Kilcoy State High School
2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement | Wellbeing and engagement | Culture and inclusion

School priority 1	Build teacher capability to plan and implement the Australian Curriculm V9 to improve student achievement.	Phase	Developing – D **Implementing – I** Embedding – E Reviewing - R	School priority 2	Develop staff capability to enact positive interaction frameworks and engaging teaching practices, to build a positive culture of learning.	Phase	Developing – D **Implementing – I** Embedding – E Reviewing - R
Link to school review 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 Curriculum with integrity.			**Link to school review 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	* Develop leader's and teacher's knowledge of Australian Curriculum V9 and 3 levels of planning * Create and implement a 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			**Strategies**	* Systematically enact all aspects of school wide behaviour support processes to sustain a positive and orderly learning environment * 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 * Begin to develop a whole-school framework to enhance student wellbeing and engagement		

Actions including Responsible officer(s)	Resources	Actions including Responsible officer(s)	Resources
* Engage key regional curriculum supports to work with leaders through leadership team meetings * Schedule targeted professional learning opportunities through staff meeting and SFDs 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 * Implement a common (CCT) meeting cycle and structure to quality assure curriculum delivery * Leadership team engage in regular calendered Learning Walks and Talks (LW&Ts) * Leadership team engage in LWTs at other schools to strengthen knowledge and understandings of the protocols and line of sight indicators * Review and refine curriculum planning documents with a sharp focus on the year 7 2024 delivered curriculum * Use these learnings to inform the planning of year 8 ACv9 curiculum * Collaborative development of task specific marking guides (in 4C format for years 7 & 8). 4C format becomes the consistent practice for years 7 & 8 * Incorporate the use of annotated 'A' exemplars into KICUPs. Exemplars to be shared through the CCT and moderation processes * KIC UPs reference the deliberate use of monitoring tool(s) to inform future teaching and learning * Learning Intentions and Success Criteria are evident each lesson * Teaching teams use achievement data to identify patterns and trends to inform future planning and teaching	Principal DP Senior Secondary Curriculum HoDs Regional curriculum support personnel Teaching to the 'A' exemplars Learning walls – electronic or physical	* 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 and programs that cater to identified individual/and or group needs * Share behaviour data trends at fortnightly meetings to inform PD choices and PBL focus for the fortnight * Source Professional Development to support staff understandings and responses to challenging behaviours. * Enact 2024 4D review 3 key recommendations * 4D professional development opportunities for all teachers and teacher aides on SFDs 2025 * 3 X 4D scan and feedback opportunities for teachers across 2025 * Curriculum leaders model 4D in action for staff * Provide opportunities for teachers to observe colleagues for 4D development * Regular sharing of engaging teaching practices through staff meetings, faculty meetings and learning lounges * Support access to external PD opportunities for teachers and leaders * Source programs to develop student personal and social capability * Develop and enact a whole school attendance tracking and intervention process	Principal DP Junior Secondary PBL team Regional Behaviour Supports HOSES – Team Teach Accredited 4 Dimensions team 4D scan data sets PEPAR points system RESET learning room

By the end of Term 4	Measurable outcomes	Level of Achievement Data: • ≥90% A-C across 7-10 • ≥48% A-B across years 7- 8 in English (7-9 SEM 2 2024 - 42%) (Relative school performance 48%) • ≥50% A-B across years 7- 8 in mathematics (7-9 SEM 2 2024 -51%) (Relative school performance 49%) • ≥50% A-B across all other subjects in years 7-8 • 100% staff engage in moderation of assessment and CCT opportunities 2025 School Opinion Survey Data:	By the end of Term 4	Measurable outcomes	School opinion survey data reflects students' opinions as: • 'I feel accepted by other students at my school' - 80% (2024 - 52.6%) • 'My teachers motivate me to learn' 90% (2024 - 72.3%) • 'I am interested in my schoolwork' 80% (2024 - 42.7%) 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

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	- STUDENTS – 'I understand how I am assessed at my school' - 80% - (2024 - 66%) - STUDENTS – 'My teacher provides me with useful feedback about my work' – 80% (2024 - 66.7%)			- Learning Intentions and Success Criteria are visible in classrooms in alignment with priority 1 expectations - Maintain high frequency of refer/restate curriculum intent from July 2024 scan (every 5 mins). **OneSchool behaviour incident data:** - A reduction in **major behaviours** to less than 5% as per the Tier 2 PBL guidelines - Maintain year 7-9 SDA rate at/or below 7% (Relative school data 10%) **Attendance** - Whole school attendance rate ≥ 90% (2024 - 85%) (Relative school data 84%)
Success criteria	**Behaviourally:** 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: - navigate the Curriculum Gateway to understand the curriculum - unpack assessment tasks with students early in the teaching and learning cycle - incorporate A exemplars in their KICUPs and 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 - co-develop 4C marking guides for years 7 & 8 ACv9 - track class/student progress to inform future teaching - engage in an inquiry cycle to plan and review curriculum 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 - model the use of data tracking and analysis for teaching teams		**Success criteria**	**Behaviourally:** Students can/will: - Understand PEPAR expectations and be able to Identify and explain the weekly PBL Focus - Identify their individual attendance rate and explain absence processes. - Describe learning intentions/success criteria for lessons and their progress towards achieving these - Express interest and engagement in their learning through SOS data 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 learning environments - Participate in 4D observations and reflect on feedback to improve personal practice - Construct, display and review Learning intentions/success criteria as a means of tracking student learning and re-teaching - Accurately use KSHS Behaviour Guidelines to manage and record student behaviours. Leadership team can/will: - All leaders interact with and use data to identify possible problems of practice 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 Exemplars for each unit of work have been created and evidenced through LW&Ts KIC UPs evidence the use of monitoring tools		**Artefacts**	4D scan data from each scan cycle PEPAR expectations/PBL matrix is on display in all classrooms PSC/PBL program resources

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

Principal KIM WILLIAMS   **P&C/School Council** Sheridan Robinson   **School Supervisor** *[signature]*