KEEBRA PARK SHS – 2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement   Wellbeing and engagement   Culture and inclusion

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We create a learning environment where all students feel like they belong.

We design lessons that are engaging for our learners using a Whole School Approach to Pedagogy – Learner, Learning, Curriculum.

Our lessons provide opportunities for students to be investing in and driving their learning.

Monitoring
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

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.

Mathematics - expected	English- expected
Year 7- 9 A to C: 82.2% A/B: 46.2% **A to C** Yr 7 Mathematics – 85.7% Yr 8 Mathematics – 81.9% Yr 9 Mathematics – 78.8% **A/B** Yr 7 Mathematics – 48.9% Yr 8 Mathematics – 44.9% Yr 9 Mathematics – 44.5% *Science – mirror Math targets*	**Year 7- 9** A to C: 87.2% A/B: 46.6% A to C Yr 7 English – 88.4% Yr 8 English – 86.5% Yr 9 English – 86.0% **A/B** Yr 7 English – 46.2% Yr 8 English – 45.9% Yr 9 English – 46.6% *Humanities – mirror English Targets* *All other subjects –* *50% - A-B%* *80% - A-C%*

AIP measurable/desired outcomes:

Behaviours

- **Leader Behaviour** – providing regular feedback, collaborating with other leaders and teachers to improve student outcomes
- **Teacher behaviour** – using Friday to intentionally collaborate with other staff, sharing practice and developing next steps in teaching practice.
- **Teacher behaviour –** seek feedback from students on pedagogical design and delivery to enhance engagement levels in classrooms.

Ready for the Future – Senior Secondary

- 100% of all students in classes achieving A-C or VET competency achieved.
- VET students monitored post-schooling 90% in apprenticeships/further study
- Year 10-11 Transition sets students up to be engaged and active learners.
- Years 10-12 students are engaged and active learners - Student exits 5% or lower

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Develop a shared understanding and language about pedagogy

1. Strategy: Foster a sense of belonging in all classrooms to enhance student learning and success.
   a. Action: Ensure that all classrooms are designed to be inclusive and welcoming environments for all students.
2. Strategy: Deepen understanding of student engagement across behavioural, cognitive, emotional, and agentic dimensions.
   a. Action: Train teachers to use the **engagement continuum** to better support student engagement in their lessons.
   b. Action: All staff have an understanding and knowledge of the classroom **look for's for investing and driving** within the classroom
   c. Action: Develop common language around curriculum links to engagement levels (QA and endorsement tools are inclusive of age-appropriate engagement and links to the 4 sub-types of engagement)
   d. Action: Staff development and training on **COLLABORATING and QUESTIONING PP4Ls**.

Use data to inform a review of pedagogy

3. Strategy: Promote intentional and collaborative lesson planning to improve instructional quality.
   a. Action: Use Friday afternoons for teachers to collaborate and collectively **design lessons**. Ensure that the next steps in learning are planned and implemented between these sessions (Lesson Design Session Plan).

Employ pedagogies to meet diverse learning needs of students

4. Strategy: Align the school's curriculum to ensure relevance and adherence to relevant curriculum bodies and **engagement levels in classrooms**.
   a. Action: Design assessment tasks and learning activities that engage diverse learners, offering extension opportunities for high-achieving students while scaffolding for those who need support. Embed problem-solving, critical thinking, and real-world applications into lesson plans and assessment.
5. Strategy: Use research-based approaches to create lessons that promote learning and engagement.
   a. Action: Have teachers researching **COLLABORATING AND QUESTIONING** within their faculty and **design tasks** that align with these PP4Ls to enhance classroom engagement to move students to investing and driving.
6. Strategy: Implement Mibuny "Soaring to Success" program to support Indigenous students' educational and career pathways.
   a. Action: Enrol eligible students into the Mibiny program, which provides mentorship, career development, and cultural support to Indigenous students.
   b. Action: Implement a case management process for Mibiny students, ensuring regular check-ins, individualised support plans, and tracking of academic and personal development to foster success within the program.

Monitor and measure the evidence of impact for improvement

7. Strategy: Improve teaching quality through regular, structured feedback.
   a. Action: Conduct instructional walks, utilising the engagement continuum, as part of the Pedagogy Improvement Cycle, with actionable feedback to staff.
   b. Action: Gather feedback from students before, during and after curriculum delivery to enhance impact of teaching and learning on engagement.
8. Strategy: Strengthen intervention processes by integrating student engagement data.

   a) Action: Have a multi-tiered system of support that allows engagement teams to identify students who need further intervention and support
   b) Action: Develop a Flexi-Space for disengaged Year 9 students, providing a supportive, adaptable environment with tailored resources and interventions to help them re-enter mainstream learning.
   c) Action: Establish a Response to Intervention (RTI) model for Maths and English in Years 7 and 8, ensuring a structured approach to identifying students who need additional support and providing them with targeted interventions to improve their performance.

AIP measurable/desired outcomes:

- **Attendance –** We are at or above relative performance comparison for Yr. 7-9 attendance.

- **Student Voice –**
I am interested in my schoolwork (51.7% agreement 2024).
My school takes students opinion seriously (55.4% agreement 2024)

- **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.

Responsible officer(s):

1. Deputy Principal Wells
2. Deputy Principal Wells (a,b) Chippendale (c) McLennan (d)
3. Deputy Principal McLennan, HODs, Teachers
4. Deputy Principal Chippendale
5. Deputy Principal McLennan
6. Deputy Principal Oxenford
7. Deputy Principal McLennan (cycle), DPs, HODs, Teachers
8. Deputy Principal Wells (a.b) McLennan/Oxenford (C)

Staff development and research driving improvement

Engagement Continuum
Sub-Types of Engagement

Dr Amy Berry, Reimaging Student Engagement.

9 Cognitive Barriers to Learning

Chew and Cerbin, The cognitive challenges of effective teaching.

PP4Ls – Collaborating and Questioning

D.O.E – Whose School Approach to Pedagogy.

Belonging

Smith, Fisher and Douglas, Belonging in School.

Approvals

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

Principal   **School Supervisor**

Queensland Government