



Keebra Park State High School

2026 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. Leadership for Equity, Wellbeing and Belonging

Long-term targets/desired outcomes

- SOS- Student is well managed - Staff 76%, Students 64%
- SOS- I feel accepted by others at my school: - Female 79.50%
- QEWS - Academic Self-Concept - High Rating - 60%
- QEW Survey - Sense of Belonging Construct. High/Medium Category - 95%
- Attendance improvement - 90.4%.

AIP targets/desired outcomes

- Attendance: 85%
- SOS - Behaviour is well-managed: staff 76%, Students 64%.
- 43% Students less than 85% attendance

School Strategic Plan Strategy:	
Enhance and systematise the school-wide attendance monitoring and improvement framework to lift student engagement	
Actions	Responsible Officer(s)
Embed daily attendance routines (reinforce accurate roll marking, same-day UE follow-up, varied parent communication).	Lisa Leden, Amber-Marie Macleod, Keith Morris, Kylie Oxenford, Michelle Young
Implement refined Tier 2 & Tier 3 interventions (AO and SSO call cycles, case management, daily and weekly data monitoring, EOA home visits).	Adam Flier, Kylie Oxenford, David Stewart, Sarah Strother
Establish weekly HOD E attendance meetings to analyse patterns and identify at-risk students.	Keith Morris, Kylie Oxenford
Strengthen staff capability through PD on attendance processes, OneSchool accuracy and TrackEd data use.	Kylie Oxenford
Introduce attendance recognition systems (celebration incentives, attendance support plans, family meetings).	Keith Morris, Kylie Oxenford
Ensure early identification and support for students showing emerging risk	Kylie Oxenford
Analyse term attendance against like schools and set improvement targets by cohort.	Kylie Oxenford
Facilitate cyclic HOD-E data conversations focused on shifts against like-school trends	Keith Morris, Kylie Oxenford
School Strategic Plan Strategy:	
Build a school culture that enables all students to thrive — grounded in care, conviction, and consistent high expectations	
Actions	Responsible Officer(s)
YSW monitor First Nations attendance weekly; track under 85% and UE data sets separately.	Angel Cox Riley, Kylie Oxenford
Implement culturally responsive attendance plans (family meetings, wrap-around support, Mibiny YSW).	Angel Cox Riley, Kylie Oxenford
Host termly Behaviour Forums to gather staff feedback to track behaviour is well-managed means and what at support looks like in the classroom for teacher	Jarrod Wells



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Establish behaviour and engagement steering committee	Jarrod Wells
Analyse OneSchool behaviour referral v action data	Jarrod Wells
Set year level specific behaviour metrics based off previous year/term	Jarrod Wells
Establish a Target (tier 2) and Intensive (tier 3) student support dashboard	Jarrod Wells
Develop and implement professional develop plan to ensure 'right support for right staff'	Jarrod Wells
Establish behaviour support specialist role (HodsE) and embed evidence informed instructional coaching cycle	Jarrod Wells, Michelle Young

School Strategic Plan - 2. Teaching Excellence and Pedagogical Impact

Long-term targets/desired outcomes

- SOS - I am interested in my school work - students - 80%.
- Above expectation compared to like schools in English and Math**
- Staff demonstrating change in instructional practice verified through walkthroughs, lesson observations, or improved student learning outcomes with instructional coaching/feedback - 100%. (changed from 100% staff engaged in PIC and CIC)
- NAPLAN and LOA - In-Agreement - Year 9.

AIP targets/desired outcomes

- Instructional coaching leads to improved teacher practice for all staff who have undertaken.
- 100% Math and English classes (Yr 7 and 8) have embedded literacy and numeracy skills (walkthrough observational data, curriculum plans)
- Faculty data dashboards are used by staff.
- NAPLAN MSS Growth Yr 7-9: 30pts
- Student Achievement - 100% year-on-year growth: A/B students.

School Strategic Plan Strategy:	Deliver high-impact teaching in every classroom to ensure exceptional student growth.
Actions	Responsible Officer(s)
Conduct Dibels, PAT tests as diagnostic tools to enhance differentiation supports for students.	Mitchell Brennan, Lisa Chippendale, Madison Grant, Iain McLennan
Build capability of teachers in understanding literacy and numeracy skills aligned to NAPLAN.	Lisa Chippendale, Natalie Eugster, Caroline Forbes, Iain McLennan
Increase parent engagement with NAPLAN focus to reduce parent withdraw numbers.	Mitchell Brennan, Iain McLennan
Refine PIC to ensure consistent practices in ENG/MAT	Lisa Chippendale, Iain McLennan
Conduct detailed item analysis of NAPLAN results and schedule regular data meetings to monitor progress and guide teaching strategies and next steps	Mitchell Brennan, Lisa Chippendale, Natalie Eugster, Caroline Forbes, Iain McLennan
Ensure lead data is made available and interrogated at junctures prior to summative reporting.	Iain McLennan



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Continue precise student tracking and identifying marker students and staff support required to outperform like schools.	Iain McLennan
Faculty data dashboard is engaged with by relevant staff.	Iain McLennan
Develop a unit heat map with LOA history to inform gaps and opportunities for improved engagement	Iain McLennan
Data literacy: Build capability of HODs to structure inquiry report, collect impact data between PIC cycles to determine changes in instructional practices responsive to the needs of students	Iain McLennan
Quality assure differentiation practices in classrooms to ensure planning is being enacted for students needing additional support and extending.	Iain McLennan
Develop an agreed coaching cycle model for HODs to enact	Iain McLennan
Embed expertise pathways as a measurement of growth for key ped practices into coaching cycles using observations, planning, and reflection documents to form valid judgments on growth in practice.	Iain McLennan
Develop strong pedagogical links with primary schools to showcase teaching excellence at Keebra eg. Dance, STEM, Public Speaking	Mitchell Brennan, Iain McLennan

School Strategic Plan - 4. Futures and Industry- Connected Pathways

Long-term targets/desired outcomes

- Number of placements offered by industry partners post Yr 12 - 30
- Students with an ATAR of 90 or above - 20%
- Students with a QTAC application are made an offer - >90%.

AIP targets/desired outcomes

- Player Development Cards reviewed once a term, with 100% of players.
- Evidence and production of game data as per program.
- Intervention processes in place for behaviour and attendance data. Tracked via OS. Behaviour and attendance data outperforms cohort data (cohort non-inclusive of Academy students)
- Formal placement offers to industry partnerships.
- Improved number of industry partners by sector and curriculum areas.

School Strategic Plan Strategy:	Elevate our elite sporting program by embedding high-performance coaching, disciplined data use, and targeted player development cycles that drive measurable gains in skill execution, tactical understanding, physical output, and overall game performance.
Actions	Responsible Officer(s)
Conduct lesson observations to assess how staff are implementing new coaching strategies in the rugby league programs. Provide feedback to Hods or directly to staff	Angela Zavros
Track and document evidence of staff growth and student progress to inform reviews and future planning	Angela Zavros
Drive RLA/GRLA HODs to run consistent walkthroughs, deliver targeted coaching, reinforce high-performance practice, and track uplift in engagement and learning outcomes.	Angela Zavros
Assess training performance and game data to measure how coaching and instructional adjustments drive gains in student skills, game IQ, and overall performance.	Angela Zavros
Identify performance trends & skill gaps to design targeted coaching interventions that strengthen student abilities & game performance	Angela Zavros



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Collaborate with the Hod of GRLA to clarify the purpose, timeline & expected outcomes of the "player skill cards.	James Chapman, Angela Zavros
Analysis RLA & GRLA Tracked attendance & behaviour data, ensure Hods are monitoring student case managements support processes are being followed by coaches	James Chapman, Peter Norman, Daniel Schwass, Angela Zavros
Self-Leadership Framework (22 weeks) for Wednesday P1 Sport Academy Classes (2026)	James Chapman, Peter Norman, Angela Zavros
School Strategic Plan Strategy:	Establish genuine, long-term industry partnerships to strengthen every VET program's relevance and student outcomes
Actions	Responsible Officer(s)
Develop and implement a strategic plan to map, engage, and expand industry partnerships across all curriculum areas, including targeted outreach to high-demand sectors.	Lisa Chippendale, Darren Hart
- Deliver structured pre-placement workshops (resume writing; workplace communication; WHS; AI; interview skills) to align student skills, interests, and pathway goals with industry expectations.	Lisa Chippendale, Darren Hart
Host events eg. Industry Connections Breakfast and Careers Expo and maintain a streamline employer feedback system to strengthen relationships and showcase student capabilities and achievements	Lisa Chippendale, Darren Hart
Build staff capability to monitor and increase Year 12 placement opportunities, ensuring alignment with student pathways and post-school outcomes.	Lisa Chippendale, Darren Hart

School Strategic Plan - 5. Learning Innovation and Emerging Technologies

Long-term targets/desired outcomes

- Students accessing digital learning devices in Yr 7-9 as part of their learning - 100%
- Units that have specific links to the Digital Literacy General Capability in Yr 7 and 8 - 75%

AIP targets/desired outcomes

- NAPLAN MSS Growth Yr 7-9: 30pts
- Digital technology used in ENG and Math Yr 7 and 8 classes aimed at NAPLAN on-line (evidence in EP data)
- 100% Math and English classes (Yr 7 and 8) have embedded literacy and numeracy skills (walkthrough observational data, curriculum plans)

School Strategic Plan Strategy:	Integrate digital pedagogy and gamification across classrooms to increase engagement, creativity, and deep learning outcomes.
Actions	Responsible Officer(s)
Implement literacy skills into English Yr 7-8 classes using EP.	Caroline Forbes, Iain McLennan
Implement numeracy skills into Math Yr 7-8 classes using EP.	Lisa Chippendale, Natalie Eugster
Track student gains from EP data back to classroom teacher and capability building initiatives to evaluate impact.	Lisa Chippendale, Natalie Eugster, Caroline Forbes, Iain McLennan



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Identify students below benchmark early (using PAT-M, EP, formative assessment) and provide small-group support, while offering extension tasks to challenge high-achieving students

Lisa Chippendale,
Natalie Eugster,
Caroline Forbes,
Iain McLennan

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

School Supervisor



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