Fortitude Valley
State Secondary College

AIP
Annual Implementation Plan

Creating a culture where we are all good at learning and good at life.

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2026

2026 Annual Implementation Plan

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Educational achievement | Belonging and engagement

School priority 1	School priority To embed consistent moderation practices and cycles to strengthen alignment between teaching, learning and assessment and use agreed moderation outcomes to provide high-quality feedback to students.	**Monitoring** — Term 1, Term 2, Term 3, Term 4
Link to school improvement strategy	Further refine moderation processes at multiple junctures to incorporate feedback to students and strengthen alignment between curriculum, teaching, learning and assessment. (Domain 6)	
Strategies	**Strategies:** 1. Use moderation outcomes to plan targeted feedback, reteaching and adjustment for students, and to inform future unit refinement. 2. Refine and update a whole-school moderation cycle (pre-, during- and post-assessment moderation) with agreed protocols.	

School priority 2	To embed a consistent, school-wide peer observation, mentoring and coaching process to strengthen individual professional learning and improve instructional practice through shared feedback, reflection and evidence of impact on student learning.	**Monitoring** — Term 1, Term 2, Term 3, Term 4
Link to school improvement strategy	Formalise school-wide processes for engaging in peer observations, mentoring and coaching to strengthn individual professional learning needs and learn from each other's practices.(Domain 5)	
Strategies	**Strategies:** 1. Implement a school-wide peer observation, mentoring and coaching framework with clear roles, observation focus areas and a regular cycle across terms. 2. Align observation and coaching focus to the college improvement agenda (instructional practice, student engagement and feedback). 3. Use evidence (student work, observation notes, teacher reflection and impact checks) to guide professional learning and improvement.	

Actions (Priority 1)

- Executive Leadership Team (ELT):
- Endorse moderation schedule, expectations and quality assurance checkpoints.
- College Leadership Team (CLT):
- Coordinate learning area moderation cycles and monitor completion each term.
- Lead staff capability sessions.
- Facilitate data conversations using moderation outcomes.
- Identify and/or develop templates/protocols (task validation, calibration, feedback planning).
- Track implementation and share effective practice through Action Teams.
- Plan professional learning opportunities to develop staff capabilities in the application of moderation outcomes.
- Monitor the impact of teacher work load.
- Gather staff and student feedback regarding impact.

Resources (Priority 1)

- Moderation calendar (whole-school and learning area level).
- Release time/meeting time for moderation and cross-marking.
- Curriculum, assessment and standards exemplars/QCAA materials.
- Professional learning on effective feedback and moderation.

Actions (Priority 2)

- Executive Leadership Team (ELT):
- Endorse peer observation/coaching framework and term expectations.
- College Leadership Team (CLT):
- Pair staff/triads and monitor participation and follow-through.
- Develop observation tools, coaching prompts and reflection templates.
- Facilitate professional learning in feedback, coaching and deliberate practice.
- Action Teams
- Model observation and coaching cycles.
- Collate themes and recommend next-step support.

Resources (Priority 2)

- Peer observation and coaching framework, protocols and templates.
- Timetabled observation windows and release/coverage as needed.
- Mentoring/coaching training and meeting time.
- Shared platform for reflection records and action plans.
- Walkthrough/look-for tools aligned to school priorities.

End of Year Success Criteria (Priority 1)

Measures

Performance
- The desired outcomes after 12 months will be:
- 100% of learning areas implement a documented moderation cycle each term.
- Improved consistency of teacher judgements evidenced through cross-marking/calibration records.
- Increased proportion of students receiving timely, standards-aligned feedback prior to subsequent assessment.
- Improvement in school-based achievement trends
- Improved relative gain data in NAPLAN.

Behaviour
- Students can/will: use teacher feedback to improve draft and final work, explain next steps, and act on success criteria.
- Teachers can/will: participate in scheduled moderation cycles, calibrate judgements using standards and provide consistent high-quality feedback informed by moderation outcomes.
- ESOs can/will: support students to understand and act on feedback routines and assessment expectations.
- Leadership team can/will: monitor moderation implementation, provide support and accountability, and use evidence to refine curriculum/assessment processes.

Artefacts

Artefacts
- Moderation framework/protocols and annual calendar of moderation events.
- Moderated assessment tasks
- Cross-marking/calibration records and judgement consistency notes.
- Feedback plans/samples showing how moderation outcomes informed student feedback.

End of Year Success Criteria (Priority 2)

Measures

Performance
- 100% of teachers participate in at least 2 peer observation/coaching cycles in 2026.
- 100% of teachers maintain a coaching reflection/action record linked to an agreed focus.
- Observable improvement in priority pedagogical practices in walkthrough/observation data.
- Staff survey data indicates increased confidence in feedback, coaching and collaborative practice.
- Evidence of impact on student engagement/learning in team reviews and learning area data discussions.

Behaviour (practices we anticipate to see in place when this is working well)
- Students can/will: experience more consistent and impactful classroom routines and high-quality instruction across classes.
- Teachers can/will: engage in peer observation, mentoring and coaching cycles, seek and provide feedback, and implement agreed practice refinements.
- Teacher aides can/will: understand priority pedagogical practices and reinforce agreed strategies in classrooms.
- Leadership team can/will: model coaching conversations, use evidence to target support, and sustain a professional learning culture of trust and improvement.

Artefacts

Artefacts
- Peer observation, mentoring and coaching framework and annual schedule.
- Observation templates, look-fors and coaching conversation guides.
- Participation records
- Teacher reflection/action plans and evidence of practice refinement.
- Walkthrough/observation summary trends linked to priority practices.
- PL agendas/materials and review notes showing impact on teaching and learning.

Reduction of red tape in day-to-day work, planning and processes include:
- Use one agreed template set for moderation, observation and coaching records.
- Align existing meeting structures to AIP actions (avoid adding extra meetings where possible).