

Our Explicit Improvement Agenda 2026

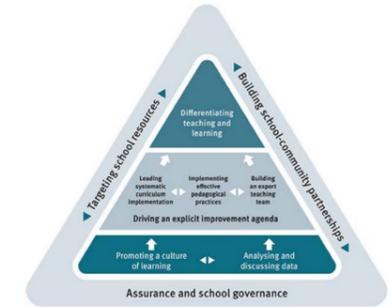
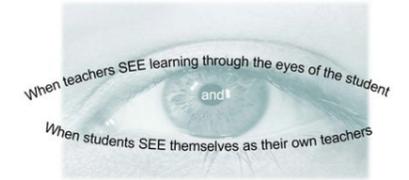
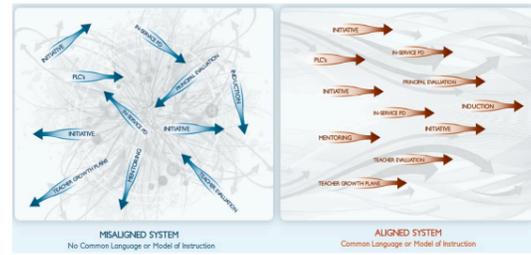
Inspiring great minds through the provision of a world-class education that nurtures personal excellence and develops young people who can contribute positively to an ever-changing world.

THE WHAT

Our Key Performance Indicators provide a set of explicit targets to measure our success in realising our 'Moral Imperative'.

THE WHY

Our school improvement challenge is based on the premise that all students, teachers and leaders can learn and achieve success. Fullan (2011) describes this as our 'Moral Imperative'. Our QASMT moral imperative is to unlock every child's potential.



THE HOW

By **working collaboratively** and **maintaining a sharp focus on agreed priorities**, we strengthen teaching practice, build leadership capability, and engage in disciplined, evidence-informed innovation. In doing so, we refine practice and scale approaches that have the greatest impact on learning.

In order to grow we must "engage in focused innovation relative to higher order skills and qualities, test what works and spread effective practices" (Fullan, 2013).

The What ~ Our Key Performance Indicators

Confident Learners

- Every subject achieves their Subject Development Plan targets for GPA, Stretch and Lift
- 100% of students achieve an IB Diploma
- 30% or more of graduating students achieve an IB Diploma score of 40+
- 100% of students achieve the highest proficiency levels in NAPLAN strands Reading, Spelling, Grammar & Punctuation and Numeracy
- 100% of students achieve a QCE and a VET qualification
- 100% of students achieve a tertiary pathway

Collective Efficacy

- Every House achieves their House Development Plan targets, including 97%+ student attendance
- All teachers enact effective pedagogical practices (SMT Way) to sustain student engagement and learning
- All teachers are actively engaged in co-teaching collaboration and the Collegial Engagement Framework
- All teachers engage in the development of a structured ATL skills program across Years 7 – 12
- All teachers enact and strengthen valid, reliable and manageable assessment practices
- Staff seeking co-agency opportunities, actively engage with school leaders to explore shared priorities and/or participate in Working Parties and surveys
- Students seeking co-agency opportunities about student learning and wellbeing, communicate through student leaders or Working Parties

Collaborative Culture

- All teachers actively participate in *Collective Responsibility* and *Removing the Barriers to Learning* initiatives
- All teachers implement positive classroom practices, including ESCMs
- All staff advocate for the attributes of International Mindedness, embodied in the IB Learner Profile
- All students, parents and staff engage with the Wellbeing Framework

The How ~ AITSL National Professional Standards for Teachers aligned with the National Domains for School Improvement

School Improvement Tool	Our Teachers
Driving an Explicit Improvement Agenda	<ul style="list-style-type: none"> • Know the AIP and EIA and reflect this with classroom practices • Promote and celebrate progress of the AIP and EIA in classroom and community • Support and share practices that allow teams to progress the AIP and EIA
Analysing & Discussing Data	<ul style="list-style-type: none"> • Record student data for the school wide data set on OneSchool and Accelerus • Establish data walls to capture class data and provide ongoing student feedback • Use data walls to analyse class data and differentiate • Review, interrogate and analyse trends in class/Academy data with a view to an appropriate response • Engage in broader data discussion and analysis • Be able to identify and celebrate positive data trends
Promoting a culture of Learning	<ul style="list-style-type: none"> • Plan for every student to be actively engaged in learning • Enact the Academy's Student Code of Conduct within the classroom context (make very visible) and use a flexible repertoire of classroom management strategies • Explicitly teach appropriate/expected student behaviours and embed ESCMs • Align incident data in OneSchool for minor, major and positive behaviours with agreed school protocols • Provide conscientious and diligent attendance data management (roll marking and follow ups)
Targeting School Resources	<ul style="list-style-type: none"> • Enact Academy priorities in classroom practices • Develop, organise and plan to use a range of available resources to support effective teaching plans • Engage with and enhance the range of support personnel and services within and beyond the school to maximise the learning success of students
Building an Expert Teaching Team	<ul style="list-style-type: none"> • Commit to/engage in the Annual Setting Professional Goals process • Engage in classroom feedback cycles (as recipient and 'deliverer') • Participate in classroom-based modelling, coaching and mentoring in order to develop expertise for self and others • Engage in the school pedagogical practices at a classroom level and provide meaningful 'feeding up' data to assist in review and refinement of strategies
Leading Systematic Curriculum Implementation	<ul style="list-style-type: none"> • Ensure classroom planning is aligned to Academy curriculum documents • Monitor and share progress (with colleagues and line management) of classroom delivery, ensuring consistency and coherence • Identify personal curriculum expertise (strengths and deficits) and use this as a base for professional development
Differentiating Teaching and Learning	<ul style="list-style-type: none"> • Use diagnostic and achievement data to identify individual learning needs (in particular, highly capable learners) • Engage in Tomlinson's model of differentiation • Enact curriculum adjustments needed for students (snapshots) • Develop/share professional expertise for teaching inclusion students • Track, support and celebrate student progress towards achievement of their Personalised Learning Plan (PLP)
Implementing Effective Pedagogical Practices	<ul style="list-style-type: none"> • Engage in evidence based high yield pedagogical strategies • Regularly evaluate pedagogical practices to support professional learning (including WOWs, instructional snapshots, student voice, POPs) • Provide targeted and individual feedback to students to support actions that will progress learning aligned to feedback cycles (QASMT Data Plan)
Building School Community Partnerships	<ul style="list-style-type: none"> • Engage professionally with colleagues, parents/carers and the community • Engage with parents to extend the classroom learning environment (into the home) • Actively engage and manage the available opportunities for support and extension, to improve student learning • Model exemplary ethical behaviour in all dealings with students, colleagues and community