

2026

FERNY GROVE STATE HIGH SCHOOL

annual implementation plan

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STRATEGY	ACTION	MEASURABLE GOALS	RESPONSIBLE OFFICER	SUPPORT AND RESOURCING
<i>Leaders of Learning</i> A consistent and collaborative approach for curriculum planning has been established and is being further refined; ensuring a shared understanding of the Australian Curriculum and strengthening alignment between curriculum, pedagogy, and assessment.	Build and document a consistent, agreed approach for the three levels of curriculum planning V9 based on Universal Design for Learning. Record this approach in a step-by-step guide and communicate so all teachers have a clear, shared process for curriculum planning.	Improved consistency in the percentage of C and above, across year 7 classes, as measured in "SORD Class Result Distribution" for all learning areas. 100% of faculties have engaged in cross-faculty moderation of task and planning and have used the step-by-by approach to refine their assessment. Latest student result is an increase of 5% on 2025 "Latest result to previous result" in year 7 English, Mathematics and Science.	Deputy Principal- Curriculum	Whole School Staff meeting in semester 2 for cross-faculty moderation Step-by-step guide for UDL task planning. Teacher release time to engage in UDL training with Dr Matt Capp. Intentional Collaboration Time.
<i>Leaders of Learning</i> A shared understanding of the general capabilities, particularly Reading and Personal and Social Capability, has been systematically enacted — developing the skills, behaviours, and dispositions needed to thrive in a rapidly changing world in and beyond school.	Develop a shared understanding about the general capabilities, focusing on the Simple View of Reading, implementing simple, high yield strategies, and providing templates and resources.	100% of teachers have completed the simple view of reading modules in 2026.	Deputy Principal- Curriculum	IC PD Schedule throughout the year.
<i>Culture of Excellence</i> Staff deliver a culture of excellence by employing a range of high impact strategies and adjustments, to engage, challenge and extend all students in their learning.	Address differentiation within the professional development plan to support staff to understand the need for, plan and implement differentiated practices in their classrooms. Audit resources available at FGSHS that currently support differentiated learning and determine effectiveness.	100% of staff have engaged in PD to inform their classroom practices. After this PD, 80% of teachers articulate feeling confident and capable in accessing support to differentiate to improve student results. 100% of teachers complete the Differentiation Placemat in OneSchool. End-moderation includes reviewing and refining differentiated strategies included in V9 unit plans.	Teaching and Learning Team (DP Curriculum, Pedagogy, HoS, Principal, HoD T&L) and Deputy Principal - Inclusion	IC PD Schedule throughout the year. Intentional Collaboration Time.

