



2019 ANNUAL IMPLEMENTATION PLAN

Together we thrive and succeed

OUR PRIORITIES FOR 2019

1

Teachers' pedagogical practices are adaptive to our learners' needs.

2

Our well-being framework supports our students to thrive and succeed.

3

We are engaged with the community to support our students and school.



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PERFORM



ACHIEVE

TEACHERS' PEDAGOGICAL PRACTICES ARE ADAPTIVE TO OUR LEARNERS' NEEDS

ENGAGE IN RESEARCH

- Implementation of the Keebra Park SHS Learning Framework.
- Engagement with experts in explicit teaching (Anita Archer) and data informed practices (Lyn Sharratt) to meet learner needs.
- Focus areas (elements of instruction) for each term on Explicit Instruction

QUALITY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- Professional learning opportunities for staff to enhance their pedagogical strategies.
- Implement APR process to ensure all staff have conversations and set clear improvement goals.
- Develop and implement coaching and feedback opportunities for staff
- Formalise learning walks and walk-throughs to ensure collected data is linked to implementation of pedagogical strategies.
- Build capacity of staff within the inclusive education policy, including co-teaching, ICP implementation and differentiated teaching strategies.

QUALITY CURRICULUM AND ASSESSMENT

- Monitor SATE implementation of curriculum and assessment
- Staff are engaged with QCAA materials around teaching of cognitive verbs (implementation of Keebra's Top Ten Cognitive Verbs).
- Development and implementation of JET planning and JCE.
- Whole school curriculum and assessment quality assurance process is implemented.
- Rigorous reading is implemented in English, Humanities and Science.
- Staff can articulate how they use data to inform their teaching strategies and practices.

- 100% QCE
- Academic data - A-C% above 80%
- Academic data - A-B% above 30%
- NAPLAN data similar or above like schools
- Learning Framework implemented
- School opinion survey data on coaching, PD and feedback increased (S2071, S3213, S2086)



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OUR WELL-BEING FRAMEWORK SUPPORTS OUR STUDENTS TO THRIVE AND SUCCEED

ENGAGE IN RESEARCH

- Implementation of research based program - Positive Education.
- Explicit school wide focus areas for each term - Relationships, Diversity, Mindsets and Safety.
- Membership and involvement in Positive Education Schools Association (PESA).
- Implementation of a well-being program for each year level that provides an explicit focus.
- Provide professional learning opportunities for staff and community around Positive Education.

ENHANCED STUDENT VOICE

- Students to track and monitor individual performance measures and determine character strengths to set goals for success.
- Student council promotes well-being by having an active student voice. Students develop a yearly action plan, promoting well-being within the local community.
- School wide student leadership plan developed and implemented.
- Formulation and implementation of positive behaviour intervention and resilience programs.
- Days of Action to promote well-being issues within the community.

ENHANCED WELL-BEING AND ENGAGEMENT

- Staff advisory group to develop strategies to enhance staff well-being.
- Junior and Senior well-being teams to track and monitor student achievement and engagement, and provide case management where required.

- Attendance - above 92%
- Effort - A-C% above 92%
- Behaviour - A-C% above 95%
- Reduction in school disciplinary absences
- Increase in student involvement in school and community activities.



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WE ARE ENGAGED WITH THE COMMUNITY TO SUPPORT OUR STUDENTS AND SCHOOL

ENGAGE IN RESEARCH

- Engagement with external organisations, such as Headspace, to promote health and well-being of our school community.
- Marketing plan developed to implement promotional strategies to the community.

EDUCATION PARTNERSHIPS

- Implementation of a coordinated primary school engagement program focusing on academic, cultural, sporting and STEM
- Quality year 6 to 7 transition program, including information nights, experience days and interviews,
- Strengthen university connections for students via academic pathways.

PARENT AND COMMUNITY PARTNERSHIPS

- Create innovative opportunities for parents to engage with the school such as parent breakfasts, parent advisory groups, student celebration events.
- Engagement with the Gold City Junior council to provide leadership and local decision making opportunities for our students.
- Keebra Connect provides opportunities to develop partnerships with local businesses, organisations and alumni.
- Provide mentoring opportunities through the AIME program for indigenous students.

- Enrolment growth
- Increased in-catchment enrolments
- Increased sponsorship
- Keebra Connect partnership growth
- Closing the performance gap for our Indigenous students



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Kate Bentley

ARD South-East Region

Adam Brandis

Principal

Tina Hunt

P&C President