Kilcoy State High School
2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement – Belonging and engagement

School priority 1	Build teacher capability to plan and implement curriculm to improve student achievement.	**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
Link to school improvement strategy:	D6: Systematically enact 3 levels of curriculum planning, complemented by targeted professional learning to ensure a consistent and rigorous approach to implementing the Australian Curriculm with integrity.					
Strategies	* Develop leader's and teacher's knowledge of Australian Curriculum V9 and 3 levels of planning * Create and implement schedule for leaders to routinely review and co-plan curriculum with teachers * Develop processes to monitor curriculum line of sight though to the classroom to ensure intended curriculum is the delivered curriculum					

Actions: including Responsible role(s)	**Resources**
* Engage key regional curriculum supports to work with leaders through leadership team meetings * Schedule targeted professional learning opportunities through meeting forums,SFDs and learning lounges to srtrengthen curriculum knowledge * Leaders and teachers engage in Collaborative Curriculum Teams (CCTs) to strengthen knowledge of the curriculum to inform the review and development of curiculum * 2026 CCT focus is on the co-construction of annotated 'A' level exemplars, monitoring tools and 4C marking guides years 7-9 * Refine process for leaders to provide feedback from Learning Walks and Talks (LW&Ts) to teaching teams * Build teacher capabiltiy to make learning visible through learning walls - physical or electronic * Build teacher capability and confidence to use PLRs to consistently record and respond to the learning needs of each student	Principal DP Senior Secondary Curriculum HoDs Regional curriculum support personnel Teaching to the 'A' exemplars Learning walls either electronic or physical

End of Year Success Criteria / **Measures**	**Performance:** • ≥90% A-C across 7-10 all subjects • ≥50% A-B across years 7- 9 in English • ≥50% A-B across years 7- 9 in mathematics • ≥50% A-B across all other subjects in years 7, 8 & 9 **School opinion survey data reflects students' opinions as**: • 'I understand how I am assessed at my school' - 90% • 'My teacher provides me with useful feedback about my work' – 90% • **School opinion survey data reflects parents' opinions** as: • 'Teachers at this school provide my child with useful feedback about their schoolwork' - 90% • 'My child is making good progress at this school'' - 90% **School opinion survey data reflects teachers' opinions** as: • 'I have access to relevant professional develo0pment' – 90% • 'I receive useful feedback about my work at this school' – 90%

School priority 2	Develop staff capability to enact positive interaction frameworks and engaging teaching practices, to build a positive culture of 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
Link to school improvement strategy:	D3: Strengthen staff understanding of, and commitment to, a culture of high expectations to ensure the implementation of engaging teaching and learning practices and increase student engagement in learning.					
Strategies	* Systematically enact school wide behaviour support processes * Establish the principles of 4D consistently in all classrooms * Upskill the leadership and teaching team in research-based practices to engage students in their learning					

Actions: including Responsible role(s)	**Resources**
* Continue to implement the PBL program, including the values and expectations of the PEPAR positive acknowledgement program * Continue to develop Tier 2 (targeted intervention) strategies * Continue to grow the suite of personal and social capability programs for junior secondary phase learners * Strengthen staff understandings of how to support the diverse range of learners at Kilcoy SHS * Enact 2025 4D review 3 key recommendations in 2026 * 4D professional development opportunities for all teachers and teacher aides on SFDs 2026 * 2 X 4D scan and feedback opportunities for teachers across 2026 * Provide opportunities for teachers to observe colleagues enacting 4D strategies * Regular sharing of engaging teaching practices through staff meetings, faculty meetings and learning lounges * Staff wellbeing committee to meet regularly to seek staff feedback/ to inform positive culture initiatives and events	Principal DP Junior Secondary PBL team HOSES: Team Teach Accredited HoD: Student Engagement 4 Dimensions team 4D scan data sets PEPAR points system RESET learning room Staff wellbeing committee Regional Behaviour Supports

End of Year Success Criteria / **Measures**	**Performance:** **School opinion survey data reflects students' opinions as**: • 'I feel accepted by other students at my school' - 90% • 'My teachers motivate me to learn' - 90% **School opinion survey data reflects staff wellbeing and morale** as: • 'Staff are well supported at this school' - 90% • 'I feel staff morale is positive at this school' - 90% **4D observation data:** • 70% green footprint across scan events • An increase in classroom greetings up to 90% • Cueing behaviours occurs at least every 8 minutes • Recognising positive behaviours occurs at least every 8 minutes • Maintain high frequency of refer/restate curriculum intent (every 5 mins). **OneSchool behaviour incident data:** • A reduction in **major behaviours** to less than 5% as per the Tier 2 PBL guidelines

		Behaviour: Students can/will: • explain during Learning Walks and Talks how their work meets the task specific marking guide standards and associated 'A' exemplar characteristics • refer to learning wall resources either physical or electronic and explain how they have used these to guide their progress • respond confidently to all 5 LW&T questions • explain their LOA progress across the year Teachers can/will: • unpack assessment tasks with students early in the teaching and learning cycle • incorporate A exemplars in their teaching practice – evident though KICUPs and learning walls • use monitoring tools to review teaching and inform future teaching – evident though KICUPs and feedback on student work • develop meaningful learning intentions and success criteria to support student learning • routinely engage in CCT planning forums Leadership team can/will: • be routinely engaged in collaborative planning and assessment moderation • be routinely engaged in LW&Ts • share evidence of learning gained through LW&Ts in LLT forums and whole of staff forums			**Behaviour:** Students can/will: • Articulate and demonstrate PEPAR expectations and weekly PBL Focus Teachers can/will: • Incorporate a range of effective pedagogical practices to engage students in learning • Develop positive relationships with students, including greeting students every lesson, everyday • Utilise 4D skills to create positive ordered learning environments • Participate in 4D observations and reflect on feedback to improve personal practice • Accurately use KSHS Behaviour Guidelines to manage and record student behaviours. Leadership team can/will: • All leaders interact with and use data to identify opportunities to support teachers to refine their practices • Promote and acknowledge ongoing success and improvements • Provide opportunities for teachers to upskill/refine pedagogical practices (PD, learning lounges, teacher meetings)
	Artefacts	Photographs of student work obtained though LW&Ts 3 levels of planning documents are evident for years 7, 8 &9 Annotated 'A' level exemplars KIC UPs evidence the use of monitoring tools Learning Walls – physical or electronic		**Artefacts**	4D scan data from each scan cycle PEPAR expectations/PBL matrix is on display in all classrooms PSC/PBL program resources Weekly lunchtime activity schedule

Reduction of red tape in day-to-day work, planning and processes include:

- Red tape reduction ideas box for anonymous suggestions
- Suggestions to be reviewed though leadership forums and LCC

Supporting red tape reduction in Queensland state schools

Approvals

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

Principal **P&C/School Council** **School Supervisor**

Queensland Government