



Kingaroy State School

2020 Annual Implementation Plan

Improvement Priority 1. Reading

Targets

85% of students attaining regional reading benchmarks.
30% of students in Years 3 & 5 achieve in the Upper 2 Bands in NAPLAN Reading.
100% of students engaged in daily, targeted reading instruction.

Strategy: Build the capacity of staff to effectively teach reading using a range of evidence-based teaching practices that suit the particular needs of the students and the demands of the curriculum.

Actions	Timeline	Responsible Officer(s)
Review and refine current practises with regards to the teaching of reading.	Ongoing	Principal, HOC
Build the capacity of all staff to teach the 'Reading Big 6' through the Gradual Release of Responsibility.	Ongoing	Principal, HOC

Strategy: Embed the teaching of reading across all subject areas, making the explicit link between reading and writing.

Actions	Timeline	Responsible Officer(s)
Build the capacity of teachers to track students' reading skills using the Literacy Continuum.	Term 2	Principal, HOC
Build the capacity of teachers to use the Literacy Continuum to inform the planing and teaching of reading across all subject areas.	Ongoing	Principal, HOC

Strategy: All students in Prep to Year 2 are tracked using Early Start Data, which is used to inform the targeted teaching of reading.

Actions	Timeline	Responsible Officer(s)
Build the capacity of all teachers in Prep to Year 2 to use Early Start resources to track their students and inform planning for reading lessons.	Ongoing	Principal, HOC

Improvement Priority 2. Writing

Targets

85% of students achieving a C or higher in English.
20% of Year 3 students and 15% of Year 5 students achieve in the Upper 2 Bands in NAPLAN Writing.
100% of teachers using Learning Walls for English to support assessment literacy and enhance learning outcomes.

Strategy: Embed the use of Learning Walls for English to enhance assessment literacy and improve student achievement.

Actions	Timeline	Responsible Officer(s)
Undertake a scan and asses of how classroom artefacts are currently used (including Learning and Bump-it-up Walls) to support teaching and learning.	Term 1	Principal, HOC
Undertake a Collaborative Enquiry to establish 'best practise' for using Learning Walls at Kingaroy State School.	Term 2	Principal, HOC
Build the capacity of all teachers to use Learning Walls as Sharratt's '3rd Teacher' in the classroom to improve student achievement.	Ongoing	Principal, HOC





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Targets

85% of students achieving a C or higher in English.

20% of Year 3 students and 15% of Year 5 students achieve in the Upper 2 Bands in NAPLAN Writing.

100% of teachers using Learning Walls for English to support assessment literacy and enhance learning outcomes.

Strategy:	Embed student goal setting for writing.		
Actions		Timeline	Responsible Officer(s)
Build the capacity of teachers to effectively embed student goals for writing using the Literacy Continuum and Australian Curriculum.		Ongoing	Principal, HOC
Strategy:	Create a whole-school framework for the teaching of writing that is aligned with the national curriculum.		
Actions		Timeline	Responsible Officer(s)
Develop and embed a school-wide writing framework.		Term 2	Principal, HOC





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Improvement Priority 3. Wellbeing & Engagement

Targets		
100% of teachers are delivering Social Emotional Learning (SEL) lessons every week using a school-wide framework. 100% of teachers have access to SEL professional development and resources. 100% of Tier 2 and 3 students receive targeted SEL intervention and support.		
Strategy:	Develop and embed a school-wide Wellbeing and Engagement Framework that includes implementation of the Respectful Relationships curriculum.	
Actions	Timeline	Responsible Officer(s)
Develop and embed a school wide Wellbeing Framework that supports students and staff.	Term 2	Jennifer Davies, Keshia Devantier
Build the capacity of staff to effectively teach the Respectful Relationships curriculum.	Term 2	Keshia Devantier
Embed a common social-emotional meta language to be used across the school for the explicit teaching of SEL.	Term 2	Jennifer Davies, Keshia Devantier
Strategy:	Establish and support a Wellbeing & Engagement committee to lead the development and implementation of SEL and the school's Wellbeing framework.	
Actions	Timeline	Responsible Officer(s)
Establish a Wellbeing committee that meets regularly, is comprised of a diverse range of staff and leads the development and implementation of the school's Wellbeing agenda and framework.	Term 1	Jennifer Davies, Keshia Devantier
Strategy:	Targeted programs for Tier 2 and Tier 3 students to support their social-emotional, behavioural and learning outcomes.	
Actions	Timeline	Responsible Officer(s)
Embed a range of appropriate and proactive SEL and Wellbeing focused programs to support Tier 2 and Tier 3 students.	Ongoing	Jennifer Davies, Keshia Devantier





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Improvement Priority 4. Behaviour

Targets

90% of students across the school are Tier 1 'Green Zone' students.
 100% of staff are effectively using the school's Positive Behaviour for Learning (PBL) framework to support student behaviour.
 20% reduction in major behaviour incidents recorded on OneSchool (year on year).
 95% of parents and staff feel that 'behaviour is well managed at this school' (Staff Opinion Survey)

Strategy: Review and enhance the school's PBL Framework to maximise student engagement.

Actions	Timeline	Responsible Officer(s)
Establish a new PBL committee comprised of a diverse range of staff to lead and implement our PBL agenda and framework.	Term 1	Leanne Montgomery, Jason Wyeth
Review current PBL processes and develop an Action Plan for 2020.	Term 1	Leanne Montgomery, Jason Wyeth
Build the capacity of all staff to consistently implement PBL procedures and process with fidelity by providing ongoing professional development and support.	Ongoing	Leanne Montgomery, Masina Taule'Alo, Jason Wyeth

Strategy: Routinely monitor behaviour data and take action to reduce the impact of behaviour on student learning and engagement.

Actions	Timeline	Responsible Officer(s)
Build the capacity of staff to effectively analyse and monitor behaviour data and use this to inform PBL actions and initiatives.	Term 1	Leanne Montgomery, Jason Wyeth

Strategy: Collaboratively develop and embed the Student Code of Behaviour.

Actions	Timeline	Responsible Officer(s)
Collaboratively develop and embed the Student Code of Behaviour in consultation with all key stakeholders.	Term 3	Principal, Deputy Principal

Improvement Priority 5. Curriculum

Targets

100% of teachers are assessing and reporting using the Whole School Curriculum and Reporting Plan which is fully aligned to the P-12 Curriculum Assessment and Reporting Framework.

Strategy: Update and embed the Whole School Curriculum and Reporting Plan to ensure alignment with the P-12 Curriculum Assessment and Reporting Framework.

Actions	Timeline	Responsible Officer(s)
Review and update our Whole School Curriculum and Reporting Plan to ensure that teaching, assessment and reporting is fully aligned with the P-12 Curriculum Assessment and Reporting Framework.	Term 2	HOC





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Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

