

# Kepnock State High School 2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement

School priority 1	Developing a strong sense of care and belonging for every student and staff member. <i>Belonging + Engagement = Achievement</i>	Monitoring					School priority 2	Plan and deliver curriculum in alignment with CARF, using inclusive and differentiated practices to meet students' diverse reading and writing needs.	Monitoring			
		Term 1	Term 2	Term 3	Term 4			Term 1	Term 2	Term 3	Term 4	
<b>Link to school improvement strategy:</b>	<p><b>Domain 1: An explicit improvement agenda</b> Develop a coordinated and systematic approach to school improvement, building shared understanding, clarity of purpose and collective commitment.</p> <p>Strengthening belonging aligns with the strategy to enhance the instructional leadership skills of the SLT and unify staff around a clearly articulated improvement agenda focused on conditions for learning and student engagement.</p> <p><b>Domain 3: A culture that promotes learning</b> This priority directly addresses the domain's call to develop consistent school-wide systems to support behaviour, ensure an orderly learning environment, and clarify roles and responsibilities for monitoring engagement and attendance. A strong Sense of Belonging is a prerequisite for safe and respectful learning environments.</p> <p><b>Domain 5: An expert teaching team</b> Embedding belonging pedagogies supports a systematic approach teaching and learning.</p> <p><b>Domain 7: Differentiated teaching and learning</b> Improving belonging aligns with the strategy to enhance teacher capability in knowing students, supporting individual needs, and using adjusted approaches to ensure all students are included and feel connected.</p>						<b>Link to school improvement strategy:</b>	<p><b>Domain 5: An expert teaching team</b> This priority directly supports the development of a consistent, schoolwide approach to teacher capability building. It aligns to the need for a collegial engagement framework, systematic coaching, mentoring, observation and feedback, as well as a strong induction program for new and beginning teachers focused on curriculum expectations.</p> <p><b>Domain 6: Systematic curriculum delivery</b> The school review called for:</p> <ul style="list-style-type: none"> <li>• Mechanisms to independently monitor curriculum alignment</li> <li>• Parameters for implementing AC V9 consistently</li> <li>• Formalised and sustained moderation processes</li> </ul> <p>The priority responds exactly to these requirements through the implementation of consistent planning templates, assessment literacy practices, and pre-/post-moderation routines.</p> <p><b>Domain 7: Differentiated teaching and learning</b> Embedding differentiation in planning, assessment and pedagogy using ICPs, student data and differentiated practices that support the full range of learners.</p>				
<b>Strategies</b>	<p>Strategy 1: Build shared leadership and strengthen staff capability to create a strong sense of belonging within KSHS.</p> <p>Strategy 2: Establish consistent schoolwide routines and practices that enact belonging as a prerequisite condition for learning.</p> <p>Strategy 3: Embed a whole school model connecting the Sense of Belonging framework to the Australian Professional Standards for Teachers and leadership roles.</p> <p>Utilising:</p> <ul style="list-style-type: none"> <li>- Change model: awareness → attitude → knowledge → action</li> <li>- Professional Standards for teachers</li> </ul>						<b>Strategies</b>	<p>Strategy 1: Review consistent teaching and planning processes and artefacts aligned with the CARF across all faculties.</p> <p>Strategy 2: Embed assessment literacy including pre/post moderation and consistent pedagogical practices</p> <p>Strategy 3: Strengthen differentiation and inclusive teaching practices to address diverse learning needs of all students.</p> <p>Strategy 4: Build collective leadership capability across HODs and ELT to ensure consistent curriculum delivery, monitoring and instructional leadership.</p> <p>Strategy 5: Build knowledge, understanding and capability of the Departments Reading Position with staff</p>				
<b>Actions: including Responsible role(s)</b>		<b>Resources</b>				<b>Actions: including Responsible role(s)</b>		<b>Resources</b>				
<p>Strategy 1: Build shared leadership and strengthen staff capability to create a strong sense of belonging within KSHS</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Utilise Peter DeWitt- Change Model (Awareness → Attitude → Knowledge → Action) to shape shared understanding. <b>Responsible: Principal, ELT, HODs, House leaders</b></li> <li>• Establish communities within houses with sense of belonging as a core focus, shifting HOD attention from curriculum silos to house/whole-school responsibility. <b>Responsible: Deputy Principals, HODs, House leaders, Teachers</b></li> <li>• Develop a shared language and expectations for belonging linked to the Professional Standards (knowing students, creating safe/positive environments). <b>Responsible: ELT, PBL Team, HOD's, House leaders, C&amp;C teachers</b></li> <li>• Integrate belonging focus into staff meeting agendas <b>Responsible: Principal, ELT, HODs</b></li> <li>• Support staff opportunities to develop relationships and belonging with their Check and Connect class. <b>Responsible: All staff</b></li> </ul>		<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Professional learning sessions (SFD allocation).</li> <li>• Time allocated during staff meetings.</li> <li>• Access to Peter DeWitt's Collective Leader Efficacy (noted in planning day).</li> </ul>				<p>Strategy 1: Implement consistent teaching and planning processes aligned with CARF</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Review, refine and collate teaching strategies to define a Pedagogical Framework for KSHS <b>Responsible: HOD's, ELT</b></li> <li>• Establish the use of schoolwide unit planning templates for all faculties. <b>Responsible: HODs, DPs</b></li> <li>• Ensure V9 Australian Curriculum implementation across all relevant subjects with fidelity. <b>Responsible: HODs</b></li> <li>• Embed three levels of planning (whole-school, unit, and lesson). <b>Responsible: HODs, Teachers</b></li> </ul>		<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Planning templates and exemplars</li> <li>• Time allocation for collaborative planning</li> </ul>				
<p>Strategy 2: Establish consistent schoolwide routines and practices</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Establish a House Cup competition among students and staff <b>Responsible: All staff, Principal, House Leaders</b></li> <li>• Co-design with staff what belonging "looks, sounds and feels like" in classrooms, pods and playgrounds. <b>Responsible: All staff</b></li> <li>• Develop and implement consistent classroom routines and expectations aligned to a 70-minute lesson structure. <b>Responsible: HODs, Teachers</b></li> <li>• Implement a relational check-in/check-out routine across all classrooms (moving beyond care class only). <b>Responsible: Teachers, HODs</b></li> </ul>		<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Updated behaviour matrix and routines.</li> <li>• PBL materials.</li> <li>• Staff time for co-design.</li> <li>• Walkthroughs and coaching from HOD's</li> </ul>				<p>Strategy 2: Embed assessment literacy and moderation practices</p> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Establish school expectations within and across faculties for pre and post moderation and ensure systematic delivery <b>Responsible: HODs, Teachers</b></li> <li>• Front-end assessment in every unit, ensuring learning goals and marking guides are made explicit to students</li> <li>• Common marking guides formats used where appropriate to support student understanding. <b>Responsible: Teachers</b></li> <li>• <b>Responsible: ELT / HOD's / Teachers,</b></li> </ul>		<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Moderation templates</li> <li>• Faculty meeting time to complete moderation</li> <li>• Assessment literacy tools (placemats, exemplars)</li> </ul>				

<p>Strategy 3: Develop a whole school approach linking belonging to teacher standards</p> <p>Actions</p> <ul style="list-style-type: none"> <li>Reflection with teachers in line with Professional Standards and mapping actions against developing a Sense of Belonging within the school. <b>Responsible: ELT, HODs</b></li> <li>Develop artefacts showing how each faculty contributes to belonging and engagement through faculty improvement plans. <b>Responsible: HODs</b></li> <li>Implement a reflection cycle where staff evaluate and refine practice using student voice and walkthrough data. <b>Responsible: ELT, HODs</b></li> </ul>	<p>Resources</p> <ul style="list-style-type: none"> <li>Time for development of faculty plans - SFD</li> <li>Student voice tools.</li> <li>Templates for faculty planning.</li> </ul>	<p>Strategy 3: Strengthen differentiation and inclusive practices</p> <p>Actions</p> <ul style="list-style-type: none"> <li>Monitor differentiation through walkthroughs, planning reviews, and student voice data.</li> <li>Start initial conversations with identification of marker students with classes</li> <li>Utilise First Nations data wall to support focussed interventions for students <b>Responsible: ELT, HODs</b></li> </ul>	<p>Resources</p> <ul style="list-style-type: none"> <li>Inclusion resources and personalised learning tools</li> <li>HOSES capability support</li> <li>Student voice templates (surveys, discussion protocols)</li> </ul>
		<p>Strategy 4: Build collective instructional leadership across HODs and ELT</p> <p>Actions</p> <ul style="list-style-type: none"> <li>Use the change model (Awareness → Attitude → Knowledge → Action) to build consistent curriculum leadership practice across HODs. <b>Responsible: Principal, DPs</b></li> <li>Provide coaching and mentoring for HODs and teachers to strengthen curriculum design, differentiation and moderation. <b>Responsible: ELT</b></li> <li>Develop HOD capability in monitoring curriculum delivery (walkthroughs, modelling, feedback). <b>Responsible: DPs</b></li> <li>De-implement outdated or inconsistent curriculum practices to reduce red tape and improve alignment. <b>Responsible: Principal, HODs</b></li> </ul>	<p>Resources</p> <ul style="list-style-type: none"> <li>Leadership coaching tools</li> <li>Professional learning - SFDs, Faculty meetings, Whole school meetings</li> </ul>
		<p>Strategy 5: Build knowledge, understanding and capability of the Departments Reading Position with staff</p> <p><b>Whole School Reading Implementation</b> <b>Introduction and Reading Engagement Norms</b></p> <p><b>Action 1:</b> Build whole school understanding that reading is every teacher's responsibility through targeted professional learning on the Reading Position Statement, the Simple View of Reading and Scarborough's Reading Rope.</p> <p><b>Action 2:</b> Explicitly teach staff the agreed Reading Engagement Norms (read with me, track with me, paired reading) and support consistent implementation in every classroom.</p> <p><b>Action 3:</b> Monitor and review implementation of Reading Engagement Norms through learning walks and classroom observations to ensure consistency across all classrooms.</p> <p><b>Responsible: Reading Team, SLT, Teachers</b></p> <p><b>Languages Reading Implementation</b></p> <p><b>Action 1:</b> Build staff capability around consistent implementation of the word study including the instructional routines and reading engagement norms.</p> <p><b>Action 2:</b> Continue to develop and quality assure a whole school bank of high yield Word Study resources.</p> <p><b>Action 3:</b> Administer DIBELS to all Year 7 and 8 students at BOY, MOY and EOY and implement targeted intervention strategies</p> <p><b>Responsible: Reading Team, HOD Languages, Teachers</b></p>	<p>Resources</p> <ul style="list-style-type: none"> <li>Professional learning - SFDs, Faculty meetings, Whole school meetings</li> <li>Participation in Regional CLC</li> <li>Release for staff to conduct DIBELS training</li> <li>Training in Sounds Write program</li> </ul>
<p>End of Year Success</p>	<p>Measures</p> <p><b>Performance:</b> <b>Performance Measures (Quantitative)</b></p> <ul style="list-style-type: none"> <li>Increase in student attendance by 3% with reductions in students attending below 85%</li> <li>Reduction in minor and major behaviour incidents by 10%.</li> <li>Improved staff survey results for belonging <ul style="list-style-type: none"> <li>Staff morale is positive at this school</li> <li>I enjoy working at this school</li> </ul> </li> <li>Improved student survey results for belonging <ul style="list-style-type: none"> <li>I like being at my school</li> <li>My teachers care about me</li> <li>This is a good school</li> </ul> </li> </ul> <p><b>Performance Measures (Qualitative)</b></p> <ul style="list-style-type: none"> <li>Staff demonstrate shared language and consistent routines.</li> </ul>	<p>End of Year Success</p> <p>Measures</p> <p><b>Performance:</b> <b>Performance Measures (Quantitative)</b></p> <ul style="list-style-type: none"> <li>Increased percentage of students achieving C or above in English and Mathematics</li> <li>Improved A-B results across identified subjects</li> <li>NAPLAN participation and outcome improvements</li> <li>Evidence of consistent use of planning templates and moderation records across all faculties</li> <li>Differentiation documented in 100% of unit plans</li> </ul> <p><b>Performance Measures (Qualitative)</b></p> <ul style="list-style-type: none"> <li>Walkthroughs and reviews show consistent delivery of planned curriculum.</li> <li>Assessment literacy practices evident in classrooms.</li> <li>Improved student voice outcomes on feedback, clarity of learning goals, and support for learning.</li> <li>Teacher and parent feedback reflects improved coherence and clarity.</li> </ul>	

- Increasing expertise and alignment of teacher behaviour and responses
- Students report that positive relationships are built in most classrooms—not just Check and Connect classes.

**Behaviour**

**Students can/will:**

- Participate in House Cup activities earning points for their House team
- Feel known, valued and cared for by multiple adults.
- Engage positively in class due to consistent routines and trusting relationships.
- Demonstrate increasing attendance and reduced disengagement.
- Seek help or support earlier because they feel connected.

**Teachers can/will:**

- Initiate House Cup competitions for students and staff to participate in
- Enact relational routines daily (not only in care roles).
- Use consistent classroom practices aligned to the belonging framework.
- Participate in learning - focusing on belonging and student outcomes.
- Demonstrate improved professional knowledge of students and adapt practice accordingly.

**Teacher aides can/will:**

- Use shared language and routines to support belonging in classes and playgrounds.
- Contribute to monitoring and supporting student engagement within pods/houses.

**Leadership team can/will:**

- Function as a collective leadership team with shared responsibility (not siloed areas).
- Drive consistent expectations and support teachers through coaching, modelling and walkthroughs.
- Use data (behaviour, attendance, voice) to monitor belonging and adjust actions.
- Lead de-implementation of non-aligned practices.

**Artefacts**

By the end of Term 4, the following artefacts will be produced or embedded:

- House Cup competition
- Revised behaviour matrix and classroom routines framework.
- Faculty plans demonstrating how curriculum areas contribute to belonging.
- Staff meeting agendas with explicit belonging alignment (evidence of alignment).

**Behaviour**

**Students can/will:**

- Demonstrate assessment literacy and talk to marking guides and success criteria.
- Use reading and writing strategies across subjects.
- Articulate learning goals and next steps.
- Engage meaningfully in learning with improved confidence and ownership.
- Provide feedback about learning needs through surveys and conferences.

**Teachers can/will:**

- Use consistent planning templates and front-end assessment.
- Deliver curriculum aligned to V9 and CARF with fidelity.
- Engage in pre and post moderation.
- Implement differentiation and reasonable adjustments consistently.
- Use assessment literacy resources (placemats, exemplars).
- Be able to identify opportunities to enhance reading a writing capabilities of students within units and lessons

**Teacher aides can/will:**

- Support differentiated instruction using shared language and expectations.
- Access planning information to align classroom support to student needs.

**Leadership team can/will:**

- Model and monitor consistent curriculum practices.
- Use data (achievement, moderation artefacts, attendance, student voice) to drive improvement.
- Provide timely coaching and feedback to HODs and teachers.
- Maintain high expectations for fidelity of planning and delivery.
- Lead de-implementation of outdated systems and reduce red tape.

**Artefacts**

- Whole-school curriculum plan aligned to CARF
- Faculty planning documentation using schoolwide templates
- Moderation artefacts (pre- and post-moderation records)
- Reading and writing implementation strategy developed
- Differentiation documentation and reasonable adjustment records
- Walkthrough tools with evidence of consistent practice

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

- Simplify

**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