



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.

Principal
Timothy Barraud

P&C President
Raelene James

School Supervisor
Samantha Knowles