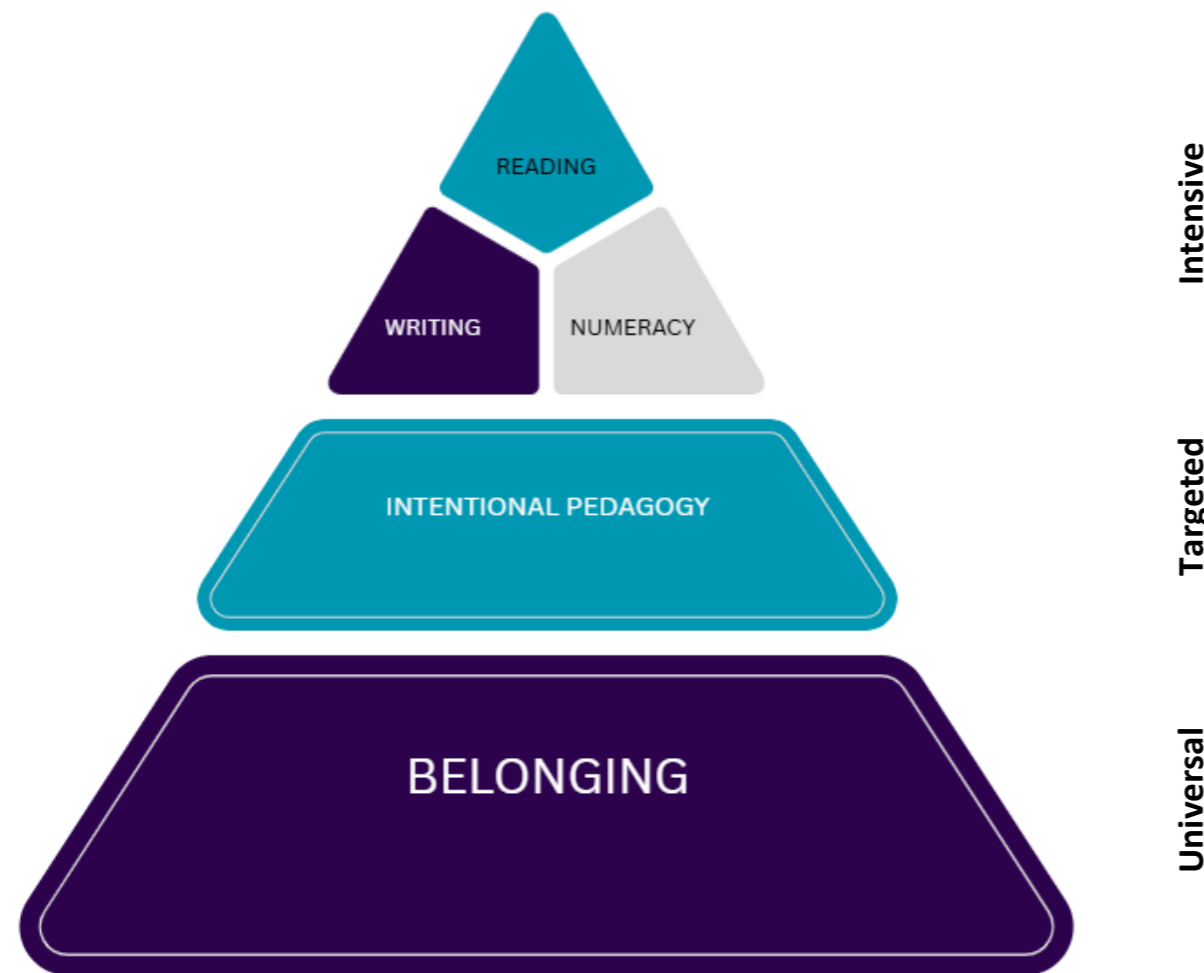


VICTORIA POINT STATE HIGH SCHOOL 2026 ANNUAL IMPLEMENTATION PLAN




Educational achievement

Belonging and engagement



The 2026 AIP at Victoria Point State High School is part of a 3 year implementation plan focused on delivering excellence for every VPSHS student. Similar to our multi-tiered systems of support for students, our approach to school improvement involves universal, targeted and intensive improvement strategies.

Consistency of focus allows our school to deepen practices across the school both culturally and pedagogically. All school staff will be involved in with the universal strategy of BELONGING, teachers will drive a targeted strategy around INTENTIONAL PEDAGOGY (metacognition) and faculties will own an element of our intensive strategies each year –

School priority 1: Universal		School priority 2 : Targeted		School priority 3: Intensive	
Enhance student and staff engagement through a whole school approach to belonging in school		Further strengthen the culture of intentional pedagogical selection to lift A + B results across the school		Maintain a focus on English and Mathematics as the core foundations of learning	
Link to Department improvement strategy:	Strengthen supports and responses to deliver safe, respectful and disciplined learning environments	Link to Department improvement strategy:	Deliver quality differentiated teaching and learning.	Link to Department improvement strategy:	Improved outcomes in English and Mathematics as the foundations for learning.
Strategies	Targetted use of the 'Known' and 'Needed' elements of the Belonging in Schools Framework. Engage with Real School to focus on restorative language.	Strategy	Selecting intentional strategies that target the development of metacognitive processes in students specifically visible thinking skills.	Strategies	Utilise a faculty approach to teach reading, writing and numeracy across a three year period.
Actions: 1.Embed the use of the student engagement continuum in each classroom as a tool to promote student agency. 2.Enact the 'known' and 'needed' elements of the Belonging in Schools framework for each classroom. 3.Build teacher capacity to select engaging pedagogical strategies for their classroom context that builds emotional connection.		Actions: 1.Enhance a whole school framework that identifies, discusses and reflects on pedagogies used within the classroom. 2.Build teacher capacity and confidence to identify and select higher yield pedagogical strategies targeting higher order thinking for their classroom context.		Actions: 1.Faculties to select their first area of focus on each area as Year 1 of a three year cycle. Reading – Health Writing – English, Humanities Numeracy – Technology, Maths, Science, Arts, Language 2.Investigate cluster opportunities to transition the pedagogy of reading, writing and numeracy more seamlessly.	
End of Year Success Criteria	Measures	Performance: 2% improvement in whole student attendance 5% reduction in short term SDA's (1-10days) 10% reduction in minor behaviour referrals 10% increase in VPV points 10% improvement in attendance for First Nations students	Performance: 2% improvement in A-B achievement results across the school. 5% improvement in A-C achievement results across the school 5% reduction in 'D-E-N' results across the school. Alignment of SPG goals to improved pedagogical practices that are specific and intentional.	Performance: 5% improvement in U2B Naplan achievement (2025 – 2027) in reading, writing and numeracy. Maintained or improved performance in Maths and English Year 7-10.	
	Measures	Behaviour Students can/will: Set goals for social and academic success – aware, care, plan, reflect model Demonstrate respect and support to peers and staff through words and actions Arrive on time and ready to learn Make choices to demonstrate active engagement along the engagement continuum Teachers can/will: Use the student engagement continuum to promote self- reflection and self-motivation in students to move up the engagement continuum. Enact the VPSHS critical routines for each class. Create and maintain a welcoming and positive environment for students to learn. Align relevant tools of Real Schools to daily practice. Leadership team can/will: Build teacher understanding of disengagement in students through trauma informed practices. Build teacher knowledge and understanding of the student engagement continuum. Establish walk throughs that focus on student reflections on the continuum. Track out of class behaviour (disengagement) at key junctures across the year. Track the enactment of critical routines mapped against behaviour referrals	Behaviour Students can/will: Regularly reflect on my learning to set goals for the next step Ask questions and seek help when I do not understand Determine what strategies help me learn best Teachers can/will: Create target goals for each class that aim to lift A and B results incorporating student voice. Through coaching groups - Identify, implement and reflect on the pedagogical approaches used to elicit improvement in A and B results. Report learnings and improvements to coaching group in Term 4. Leadership team can/will: Create an annual cycle of professional discussion focused on intentional selection of pedagogical strategy (meeting structures) Support the HR capacity to 'watch others work' as part of the PLT cycle. Establish data capture tools and data sets to track improvement across the year.	Behaviour Students can/will: Be able to identify the focus area of each subject. Engage with the Writer's Toolbox for drafting and feedback. Teachers can/will: Create target goals for each class based on focus area. Develop faculty specific actions to improve action area. Create target strategies for implementation of focus area. Report learnings and improvements to faculty group in Term 4. Leadership team can/will: Implement short data cycles to measure impact of focus area goals. Provide opportunities to discuss focus areas each term through staff meetings. Establish data capture tools and data sets to track improvement across the year.	
	Artefacts	PB4L artefacts - SWEDE Data placemat – NCCD MTSS Tiers PFS Project Summaries Belonging in Schools – Known and Needed Student engagement continuum	Artefacts Journals Inquiry Cycle planners for PLT goals 8 Cultural Forces of Thinking	Artefacts Literacy and numeracy Indicators – Australian Curriculum Writers Toolbox resources Dibbles Reading	
Reduction of red tape in day-to-day work, planning and processes include: Aligning MTSS processes as part of NCCD data capture. Redefine roles and expectations of NCCD recording for teachers and teacher aides. Adoption of QParents and QLearn					
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.					
Principal:		Date: 20/02/2026	P&C President:		Date: 20/02/2026
	Susan Taylor			Glenn Barlow on behalf of	Madonna Boon
				School Supervisor:	
					Date: 2/4/2026 Blair Hanna