



**THE GAP**  
STATE HIGH SCHOOL

# 2026 ANNUAL IMPLEMENTATION PLAN

School Priorities	Quality Differentiated Teaching & Learning (QDTL) Differentiation, Systematic CD, Effective Pedagogy	Feedback (FB) Expert Team, Effective Pedagogy, Data	Instructional Coaching (IC) Expert Team, Effective Pedagogy, Data
<b>Promote a culture of learning where:</b>	Faculty HODs, Time4Teacher Leaders and teachers ensure all students have access to QDTL	Feedback is a learning opportunity for students and staff	Instructional coaching is a learning opportunity for staff
<b>Why? Purpose</b>	<b>Quality Assure</b> alignment between curriculum intent and classroom practice so differentiation and accessibility are enacted with consistency and comparability across cohorts, ensuring equity and high expectations for every learner.	<b>Formalise</b> feedback protocols where giving, receiving, and acting on feedback are embedded as a teacher and student norm, driving continuous improvement in teaching and learning.	<b>Systematically enact</b> a coaching culture that strengthens individual teacher capability and professional collaboration and collective teacher efficacy.
<b>What? Key Strategies</b>	<p><b>Teachers will:</b></p> <ol style="list-style-type: none"> <li><b>Increase</b> teacher clarity to consistently embed Common Aligned Practices (CAPs) in every lesson, every day. Learning Objectives, Today We Are, Indicators of Progress, Intellectual Principles, Brain Breaks</li> <li><b>Revisit</b> TILE framework with an explicit focus on Pedagogical Practice: Monitoring &amp; Feedback.</li> </ol> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li><b>Increase</b> student capability to self-reflect on engagement and learning objectives and outcomes.</li> </ol>	<p><b>Teachers will:</b></p> <ol style="list-style-type: none"> <li>Consolidate use of Intellectual Principles to provide quality feedback on student work</li> <li>Build student capability for use of feedback by explicitly teaching ways to provide, receive and enact feedback in classing using Intellectual Principles.</li> </ol> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>Apply feedback from teachers and peers to improve the quality of their work</li> <li>Provide thoughtful feedback about teaching and learning practices to teachers to improve their access to learning</li> </ol>	<p><b>Teachers will:</b></p> <ol style="list-style-type: none"> <li>Engage with personalised coaching to improve Common Aligned Practices (CAPs) and TILE teaching strategies.</li> <li>Develop the TGSHS way to provide quality coaching for all teaching staff.</li> </ol> <p><b>Students will:</b></p> <ol style="list-style-type: none"> <li>Understand the purpose of Instructional Coaching is to improve teaching and learning processes across the school to increase alignment and reduce variability for the student experience.</li> </ol>
<b>How? Actions</b>	<p><b>Staff will:</b></p> <ol style="list-style-type: none"> <li>Identify marker students: EAL/D, First Nations, SWD students then Bs to A students to measure impact.</li> <li>Access professional learning opportunities – Instructional rounds, breakfast series, T4T showcases, staff meetings, SFD sessions</li> <li>Access SSS staff as partners to support students in planning, delivery, assessment and reporting of QDTL</li> <li>Collegially, within and across, faculties share pedagogical practices in T4T showcases</li> </ol>	<p><b>Staff will:</b></p> <ol style="list-style-type: none"> <li>Conduct student feedback surveys with at least one class every term during 2026</li> <li>Select from a menu of professional learning opportunities for feedback: instructional rounds, ESCM profiling or peer feedback.</li> <li>Further refine the protocol to provide feedback between a. Leaders and Teachers</li> <li>Formalise a protocol to provide feedback between a. Students and Teachers</li> </ol>	<p><b>Staff will:</b></p> <ol style="list-style-type: none"> <li>Access at least one option or opportunity from the instructional coaching menu to grow an area for development after feedback.</li> </ol> <p><b>Leaders will:</b></p> <ol style="list-style-type: none"> <li>Strengthen Instructional Round protocols, data collection and sharing findings to continuously improve QDTL.</li> </ol>
<b>Who?</b>	EP, DP QDTL, SLT, DILE, T4T Leaders & Teachers	DP FB & IC, HODs, DILE, Teachers, The Student Collective	DP FB & IC, all Leaders & Teachers, Coaches
<b>When?</b>	Check in with Curriculum HODs and ELT via Faculty meetings, T4T weekly meetings, Line Meetings with middle leaders	Weekly SLT instructional Rounds, Student Feedback Cycles to Teacher conducted once per term	Weekly SLT instructional Rounds
<b>Qualitative Outcomes</b>	<ol style="list-style-type: none"> <li>Improved marker student outcomes</li> <li>Improved teacher clarity in lesson design, delivery and reflection</li> </ol>	<ol style="list-style-type: none"> <li>Consistently apply feedback protocols that clarify expectations, identify next steps and promote ownership of student learning</li> </ol>	<ol style="list-style-type: none"> <li>Teachers confidently engage in coaching opportunities focussed on improving pedagogy and curriculum alignment</li> </ol>
<b>Quantitative Outcomes</b>	By the end of 2026: • 90% Attendance • ≥ 90% A-C all subjects • 100% QCE   90% JCE • ≥ 35% As all subjects		



Learners *Who* Flourish