

# KEPPEL SANDS STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

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### Vision Statement: Working together so every student is learning every day.

We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all our students. We have 3 core values: Be Respectful, Be Safe, Be Responsible and encourage students to put in 100% effort every day. We believe that communication and positive connections creates confident, self-disciplined and kind young people and builds community connection.

<p><b>School priority 1: Educational Achievement</b></p> <p><b>2021 School Review Key Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>Collaboratively refine and embed a whole school curriculum, assessment and reporting plan, outlining the three levels of planning, aligned to the P-12 CARF</li> <li>Embed effective before, after, after and end moderation processes for teachers to develop their capability to deliver effective curriculum offerings and ensure consistency.</li> </ul> <p><b>2023 Strategic Plan Identified Priority</b></p> <ul style="list-style-type: none"> <li>Collaborative planning days for teaching staff to use unpack Equity and Excellence, Small School Cluster CARF and Version 9 AC, to inform planning, assessments and realising the potential of every student.</li> </ul>	<p><b>Monitoring</b></p> <p style="font-size: small; color: red;">Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</p> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term 2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> <tr> <td style="height: 100px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p><b>Long term measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>Improvement in individual students A-E data across school year to track every student achieving at least one full year of learning growth each year.</li> <li>Consensus moderation is undertaken to confirm teacher judgement.</li> <li>Students results reflect age-appropriate clusters of the Critical Aspects of the Literacy Continuum; continued growth in individual results from EP to E1 and E2.</li> <li>NAPLAN Data NMS: 100%. MSS: Similar to the nation. Inter assessment agreement between A-C and NAPLAN.</li> </ul>	<p><b>AIP measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>Maintain A-C In English, Maths, Science.</li> <li>Baseline - 100%</li> <li>Average school attendance &gt; 92% (Baseline semester 2 2023 87.3%)</li> <li>Decrease in% of students attending below 85% of the time. (Baseline semester 2 2023 27.8%)</li> <li>All Students have a baseline for phonics and reading.</li> </ul>
Term 1	Term 2	Term 3	Term 4								
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Enacting the Australian Curriculum for Educational Achievement</li> <li>Engaging with cluster moderation.</li> </ul>		<p><b>Responsible officer(s):</b> Classroom Teachers and Principal</p>									
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>PFD unpack Equity and Excellence, Version 9 AC P-12 CARF</li> <li>Renew subscription to Small School Cluster (SSC) and use the cluster handbook.</li> <li>Provide opportunities for teaching staff to attend and engage in all SSC moderation, planning and PD cluster days/TEAMS meetings.</li> <li>Co develop protocols on use on Learning Walls on English, Maths and Science – in staff meetings, modeling, visit good practice schools and external PD providers.</li> <li>Unpack the CARF and contextualise to KSSS context.</li> <li>Monitor students' performance using priority support measures from the Equity and Excellence dashboard, analysing data every 5 weeks.</li> <li>Provide training for staff in soundwrite and use the online DoE reading modules.</li> <li>Collaboratively review the current processes for literacy instruction.</li> <li>Develop and extend library resources aligned to the science of reading.</li> <li>Develop and extend critical thinking and comprehension resources.</li> </ul>		<p><b>Resources:</b> Equity and Excellence SSC Teams Site and HOC KSSS G Drive, One Note and CARF Budget for TRS and book in advance for SSC days Assessment and Moderation HUB Curriculum GateWay QCAA Website Soundwrite training modules</p>									
<p><b>School priority 2: Wellbeing and Engagement</b></p> <p><b>2021 School Review Key Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>Collaboratively create a collegial engagement framework to structure observation and feedback processes to implement signature pedagogical practices and meet systematic requirements</li> </ul> <p><b>2023 Strategic Plan Identified Priority</b></p> <ul style="list-style-type: none"> <li>Parent and community engagement.</li> </ul>	<p><b>Monitoring</b></p> <p style="font-size: small; color: red;">Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</p> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term 2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> <tr> <td style="height: 100px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p><b>Long term measurable/desired outcomes:</b></p> <p>40% parent completion 100% staff completion 80% student satisfaction Improve least positive items on 2022 and 2023 SOS data by 5%</p> <p>I feel accepted at my school 71.4 % <b>66.7%</b> I am interested in my work 71.4 % <b>80%</b> I understand how I am assessed 83.3 % <b>90%</b> Staff treated fairly and consistently 66.7 % <b>100%</b> Positive Staff Morale 80 % <b>100%</b> Behaviour is well managed 85.7% <b>100%</b></p>	<p><b>AIP measurable/desired outcomes:</b></p> <ul style="list-style-type: none"> <li>Positive Behaviour data is recorded for every student</li> <li>School Disciplinary Absence Data &lt;2%</li> <li>All staff have an APDP</li> </ul>
Term 1	Term 2	Term 3	Term 4								
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Maintaining strong and effective partnerships.</li> <li>Improving parent and staff communication.</li> </ul>		<p><b>Responsible officer(s):</b> Principal Class teachers BM – monitor attendance</p>									
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Develop TRS/New Staff handbook – values, transitions, expectations, play time – rules, out of bounds, behaviour management and points, students with individual needs etc.</li> <li>Develop a staff and student wellbeing program.</li> <li>Introduce three way conferencing with parents.</li> <li>Initiate attendance conversations with parents.</li> <li>Conduct afternoon tea for parents and community.</li> <li>Insert fortnightly newsletters up in community noticeboard.</li> </ul>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Three-way interview template.</li> <li>Budget for parent afternoon tea.</li> <li>TRS for consultation.</li> </ul>									
<p><b>Approvals</b> This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p>											
Principal	P&C/School Council	School Supervisor									