



Kingaroy State School

2023 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 supported to improve their Inclusive practises and skills to differentiate for students with additional needs.
- 100% of teachers are engaged in Instructional Coaching cycles.
- 100% of early-phase teachers are engaged in the school's mentoring framework.

School Strategic Plan Strategy:	Develop the capability of school and teacher leaders as instructional coaches to drive strategies within the improvement agenda.
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Actions	Responsible Officer(s)
The school's Collegial Engagement Framework, focused on Instructional Coaching, is embedded across the school. Investing for Success (I4S) funded Head of Department to facilitate (\$141 088).	Rebecca Hall, Courtney Turner
All teachers are engaged in the school's 'Teachers teaching Teachers' framework.	Rebecca Hall, Courtney Turner
All early-phase teachers are supported by the school's mentoring framework.	Wendy Fairbairn, Rebecca Hall

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 students with additional needs receive differentiated support to maximise their achievement.
- 100% of staff receive support and professional development to enhance their skills in Inclusive education.
- 100% of teachers are engaged in regular data analysis meetings to inform teaching practises.
- 100% of students identified as Gifted and Talented (G&T) are engaged with the school's G&T framework.

School Strategic Plan Strategy:	Enhance teacher capability to provide meaningful differentiation for the learning needs of all students, including high achieving students.
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Actions	Responsible Officer(s)
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G&T students are identified and supported through the school's G&T coordinator.	Danielle Carige, Courtney Turner
The school's G&T framework is reviewed and updated.	Danielle Carige
The school's Inclusion practises are reviewed and updated to ensure that all students with additional needs receive appropriate support to maximise their achievement.	Glenis Miller
School Strategic Plan Strategy:	Review and refine the school data plan to enhance the purposeful collection, collation, and analysis of data that informs next steps in teaching.
Actions	Responsible Officer(s)
School's Data Plan is reviewed and updated to clearly align with the Equity and Excellence priorities.	Masina Taule'Alo, Courtney Turner

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 Aboriginal & Torres Strait Islander families are engaged with the school's Partnerships Committee.
- 100% of Pre-Prep and Year 6 students are engaged in a meaningful, evidence based transition program to prepare them for entering Primary and High School.

School Strategic Plan Strategy:	Provide opportunities to engage and support parents to become genuine partners in their child's learning.
Actions	Responsible Officer(s)
The school continues to promote and enhance outcomes for Aboriginal and Torres Strait Islander students through the Partnerships Committee.	Leanne Broadbent, Wendy Fairbairn, Rebecca Hall, Masina Taule'Alo
Prep-Prep and Year 6 Transition processes are reviewed and refined.	Glenis Miller
The school's internal transition processes are reviewed and updated.	Wendy Fairbairn

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.





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AIP targets/desired outcomes

- 100% of staff feel that, 'The Wellbeing of employees is a priority for this school'.
- Whole school attendance rate of >90%
- 90% of students in PBL 'Green Zone'.
- 90% of staff feel that, 'Student behaviour is well managed at this school'.
- 90% of parents feel that, 'Student behaviour is well managed at this school'.
- Year on year reduction in Student Disciplinary Absences.

School Strategic Plan Strategy:	Embed a school wide attendance initiative aimed at lifting whole school attendance rate to 90% or higher.	
Actions	Responsible Officer(s)	
The school's attendance initiative is refined, reviewed and embedded by the school's Attendance Committee.	Kellie Barron, Jennifer Davies, Wendy Fairbairn	
School Strategic Plan Strategy:	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.	
Actions	Responsible Officer(s)	
PBL and Teach Like a Champion processes continue to be reviewed, refined and embedded through regular professional development led by the PBL Committee and Pedagogy Committee.	Wendy Fairbairn, Rebecca Hall, Leanne Montgomery, Masina Taule'Alo	

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.

AIP targets/desired outcomes

- 100% of school priorities align to the Strategic Plan and Equity and Excellence.
- 85% of students achieving at or above Regional Reading benchmarks.
- 85% of students achieving A-C in English and Maths.
- 90% of students are behaving in the PBL 'Green Zone'.

School Strategic Plan Strategy:	Refine and implement a whole-school approach to reading that identifies developmentally appropriate high-yield teaching strategies.	
Actions	Responsible Officer(s)	
14S funded teacher aide hours (\$148 632) used to support explicit Reading groups.	Courtney Turner	
School Strategic Plan Strategy:	Develop action plans that are inclusive of roles, responsibilities, and accountabilities aligned to school priorities and regularly monitor progress.	
Actions	Responsible Officer(s)	





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All priority agendas supported with Action Plans that include roles and responsibilities.

Rebecca Hall,
Glenis Miller,
Masina Taule'Alo,
Courtney Turner

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

