2026 Annual Implementation Plan

QUEENSLAND ACADEMIES Health Sciences Campus | IB | Queensland Government

The QA Way

Our Vision
Enabling transformative opportunities in an excellent global education

QA Mission
We are dedicated to empowering Queensland's brightest students in a collaborative, supportive, educational environment to realise their potential through a world-class curriculum and facilities

Our Leadership
Open-door policy
Voice and transparency decision making
collaborative capability building
High expectations with high support

Teaching and Learning

- Collaborative
- High-expectations
- Data-informed
- Universal design for learning

*we know   *we understand   *we do

Our 2026 Focus

Artificial Intelligence/Academic Integrity:
We implement a model of ethical and purposeful use of artificial intelligence

Reading Commitment:
We grow our capabilities in an evidence informed approach to teaching reading

Whole School Approach to Moderation:
We embed systematic moderation processes to ensure consistency in judgements and reporting

IB 5 Year Evaluation
We contribute evidence and evaluate continual improvement in teaching and learning aligned with the IB mission

Our Culture

For staff, students, community

- Unwavering positive regard
- Supported challenge in learning
- Connected community with parents/partners
- Celebrate real-world global learning and connection

P E R M A
+ Nutrition, Exercise, Sleep and Study

*we embrace * we actively contribute

Educational Achievement

- 100% Attainment VET Certification II and III
- 100% QCE IB Diploma attainment/guaranteed pathway to University
- 100% Subjects IB above world average
- Faculty - Year 10 A-C in English and Mathematics

QAHS Targets

1. Above world average in every subject
2. Opportunities for each graduating student to achieve 6 or above in every subject
3. All students all subjects 4 or above and completion of IB core
4. The QA experience is personally enriching and supports every student to recognise themselves as IB learners to realise their potential

Belonging and Engagement

- 100% Teaching staff leading and students engaging in CAS/enrichment
- 95% Attendance
- 90+% Retention 10 to 12
- 70+% Transition retention Brilliant Futures to Year 10

2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement

Belonging and engagement

QUEENSLAND ACADEMIES Health Sciences Campus

School priority 1	Artificial Intelligence with Academic Integrity We implement a model of ethical and purposeful use of artificial intelligence in pedagogy, assessment and feedback within IB academic integrity principles.	Monitoring				School priority	Reading Strategy We grow our capabilities in an evidence-informed approach to teaching reading for academic self-efficacy.	Monitoring			
		Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.						*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4

2024 School-led Review improvements	1. **Domain 1 Driving an explicit improvement agenda:** Collaboratively refine strategic planning, actions, success measures, roles responsibilities, and communicate clear Explicit Improvement Agenda to all community members to harness collective efficacy in driving academy priorities. 2. **Domain 3 Promoting a culture of learning:** Collaboratively sustain whole-academy approaches, responsive to diverse student and staff needs to maintain a balance between academic success and wellbeing. 3. **Domain 7 Differentiating teaching and learning:** Collaboratively develop a shared language and understanding of differentiation to strengthen staff capability to effectively meet the personalised learning needs of students in their classes. 4. **Domain 8 Implementing effective pedagogical practices:** Refine the shared language of, and whole-academy approach to, pedagogy to support collaborative decision-making using the principles of pedagogy and monitor the effectiveness of teaching practices.

Strategies	Develop a research-based and evidence-informed Model for use of Artificial Intelligence for: • students to know when and how to appropriately and purposefully use Artificial Intelligence tools in learning, and • teachers to know when and how to appropriate and purposefully use Artificial Intelligence tools in pedagogy, assessment and feedback, adhering to IB academic integrity principles.	Strategy	Develop a three-year Academic Reading Framework to move students from proficient to efficient readers across all learning areas. Implement Year 1 Year 10 2026. • Data-informed by Faculty Survey of text types and reading purposes • Evidence-informed by Doug Lemov's reading strategies (*Reading Reconsidered*), focused on building stamina, comprehension, and analytical skills to prepare students for "cold-read" texts. Key approaches emphasize reading challenging, high-quality texts, engaging in "close reading," and using specific, structured techniques to ensure all students are actively engaged in the process.

Action		Resources	Artefacts	Actions		Resources	Artefacts
Research and develop a model for use of AI in teaching and learning that is informed by: • The Australian Framework for Generative AI in Schools • The Queensland Generative AI Guidance for Schools • Student and Staff Stakeholder groups and academic consultant Griffith University.		· Working group students, staff · National and State Frameworks · Corella Qld Govt language model	· QAHS AI² Model	Research and develop a three-year implementation plan focused on developing reading comprehension skills by focusing on routines and skill development for word reading X language comprehension + critical literacy (Teacher-led)		· Data Plan · QAHS Academic Reading Framework	· QAHS Academic Reading Framework · MyQA Reading Hub · Subject-specific resources and templates

End of Year Success Criteria	Measures	**Performance:** **Term 1:** Data gathering students an understanding of student current use of generative and agentic AI and student voice regarding ethical and appropriate use of AI in education. <u>Forming student stakeholder group</u> to inform working party actions. <u>Establish consultant connection</u> in tertiary, Professor Sarah Prestridge, Digital Pedagogies, Griffith University. **Term 2:** <u>Develop model</u> to provide a clear framework for what teaching and learning purpose and how AI is appropriately and ethically used as a partner tool in teaching and learning to complement critical thinking skills. **Term 3 and 4:** <u>Trialing model</u> in teaching and learning – engage in a cycle of inquiry and action research to refine the QAHS AI² Model. **Measurable/desired outcomes:** • Teacher reported confidence in use of AI in accordance with the QAHS AI² Model 　o IA guides in each faculty publish *Use of AI in research* principles 　o Extended Essay MyQA resourcing publishes *Use of AI in research* principles • Survey measure implementation of model with teachers and students. **Behaviour** **Students will:** Understand and demonstrate ethical use of AI as a partner tool in learning and research across identified skill categories: • AI for planning, idea generation • AI for research • AI for editing and improving clarity • AI for drafting text, refining, evaluating **Teachers will:** Model ethical use of AI as a partner tool in teaching with transparency and in accordance with the published model. **Leadership team will:** Principal co-constructs with HOD Contemporary Teaching and Learning the governance structure; stakeholder group voice processes, and; informed model design. Engage in instructional leadership observations in faculty line management. By the end of implementation of the QAHS AI² Model, students will progress from ad hoc use of AI in research to knowing when and how to engage in ethical and appropriate use of AI as a partner tool in learning and research.	End of Year Success Criteria	Measures	**Performance: Implementation of Year 1 of the three-year Plan with Year 10** **Term 1:** Data gathering in Faculty groups and preparing to read skills of activating prior knowledge or predictions; targeted word studies and vocabulary lists; clarifying reading purpose; previewing headings, visuals and structure. **Term 2:** Reading skills for understanding and accuracy - identifying central idea and supporting detail; using structured annotation; summarising sections to monitor comprehension. **Terms 3 and 4:** Refining practices - writing summaries or clarifications; identifying central claim and basic reliability; participating in structured discussion to consolidate meaning. **Measurable/desired outcomes:** • Teacher reported achievement improvements in all subject groups: 　o Year 10: C and above, A or B 　o Year 11/12: 4 and above, 7 or 6 • Survey measure of implementation of strategies and routines observations **Behaviour** **Students will:**

Students will: (Reading table)

Group 1	Read for authorial choice and thematic pattern; identify perspective, explicit bias while building disciplinary vocabulary.
Group 2	Read for comprehension and key vocabulary acquisition. Identify tone and intent in supported authentic texts.
Group 3	Read to identify claims and supporting evidence. Recognise overt bias in sources.
Group 4	Read diagrams, data tables and textbook explanations accurately. Extract relevant information efficiently.
Group 5	Read mathematical prompts precisely, identifying constraints and required operations.
Group 6	Read contextual and stylistic information to identify artistic intent.

Teachers will: identify text types and reading purposes in each faculty; recognise reading skill for exam procedural skill versus layered reading for transfer and depth; develop explicit teaching practices in visible reading routines with discipline-specific modelling

Leadership team will: Dedicate collaborative learning time in Student Free Days and Staff meetings to progress next steps in plan implementation. Engage in instructional leadership observations of implementation of reading routines.

By the end of implementation of the three-year plan, students will progress from being novice in academic disciplinary contexts (Year 10) to developing the skills and routines of an academic reader (Year 11) to becoming an efficient pre-tertiary reader able to independently critique and transfer (Year 12).

Reduction of red tape in day-to-day work, planning and processes include:
• Set clear expectations for curriculum implementation and recording supports for students: Implement Schoolbox MyQA Learning Management System to streamline, reduce documentation and remove duplication of Unit Plans, CAS/EE recording and Pastoral Care support recording.
• Set clear expectations for communication with and by schools: refine the process and template for teachers and school leaders to communicate key notices relating to school operations, reducing email communications to a weekly communique.
• Streamline and automate routine administrative processes in schools: streamline processes for recording TOIL to reduce handling of paper documentation.
• Simplify processes and expectations for recording incidents including behaviour and workplace health and safety: DP-led process clarifying detail when recording student behaviour in One School to reduce over recording.

Supporting red tape reduction in Queensland state schools

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

Vanessa Rebgetz | Principal – 25.02.2026

Kathy Mackey | School Council Chair - 25.02.2026

Bronwyn Johnstone | School Supervisor -   25.02.2026

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