

KEEBRA PARK SHS - 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

**At Keebra Park SHS we measure our impact on implemented priorities and strategies (are we making the impact we desire?)
How can we create a learning environment where all students access an engaging, challenging and relevant curriculum that supports their pathway to success?**

School priority 1: <i>Design lessons that are engaging for our learners.</i>	Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>	Long term measurable/desired outcomes: 100% QCE/QCIA attainment We are at or above expected performance measure in each year level and juncture (A-B, A-C) for English and Mathematics.	AIP measurable/desired outcomes:				
	Term 1	Term 2	Term 3	Term 4	Mathematics - expected	English- expected	
Strategies: Leaders <ul style="list-style-type: none"> We have a teaching and learning framework that guides our practice. Leaders are providing feedback to staff through low-inference observations. We have dedicated time set aside each term to provide staff feedback. Have a line of sight to quality assure the intended curriculum and pedagogy is delivered with authenticity in every classroom. Quality assure the work of teachers during intentional collaboration time (Friday afternoon) ensuring that actions for next steps in learning are designed and implemented. Teachers <ul style="list-style-type: none"> We are designing lessons based on evidence informed practices e.g. research, student data and context. Using planned time on Friday afternoon, our teachers work intentionally, collectively and collaboratively on lesson design. Actions for next steps in learning are designed and enacted in the classroom between each session. Lesson design is aligned with the system requirements and the P-12 CARF. Our curriculum is accessible, local, relevant and engaging. 					A to C Yr 7 Mathematics – 85.8% Yr 8 Mathematics – 83.2% Yr 9 Mathematics – 80.6% A/B Yr 7 Mathematics – 50.7% Yr 8 Mathematics – 47.5% Yr 9 Mathematics – 45.3%	A to C Yr 7 English – 87.6% Yr 8 English – 86.6% Yr 9 English – 84.5% A/B Yr 7 English – 45.8% Yr 8 English – 45.8% Yr 9 English – 43.9%	<ul style="list-style-type: none"> Year 8 English A-B (Yr 7 cohort 2023, 33.3% Actual v 45.8% expected), by the end of 2024 our Year 8 A-B% will be closer to the expected Yr 8 performance of 45.8%. Teacher behaviour – our teachers can articulate the decision-making process and reasons for lesson design, and why this is engaging for students. Leader Behaviour – our leaders have conducted observations and provided feedback to staff, as outlined in our collegial engagement policy. Teacher behaviour – can identify and articulate what strategies are improving student outcomes in their classroom. Leader/Teacher behaviour – HODs have a faculty AIP, and teachers use classroom placemats to document priority areas for improvement in faculty/class. They can implement strategies and measure their impact on priority areas.
Actions: Leaders <ol style="list-style-type: none"> Our leadership team is engaged in professional development and learning on Instructional Leadership elements (Spotlight paper – Instructional Leadership, E.I.R.C,2022) - “monitoring student progress” and “supportively supervising and evaluating instruction” Leaders build a shared understanding of what lesson design looks like at Keebra Park SHS, and students are at the core of the design process. Leaders conduct research on HITs that are linked to their teaching area, and can share this with staff during staff collaboration time on Fridays. They measure impact of chosen HITs on student performance. Teachers <ol style="list-style-type: none"> Teachers conduct research (e.g., Classroom data, literature) to inform their evidence base for lesson design. Teachers within teaching teams can articulate to peers their choice of lesson design, and how it has an impact on learning. Teachers access student data, complete class placemats and use this as a baseline for evidence to design their lessons. 					Responsible officer(s): <ol style="list-style-type: none"> Principal, Deputy Principals, Heads of Department Deputy Principal – Iain McLennan Deputy Principal – Iain McLennan, Head of Departments Deputy Principal – Lisa Chippendale, Teaching Staff Deputy Principal Iain McLennan, Teaching Staff Deputy Principal – Lisa Chippendale, Teaching Staff 		Staff Development: <ul style="list-style-type: none"> Leadership Development – Coaching and Feedback and High Impact Teacher Strategies Teacher Development – Lesson Design, High Impact Teaching and Accessing student data HIGH IMPACT TEACHING STRATEGIES - Excellence in Teaching and Learning, Victoria-Education and Training, 2017.
School priority 2: <i>Establish learning environments that thrive.</i>	Monitoring <small>Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</small>	Long term measurable/desired outcomes: <ul style="list-style-type: none"> Attendance – We are at or above relative performance comparison for Yr. 7-9 attendance. SDA Rate – Relative performance is at or above expected: 10.4% Reduction in AVG SDA Days from 2023 (<i>4.2 days</i>) Our school classroom management practices are relevant to schooling in 2024. A designated space is available to help in the self-regulation of students in the classroom All staff use the 4R process for classroom management – Remind, Regulate, Reset, Refer. Ganbina Partnership is enacted to improve the outcomes of First Nations students. 	AIP measurable/desired outcomes: <ul style="list-style-type: none"> Student Voice – students are provided forum to provide feedback to classroom learning - lesson design and engagement. Leader behaviour – a calendar of well-being activities are published each term to align with the schools Staff Well-being framework. Data – student behaviour is well managed at this school - staff SOS- to be at or above “Your School Type” Numeracy – Our Inter-Assessment Agreement is less than 1.0. Artifact/Data – we have a pre and post yearlong data sets for all of our Yr. 7-9 students for literacy and numeracy. 				
Actions: <ol style="list-style-type: none"> A school wide student feedback system on classroom learning is developed through a consultation process. The school seeks out at least one occasion per term to seek feedback from student leaders on priority areas. Teams of prioritised staff are meeting fortnightly to design, implement and review pedagogical approaches to measure impact on learning. The school has developed a 3-year plan on establishing an innovative model of support for students within the school to enhance their learning and engagement in classrooms. A systematic, documented process for triangulation of LOA, NAPLAN and PAT data to make evidence informed decisions on literacy and numeracy intervention. 					Responsible officer(s): <ol style="list-style-type: none"> Deputy Principal – Kylie Oxenford Deputy Principal – Kylie Oxenford Deputy Principal – Iain McLennan Deputy Principal – Jarrod Wells Deputy principal, Kylie Oxenford, HOD Math, HOD English 		Resources: <ul style="list-style-type: none"> -PATR/M -Teaching Team Time – Wed/Fri -Innovation/Wellbeing Hub HIGH IMPACT TEACHING STRATEGIES - Excellence in Teaching and Learning, Victoria-Education and Training, 2017

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

Principal

School Supervisor



