Develop clarity of the college wide approach for teachers and leaders at all levels to support inclusion : <ul style="list-style-type: none"> incorporating a collective ownership of inclusive practices, shared understanding of NCCD processes, reasonable adjustments (inc EALD), personalised learning records and differentiated teaching and learning – aligned to K-12 CARF requirements develop clarity of Case Manager Role and workflow to increase student, staff and parent engagement for success (EA) (BE) Establish and formalise a MTSS for student wellbeing and student engagement (encompassing attendance, explicit teaching of behaviours and differentiated teaching and learning. (EA) (BE) Develop consistency in P-12 PBL by initiating evidence-based and data-driven approaches to behaviour support (secondary) that align with embedded Junior School actions. (BE) Refine and sharpen the role of pastoral care, wellbeing lessons and belonging P-12 with a focus on CCC in secondary school and embedding PBL and house spirit. (BE) 				
Actions:	Principal, Secondary Strategic Line of Sight – Steven Zischke Principal, Junior Strategic Line of Sight – Richard Curtis	Resources				Actions:	Principal, Secondary Strategic Line of Sight – Ben Huxley Principal, Junior Strategic Line of Sight – Richard Curtis	Resources			
Secondary School Actions:	<ul style="list-style-type: none"> Continue GRR model for Acv9.0 term 2-4 units Implement AC v9.0 Term 1 developed units Developing connect time for Junior Secondary (initially year 7) pedagogical approach Neuroscience of Learning Refine and develop moderation processes to align to K-12 CARF requirements 	<ul style="list-style-type: none"> DP Teaching & Learning/Line Managing DPs/ Curriculum HODs/Planning Teams HODs Curriculum/Planning Team DP Teaching & Learning/Line Managing DPs/Curriculum HODS Principal Secondary, Strategic Priority 1 	<ul style="list-style-type: none"> Secondary School Teacher Release and Planning Days Flexible Hours throughout 2026 Junior School Connect – Collaborative Planning Time Faculty/WOC Meeting times PD Approved and Targeted eg. Big Day Out, QCAA, MSR 	<ul style="list-style-type: none"> Establish MTSS (SS) for student wellbeing and engagement Refine wellbeing lessons, explicit teaching of behaviour and belonging (SS) to complement PBL (JS) and develop a P-12 MTSS for student support. implement and monitor Inclusion Case Management roles and monitor the systematic enactment of student support for identified students – responsive to teacher and student data. Develop collegial engagement framework to inform SPG processes, feedback cycles and support pedagogical improvement. 	<ul style="list-style-type: none"> DP Cath Sander/DP Michael Goode, HQ Support Staff/YLCs CCC Teachers (Secondary), LC Teachers (Junior) Principal Secondary, Learning and Engagement (Junior) Principal Junior DP Cath Sander/YLCs (SS) DP Deb Kelly DP Inclusion/HOD Inclusion/Case Managers/Classroom Teachers DP Line Managers/Curriculum HODs/HOD Languages & Capability 	<ul style="list-style-type: none"> Secondary School Teacher Release and Planning Days Flexible Hours throughout 2026 Junior School Connect – Collaborative Planning Time Faculty/WOC Meeting times 					
Junior School Actions:	<ul style="list-style-type: none"> MTSS Reading development English v9.0 focus Maths v9.0 focus Continue Connect with focus on PYP, CARF 	<ul style="list-style-type: none"> HODs English, Maths, PYP Deputy Principal Line Managers Principal Junior School 									
End of Year Success Criteria	Measures	Junior School:		Secondary School:		Measures	Attendance:				
		English Year 3-6: A-C 90%		English Year 7-9: A-C 95%			Attendance target: 92% with associated disaggregated data improvements				
		English Year 3-6: A-B 60%		English Year 7-9: A-B 70%			QEW Data:	Establish 2026 baseline data			
		Maths Year 3-6: A-C 90%		Maths Year 7-9: A-C 90%			PBL Data:	Establish 2026 baseline data – Secondary School			
		Maths Year 3-6: A-B 70%		Maths Year 7-9: A-B 60%							
		NAPLAN targets: Maintain/improve participation, engagement									
		Senior Students									
		English Year 10: A-C 95%		Maths Year 10: A-C 90%							
		English Year 10: A-B 70%		Maths Year 10: A-B 60%							
		QCE/QCIA: 100%									
		SOS Indicators:									

Behaviour

- Students will learn in engaging classrooms with a range of curriculum opportunities to support their learning, individual needs and intended pathways.
- Staff differentiate a quality, aligned curriculum, underpinned by high expectations of student engagement, delivered through high levels of support for learners and learning progression.
- Leaders provide opportunities for teachers to sharpen and refine their curriculum knowledge and pedagogical expertise via the provision of appropriate and targeted resourcing, aligned to the AITSL standards for leaders.
- Leaders will communicate all roles and responsibilities (leaders, teachers and support staff) to support the implementation and monitoring of the annual implementation plan with a focus on data informed discussions/actions/review.

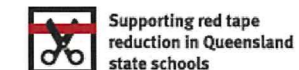
Behaviour

- All students will learn in accessible, engaging and supportive environments and achieve their personal best via improved levels of student wellbeing, engagement and agency.
- Staff will provide a supportive learning environments for students incorporating high challenge, increased engagement, appropriate adjustments underpinned by a high level of support.
- Leaders will provide opportunities for quality professional development, collegial engagement and growth to support staff to provide accessible classrooms and high challenge learning environments

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

P-10 Planning App for AC Curriculum Years 7-10

Q Learn Content Management Years 7-9 (and beyond as appropriate)

**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