



# Kingaroy State School

## 2022 Annual Implementation Plan

### School Priorities

#### School Strategic Plan - 1. Build an Expert teaching team

##### Long-term targets/desired outcomes

- 100% of teachers and students are using academic goals to focus improvement.
- 100% of school leaders are engaged in Instructional Coaching and mentoring cycles.

##### AIP targets/desired outcomes

- 100% of teachers are engaged in Instructional Coaching and mentoring cycles.

<b>School Strategic Plan Strategy:</b>	Develop the capability of school and teacher leaders as instructional coaches to drive strategies within the improvement agenda.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
The school's Collegial Engagement framework is updated to facilitate enhanced opportunities for coaching and mentoring based on identified needs and skillsets.		Deputy Principal, HOD
Updated school Collegial Engagement Framework is trialed in Terms 2 & 3 and then reviewed in Term 4 prior to being embedded school-wide in 2023.		Deputy Principal, HOD

#### School Strategic Plan - 2. Build the capacity of all staff to differentiate teaching and learning & analyse and discuss data

##### Long-term targets/desired outcomes

- 100% of teachers receive support to develop their ability to differentiate for all students.
- School data plan is reviewed and refined every year to ensure that data collection is purposeful and that the analysis of data effectively informs next steps in teaching.
- 100% of staff feel that "I can access necessary information and communication technologies to do my job at my school" in the Staff Opinion Survey.

##### AIP targets/desired outcomes

- 100% of teachers receive support to develop their ability to differentiate for all students.
- School data plan is reviewed and refined to ensure that data collection is purposeful and that analysis of data effectively informs next steps in teaching.
- 100% of staff feel that, "I can access necessary information and communication technologies to do my job at my school," in the Staff Opinion Survey.
- The school's Gifted & Talented framework is reviewed and updated.

<b>School Strategic Plan Strategy:</b>	Enhance teacher capability to provide meaningful differentiation for the learning needs of all students, including high achieving students.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Teachers undertake professional learning to enhance their curriculum clarity and support their differentiation practices.		Deputy Principal, HOD, HOSES





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### School Strategic Plan - 2. Build the capacity of all staff to differentiate teaching and learning & analyse and discuss data

#### Long-term targets/desired outcomes

- 100% of teachers receive support to develop their ability to differentiate for all students.
- School data plan is reviewed and refined every year to ensure that data collection is purposeful and that the analysis of data effectively informs next steps in teaching.
- 100% of staff feel that "I can access necessary information and communication technologies to do my job at my school" in the Staff Opinion Survey.

#### AIP targets/desired outcomes

- 100% of teachers receive support to develop their ability to differentiate for all students.
- School data plan is reviewed and refined to ensure that data collection is purposeful and that analysis of data effectively informs next steps in teaching.
- 100% of staff feel that, "I can access necessary information and communication technologies to do my job at my school," in the Staff Opinion Survey.
- The school's Gifted & Talented framework is reviewed and updated.

<b>School Strategic Plan Strategy:</b>	Review and refine the school data plan to enhance the purposeful collection, collation, and analysis of data that informs next steps in teaching.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Review and refine the school's data collection and analysis processes to ensure they are best supporting teaching & learning outcomes.		Deputy Principal
<b>School Strategic Plan Strategy:</b>	Review ICT provisions with a view to catering for the specific needs of younger students and those with additional learning, extension or communication needs.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
ICT provisions are reviewed to ensure that they best meet the needs of all students, including students with disabilities and complex learners.		Deputy Principal, HOSES
<b>School Strategic Plan Strategy:</b>	The purchasing of ICT hardware and software is reviewed annually to ensure that it is catering for the specific needs of all students, including younger and those with additional needs.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
ICT purchasing is reviewed annually to ensure that it aligns with student needs and supports diverse learners.		Deputy Principal





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### School Strategic Plan - 3. Embed highly effective pedagogical practices and systematic curriculum delivery to ensure every student succeeding

#### Long-term targets/desired outcomes

- 100% of explicit reading lessons are aligned to the school's Reading Framework.
- 100% of teachers are using Learning Walls to enhance curriculum clarity and assessment literacy.
- 100% of teaching, assessing and reporting is aligned to the school's P-12 CARP.
- 100% of teachers are using the whole-school approach to feedback to enhance teaching and learning outcomes.

#### AIP targets/desired outcomes

- 100% of explicit reading lessons (in Years Prep to 4) are aligned to the school's Reading Framework.
- 100% of teachers are using Learning Walls to enhance curriculum clarity and assessment literacy.
- Kingaroy State School's approach to feedback is collaboratively developed through an Inquiry Cycle.
- 100% of Prep students engage in OLEY speech program to support early years literacy.
- 100% of teachers are engaged in supported planning sessions every term to support differentiation, and ensure alignment between teaching, assessing and reporting and the Australian Curriculum.
- 100% of teachers and Teacher aides undertake professional learning in Explicit Instruction (EI). Teachers receive feedback about their use of EI through the collegial engagement framework.

<b>School Strategic Plan Strategy:</b>	Build the capability of staff to deliver the agreed high-yield reading and writing strategies.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Deliver professional learning to support the delivery of our school's new Reading Framework, with particular focus on new staff.		HOD
Build the capacity of staff to deliver the OLEY speech program to all Prep students.		Glenis Miller
<b>School Strategic Plan Strategy:</b>	Refine the collaborative process for the identification and selection of differentiation strategies at the unit planning stage of curriculum development.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Deliver structured planning sessions that support the identification and selection of differentiation strategies for teachers.		HOD
<b>School Strategic Plan Strategy:</b>	Further embed the use of Learning Walls to enhance the school's pedagogical focus of Explicit Instruction.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
All staff are provided support and professional learning to effectively use Learning Walls in their classrooms to build assessment literacy and strengthen curriculum clarity.		HOD
<b>School Strategic Plan Strategy:</b>	Develop and implement a whole-school approach for feedback to students that informs next steps in learning.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
A Collaborative Inquiry is undertaken to develop a whole-school approach to using Feedback.		Glenis Miller





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### School Strategic Plan - 4. Create and sustain genuine School-Community partnerships

#### Long-term targets/desired outcomes

- 100% of Pre-Prep and Year 6 students are engaged in a meaningful transition program to prepare them for entering Primary and High School.
- 100% of staff agree that 'I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas' in the Staff Opinion Survey.
- 100% of parents agree that 'This school works with me to support my child's learning' in the School Opinion Survey.

#### AIP targets/desired outcomes

- 100% of Pre-Pep and Year 6 students are engaged in a meaningful transition program to prepare them for entering Primary and High School.
- Embed and expand the activities of the school's Partnerships Committee, which works to strengthen the relationships between the school and our Indigenous families.
- 100% of parents agree that, "This school works with me to support my child's learning," in the School Opinion Survey.

<b>School Strategic Plan Strategy:</b>	Strengthen and expand processes and partnerships to enhance transitions into Prep and to the high school.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Prep teachers are released weekly to engage with ECE staff and students to support the Prep transition program.		HOSES
Year 6 staff are supported to engage fully with enhanced transition to High School processes.		Year Coordinator
<b>School Strategic Plan Strategy:</b>	Explore and establish partnerships that enhance the effective engagement of Indigenous families and members of the community.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
The Partnerships Committee is fully supported to continue working to strengthen outcomes for Indigenous students and strengthen relationships between the school and Indigenous families.		Principal
Community Meetings are held at least once per term where Aboriginal and Torres Strait Islander families and stakeholders are invited to engage and collaborate with school staff.		Principal
<b>School Strategic Plan Strategy:</b>	Provide opportunities to engage and support parents to become genuine partners in their child's learning.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Communication between the school and home is strengthened using a range of sources and platforms.		Principal





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### School Strategic Plan - 5. Enhance a strong school culture that promotes learning and well-being

#### Long-term targets/desired outcomes

- School wide attendance rate is at or above 90%.
- 90% of students are behaving in the the PBL 'Green' zone.
- Year-on-year reduction in school disciplinary absences.
- 100% of parents agree that 'Behaviour is well managed at this school' in the School Opinion Survey.
- 100% of staff agree that 'The wellbeing of employees is a priority for my school' in the Staff Opinion Survey.

#### AIP targets/desired outcomes

- School wide attendance is at or above 90%.
- 90% of students are behaving in the PBL 'Green Zone' every term.
- Year-on-year reduction in school disciplinary absences.
- 100% of parents agree that, "Behaviour is well managed at this school", in the School Opinion Survey.
- 100% of staff say that, "The wellbeing of employees is a priority for this school", in the School Opinion Survey.

<b>School Strategic Plan Strategy:</b>	Embed a school wide attendance initiative aimed at lifting whole school attendance rate to 90% or higher.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Develop a whole school attendance plan, based on celebrating and incentivising improved school attendance, that includes strategies for 'at risk' students (attendance lower than 80%).		Principal, Guidance Officer
<b>School Strategic Plan Strategy:</b>	Engage in regular cycles of review and refinement of the school's approach to PBL to proactively address the issue of reducing major behaviours and increasing engagement in learning.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Undertake regular reviews of the school's PBL framework to support student behaviour, which includes engagement with a Regional Behaviour Coach.		Deputy Principal
<b>School Strategic Plan Strategy:</b>	Strengthen the wellbeing framework and programs to effectively support staff members, students and families.	
<b>Actions</b>		<b>Responsible Officer(s)</b>
Embed the school's Wellbeing Framework to support staff and students.		Guidance Officer
Strengthen and support the activities of the school's Wellbeing Committee which meets regularly to support and deliver Staff Wellbeing initiatives.		Guidance Officer







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### School Strategic Plan - 6. Embed an explicit improvement agenda

#### Long-term targets/desired outcomes

- 85% of students achieving at or above Regional Reading benchmarks.
- 85% of students are achieving A-C in English.
- 90% of students are behaving in the the PBL 'Green' zone.
- All priorities included in yearly Annual Improvement Plans are supported by explicit Action Plans that include roles and responsibilities.

#### AIP targets/desired outcomes

- 85% of students are achieving at or above Regional Reading benchmarks.
- 85% of students are achieving A-C in English.
- 100% of all Prep students engage in the OLEY speech program.
- Develop effective Action Plans, that include roles and responsibilities, for the school's AIP priorities.
- 90% of students are behaving in the PBL 'Green' zone every term.

<b>School Strategic Plan Strategy:</b>	Refine and implement a whole-school approach to reading that identifies developmentally appropriate high-yield teaching strategies.	
<b>Actions</b>	<b>Responsible Officer(s)</b>	
Refine and embed the whole school approach to Reading that was developed in 2021.	HOD	
Embed the OLEY speech program across all Prep classes and upskill staff to deliver this program.	Glenis Miller	
<b>School Strategic Plan Strategy:</b>	Develop action plans that are inclusive of roles, responsibilities, and accountabilities aligned to school priorities and regularly monitor progress.	
<b>Actions</b>	<b>Responsible Officer(s)</b>	
Develop specific Action Plans that are linked to each school priority, that include goals, timelines and roles/responsibilities.	Principal	

### 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

Assistant Regional Director



**Queensland  
Government**