



Annual Implementation Plan 2026

School Priority 1: Pedagogy and Digital Innovation

Our Strategies

- Review and align whole-school practice with the Balmoral Blueprint, ensuring signature pedagogical practices and expectations are enacted consistently across all classrooms.
- Strengthen explicit instruction of reading comprehension and evidence-based reading practices by building teacher expertise in subject-specific reading strategies and ensuring consistent application across the school.
- Extend digital transformation for students and staff by embedding innovative technologies that elevate engagement, deepen inquiry, and optimise learning for all learners.
- Strengthen the Lead Learner Inquiry cycle, enabling staff to tailor daily practice and use authentic mixed-methods assessment (AMMA) to identify, monitor and respond to individual learner needs and aspirations.
- Review, consolidate and embed evidence-based reading practices to strengthen students' on-demand reading capability across all learning areas.
- Build collective capability in the consistent use of Balmoral's Engagement Accelerator to establish a shared metalanguage that drives high-impact engagement for every learner.

Our Actions

- Refine and prioritise classroom observation and feedback processes to strengthen pedagogical consistency and impact.
- Embed the SAMR model to support purposeful integration of digital tools that enhance and transform learning design. Engage cross-faculty experts to model and lead best practice.
- Deepen teacher capability to explicitly teach reading comprehension through the consistent use of subject-specific reading strategies across all learning areas.
- Strengthen whole-school digital capability through the rollout of Compass, enhanced use of QParents, OneSchool, SharePoint and Teams, and increased staff competence in digital systems.
- HODs and instructional coaches facilitate contributive learning workshops intentional collaboration meetings at key junctures to support lead learners (B→A and priority students), providing structured feedback to refine practice and quality assure processes.
- Quality-assure Lead Learner Team processes to promote professional collaboration and drive a transformative learning culture focused on continuous improvement and B→A shift s and priority learners.
- Implement and review DIBELS testing of Year 7 cohort and targeted support provided across Tiers 1, 2 and 3.

Our Performance

- Strengthen teacher engagement with the Balmoral Blueprint, evidenced through surveys, digital engagement, walkthroughs, peer observations, and faculty-level check-ins.
- Quality assure staff engagement in professional learning focused on digital capability to deliver enhanced digital ways of working.
- 80% of parents adopting and interacting with Compass to remain connected with school updates.
- 95% of students access a personal BYOD device, with equitable access ensured via school-based devices.
- 100% staff participated in the Lead Learner process, supported by scheduled collegial engagement intentional collaboration meetings.
- Strengthen the visible consolidation of the Engagement Continuum and Learning Accelerator across classrooms, with consistent use of shared meta-language.
- Improvement towards 80% in SOS items: "This is a good school" and "Staff receive useful feedback about their work".
- Increased consistency in the digitalisation of school documents and alignment to the school's visual identity across communication channels and internal systems.

Our Resourcing

- Balmoral Blueprint; Lead Learner Framework; High Impact Teaching Strategies; Head of Department – Pedagogy & Performance; Leadership Team; Teachers; HOD Technology; Instructional Coaches; IT Technician; Non-teaching support staff; Business Manager; Administrative and Marketing Officers; digital communication platforms; school social media and online profile.

School Priority 2: Curriculum Enactment

Our Strategies

- Strengthen whole-school curriculum enactment through systematic review of Version 9 Australian Curriculum and QCAA syllabus implementation, using LOA trends and student achievement data to guide continuous refinement.
- Build teacher capability to design and deliver authentic mixed-method assessment aligned to The Lead Learner methodologies, providing students with multiple, rigorous ways to demonstrate progression against the Australian Curriculum Achievement Standards.

Our Actions

- Ensure all teaching and learning programs are explicitly aligned with Version 9 Australian Curriculum and QCAA senior syllabus requirements, with clear links to achievement standards and assessment expectations.
- Embed processes to measure and monitor classroom engagement and learning climate.
- Implement a schoolwide strategy for structured student learning growth conversations, strengthening B→A stretch targets and supporting students to take ownership of their learning trajectory.
- Build staff capability to design and enact authentic mixed-method assessment, enabling multiple opportunities for students to demonstrate evidence of learning and meet On Track for Success benchmarks (Years 7–9).

Our Performance

- QCE & QCIA attainment: 100%; ATAR outcomes: 25% ≥ 90, 85% ≥ 60, 100% QTAC offers.
- Years 7–9 On Track for Success:
- English: A–C 95%, A–B 65%
- Maths: A–C 90%, A–B 65%
- Science: A–C 95%, A–B 65%
- Humanities: A–C 88%, A–B 49%
- Improvement in A academic performance across all faculties to 35%.
- LOA data reviewed each reporting cycle to inform curriculum adjustments.
- Effective student case management processes in place to support individual progress, with consistent monitoring and triangulation of data.
- 100% of teachers actively implementing and updating personal PLPs with students.
- SOS results show 80% of students agree: "My teachers provide me with useful feedback about my school work."

Our Resourcing

- QCAA curriculum materials (Years 7–12), HODs, Leadership Team, teachers, curriculum planning time, data dashboards, Lead Learner resources, On Track for Success framework, professional learning allocations.

School Priority 3: Community and Connection

Our Strategies:

- Re-energise and elevate the school's community engagement strategy by consistently articulating and enacting the revised school Vision—Inspiring Excellence—and Values—Agency, Belonging and Innovation.
- Build collective coherence and shared purpose through exceptional service, strong partnership in learning, and courageous leadership that models and accelerates transformational change within the Balmoral community.

Our Actions

- Embed and activate the school's Vision and Values through consistent messaging, displays, rituals, routines and celebrations so the school's identity is visible, lived and reinforced across all community touchpoints.
- Recognise and celebrate student achievement—academic, cultural, sporting, behavioural and service-based—to strengthen belonging, increase student motivation, and shape a culture where success is expected, visible and shared.
- Maintain a relentless focus on student engagement through strong relationships, restorative practices, seamless communication and proactive early intervention.
- Review and enhance communication channels (aligned to findings from the Russell Lingard Communication Review) to ensure clarity, consistency, accessibility and responsiveness across all school–community interactions.
- Strengthen partnerships with parents/carers, Learning Partners, local businesses, tertiary institutions and alumni to expand opportunities, enrich pathways and strengthen Balmoral's community footprint.
- Amplify the school's digital presence through daily, strategic use of social media, digital documents, website updates and multimedia storytelling to showcase excellence and build community pride.

Our Performance

- 100% of students and staff can articulate the school's vision (Inspiring Excellence), values (Agency, Belonging, Innovation) and the expected learner attributes (Curious, Courageous, Capable).
- School website fully updated by end of Term 1, reflecting revised vision, values, learning culture and accurate school information.
- Every student receives positive recognition at least once per term (postcards, OneSchool POS records, rewards, achievement acknowledgments).
- SOS 80%+: opinions are taken seriously; students feel heard; staff feel informed; staff morale is positive.
- Increased social media reach and engagement aligned to target growth metrics.
- Evidence of strengthened partnerships through documented MOUs, events, co-designed projects and enriched opportunities for students.
- Work towards 92%- 95% attendance for students, with attendance rewards embedded each semester.

Our Resourcing

- Marketing Officer, Communications Channels (website, social media, digital platforms)
- Alumni networks, Learning Partners, Business Community
- Leadership Team, HODs, Teacher Aides
- Embed the school vision and values explicitly in classrooms, lesson routines and learning conversations.
- Actively contribute to a positive school culture through recognition of students, consistent relational practice and high expectations for engagement.
- Maintain strong communication with families and partners, ensuring clarity, responsiveness and consistency.
- Use digital platforms to connect learning, share achievements and strengthen community engagement.



Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

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