

OUR 2023 ANNUAL IMPLEMENTATION PLAN



TOGETHER
WE THRIVE AND SUCCEED

Keebra Park State High School will provide an inspiring and positive experience where all students will know, perform and achieve based on their individual academic pursuits and personal goals. Our purpose is to inspire our young people to become influential in their local community and become equipped with the skills to transform their world. Our vision is to create a learning environment where every student can thrive and succeed. (2019-2022 Keebra Park State High School Strategic Plan)

WE WILL ACHIEVE OUR VISION BECAUSE:

- We set high performance expectations.
- We focus on quality learning outcomes for students that are responsive to their needs.
- We enhance and nurture the curiosity of students to be life-long learners, global citizens, innovators and entrepreneurs.
- We believe that cultural identity, languages and values should be respected.
- We believe providing a caring environment that fosters positive relationships enhances wellbeing and enables individuals to thrive.
- We plan and implement innovative programs to support all students.
- We plan and implement local, relevant and engaging curriculum.

OUR 2023 TARGETS

Reduce SDA's

Increase Next Steps Data from 89.3% to 92%+

Improve attendance from 86%+

QCE 100%

SOS Staff Wellbeing > 80%
SOS Staff Culture > 80%

English A-B 40%+ Maths A-B 50%+
English A-C 90%+ Maths A-C 85%+

Decrease student <85% attendance to 20% or less

OUR PRIORITY IS TO PROVIDE AND RECEIVE FEEDBACK AT ALL LEVELS OF OUR SCHOOL COMMUNITY TO ENSURE WE ARE ALL THRIVING

ALIGNMENT

- Embed the three phases of learning - calibration, formative assessment, and moderation - into the work of teaching teams.
- Quality assure the processes of calibration, formative assessment, and moderation.
- Embed a comprehensive and consistent approach to high impact teaching, including pedagogical approaches to formative assessment and student feedback.
- Build assessment literacy in teachers and leaders to ensure success criteria are used in the teaching and learning process. The teacher and the student should know and understand the success criteria (Australian Curriculum achievement standards) to provide feedback to students on next steps to learning.
- The explicit teaching of knowledge, skills (cognitive verbs) and literacy requirements are visible in all classrooms.
- KLT team to focus on AITSL Professional Standards for Principals – Leading teaching and learning, Leading innovation and change and Developing self and others to provide feedback and reflection on leadership.

PRECISION

- Authentically embed the Sharratt 5 questions into the work of leaders, teachers and students to provide feedback on the next steps to learning.
- Conduct classroom observations and provide feedback to staff on the implementation of high impact teaching and assessment literacy.
- Pedagogical coaches provide staff with coaching cycles based on AITSL standards.
- Increase the use of restorative practices and re-engagement support programs to ensure our students are successful.
- Develop transition programs for pre & post high school students including support for early school leavers.
- Maximise the use of student voice to inform improvement strategies for teaching and learning.
- Implement a whole school approach to support student and staff wellbeing to ensure our community is thriving.
- Implement House Cup and positive rewards system to provide positive feedback opportunities for students.
- Reflective practices implemented at a whole school, faculty and individual level to inform APR process.

INTENTIONAL COLLABORATION

- Provide opportunities for staff voice and feedback on AIP and strategic direction of the school.
- Embed a sponsorship and community partnership plan.
- Forums held to gather feedback based on student School Opinion Survey data.
- Develop a student leadership framework and a pathway for student leaders.
- Create an ATAR improvement plan, focusing on pathways and feedback for students.
- Provide opportunities for staff to collaborate on planning for the delivery of engaging curriculum.

ELT Responsibility

KLT Responsibility

DP Chippendale
DP Chippendale
DP McLennan

DP McLennan
DP McLennan

Principal

All Leaders
All Leaders

DP Oxenford/Chippendale
DP Oxenford/Chippendale
DP Oxenford
DP McLennan
DP McLennan

All Leaders
Principal / BM
All DPs
DP Oxenford
DP Oxenford
All DPs

HODs Curriculum
HODs Curriculum

HODs Engagement
HOD Senior School

HOD Senior School



KNOW



PERFORM



ACHIEVE

Adam Brandis
Principal

Sue Dalton
ARD South-East Region