

## **Annual Implementation Plan 2025**

| Key   | Actions   | Pupil Free   | Expected  | Term 1   | Term 2   | Term 3  | Term 4  | Key Drive                                   |
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| Improvement<br>Strategy   |   | Days   | Outcomes/Measurables  |  |  |   |   |   |
| 1. Strengthening staff knowledge and enactment of the Australian Curriculum Version 9 through precise moderation, and planning processes, utilising data to make deliberate | Clearly articulated document around moderation processes including CASW  Staff engage in whole school moderation (pre moderation; CASW (weeks 3, 5 & 7) and post moderation)  | Strategic Direction of<br>the school  The Why — collaborative development of our why     | Consistency of process which supports staff wellbeing  Students able to articulate context purpose and audience regardless of their achievement level during walk throughs  Students able to articulate their next steps  | Leaders will: Collaborate to refine process document around whole school moderation processes, seeking feedback for all staff  Teachers will: engage and trial the process as outlined in the artefact and provide feedback to the leadership team   | Leaders will: Support teachers to follow the moderation processes  Teachers will: engage collaboratively in the process and define next steps for teaching and engage in a cluster moderation with CBSS (Week 7, T2)   |   |   | Head of Curricu  Deputy Principa  Principal |
| pedagogical<br>choices.   | Clearly articulated document around planning processes to enable staff to engage in year level planning targeting differentiation, focused and intensive teaching to meet the needs of all learners. Unit plans will include: | New staff Induction<br>sessions, Staff 2025<br>handbook<br>Whole School Data<br>Snapshot | P-2 A-C data improvement for each cohort by 2% each semester using Sem 2 2024 as baseline A-B data to improve for each cohort by 2% each semester using Sem 2 2024 as baseline  3-6 A-C data improvement for each cohort by 2% each semester using Sem 2 2024 as baseline A-B data to improve for each cohort by 2% each semester using Sem 2 2024 as baseline A-B data to improve for each cohort by 2% each semester using Sem 2 2024 as baseline | Leaders will: Collaboratively document KRSS's planning process complete with non-negotiables, time line of further next steps, and quality assurance Plan with teachers following the process Teachers will: Utilise the planning day to collaborate and seek understanding with their team to ensure consistency and high levels of curriculum decision making leading to completion of unit plans. | Leaders will: Plan with teachers following the process Teachers (CT and IT) will: Utilise the planning day to collaborate and seek understanding with their team to ensure consistency and high levels of curriculum decision making leading to completion of unit plans.  |   |   |   |
|   | Prepare for the next phase of<br>version 9 implementation   |  | Planning will be completed and uploaded within specified timelines, on to Sharepoint to ensure transparency and consistency   |  | Leaders will: Introduce teachers to Science, ACV9 achievement standards and relevant content descriptions Engage specialist teachers in TECH and HPE, ACV9 achievement standards and relevant content descriptions   |   |   |   |
|   | Implement agreed reading instructional routines with consistency and cycles of coaching and feedback  |  | Explicit Instruction in all classrooms and measurement of termly data that is collected to inform teaching practices.  Progress towards age- appropriate levels eg. Year 2 Stage 2 PLD  | Leaders will: induct new staff to PLD teaching practices and continue to deepen pedagogical practices for continuing staff through PD and coaching.  Teachers will: engage in PD and coaching and trial, implement,  | Teachers will: Engage with leaders and curriculum to deepen understanding of Science ACV9  Teacher Leaders will: explore research around shared dialogic reading and daily reviews to support the creation of a literacy block. They will lead a workshop for other staff  Teachers will: Engage in the reading workshop to deepen | Leaders will: support instructional rounds through facilitating high level thinking with the use of questioning   | Leaders will: support the cohort team to embed shared dialogic reading into unit plans  |   |
|   | Leadership and teaching staff to interrogate levels of school data and analyse trends through data conversations, YLM and staff meeting to inform teaching practice.  |  | Evidence of focused and intensive teaching in planning documents and classroom practice.  | review and reflect on PLD teaching practices to improve student phonic knowledge  Leaders will: Share and interrogate whole school data with teaching team Teachers will: engage in interrogating class data through data conversations in year level  | knowledge and planning of shared dialogic reading experiences  Teachers and leaders will: engage in interrogating class data through data conversations to identify pedagogical next steps   | Teachers will: engage in instructional rounds with a focus on shared dialogic reading  Leaders will: Share and interrogate whole school data with teaching team | Teacher will: Apply their knowledge of shared dialogic reading to plan within units of work across multiple curriculum areas. |   |

|   |   |   |   |  | marking and law toff word  |  | Teachers will: engage in   | Leaders will: Share and   |  |
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|   |   |   |   |  | meetings and/or staff meetings – setting targets and choosing target students  |  | interrogating class data through data conversations in year level meetings and/or staff meetings – setting targets and tracking target students to intentionally plan learning opportunities to improve student results.  (Mechanisms: adjusting unit planning, planning for adjustments, delivering focused and intensive teaching) | interrogate whole school data with teaching team  Teachers will: engage in interrogating class data through data conversations in year level meetings and/or staff meetings – setting targets and tracking target students to intentionally plan learning opportunities to improve student results.  (Mechanisms: adjusting unit planning, planning for adjustments, delivering focused and intensive teaching) |  |
|   | 2. Build staff capability in highly effective pedagogical practices and curriculum enactment                  | <ul> <li>Consult, review and enact whole school Collegial Engagement Framework</li> <li>Deepen the coaching and mentoring model by sharing collegial practices through instructional rounds</li> <li>Engage with the teaching and learning hub to build staff knowledge around the pedagogy wheel</li> <li>Strengthen Teacher Leaders role to work with the leadership team to lead teachers to develop skills in Version 9 Australia Curriculum – Reading</li> </ul>                 |   | Pedagogical Data utilised. Starting point % around agreed 'key look fors' in pedagogical practice and evidence of improved % of identified teaching practice each term.  Looking for end of Semester 1'look fors' 70% of evidence in classrooms  End of Semester 2 100% of classrooms demonstrating agreed 'look fors' | Leadership will: consult with teaching staff around the collegial engagement framework Teachers will: review current practices and refine CEF  Co-develop with Teacher Leaders role and responsibilities   | Collegial engagement framework will be enacted through reflective practices agreed upon through the consultation process including the implementation of instructional rounds.  Leaders will: Engage with the teaching and learning hub to build knowledge around pedagogy | Teachers will: will engage in sessions of learning (staff meetings and YLM) to deepen their understanding of pedagogical practices and evidence these within unit planning and trial in their classrooms   |   | Principal  Deputy Principal  Head of Department Curriculum |
| Culture and Inclusion  Strengthen partnerships to celebrate the diversity in the Kippa Ring community so all members feel welcome and contribute to our school culture. | 1. Engage with community and families in a purposeful manner that fosters respectful interactions between all | <ul> <li>To be intentional around inviting parents to attend key events within our school community.</li> <li>Events plan created with staff, assigned specific roles that support engagement and communication prior and after the event.</li> <li>Develop a Parent Code of Conduct which is communicated with clarity and referred to when necessary during parent interactions</li> <li>Increase visibility of our cultures and diverse languages within our community.</li> </ul> | Identify key events<br>across the calendar<br>school year and<br>identify small teams<br>of staff to run the<br>event | Evidenced from improved data in SOS  Improvement in: School keeps me well informed Staff at this school are responsive to my inquiries School takes Parents opinions seriously   | Leaders and staff will: work together in the communication with parents  Staff will: Develop an events planning procedural Statement to be utilised each time an event is planned including a communication checklist.  Leaders will: Consult with parenting community, the P and C and staff around the development of a Parent Code of Conduct  Leaders and staff will: Strengthen the coffee/chat afternoons and host cultural afternoons each term.  CEC will: strengthen bonds between first nation community outside of our school to enhance engagement | Leaders will: Co-develop a parent code of conduct utilising parent surveys and the P and C, and staff input.   | Leaders will: Share and seek feedback of the Parent Code of Conduct whilst utilising the document  |   | Principal  Principal  Deputy Principal                     |

| 2. Build capacity of staff to both lead in strategic and operational   | Develop the inclusion policy<br>framework for Kippa Ring State<br>School.  | Department Inclusion<br>policy shared with<br>staff during pupil free<br>days – provide |   | Inclusion Team will: Inclusion<br>'tips' to be shared often in Staff<br>Meetings and the weekly One<br>Note  |  | $\rightarrow$ | Inclusion Leader Principal          |
|--|--|---|---|--|--|---------------|-------------------------------------|
| aspects of Inclusive Education and develop understanding of inclusive practices and academic and engagement adjustments. | Development of co-teaching processes within classrooms      Build capacity around ICP targeted and intensive teaching and supporting around ICP alignment and mapping of standards and progress. | government ACTS and policies.   | Co-teaching practices evidenced in classrooms  ICPS are co-planned with Inclusion Teachers, Classroom teachers and HOD-C within provided planning times | Inclusion Team will: utilise inclusion meetings and YLM to co-develop a co-teaching framework with teaching staff.  Leaders will: schedule and provide time for inclusion staff and classroom teachers to plan for students with ICP's in Week 1 of each term Inclusion Team: will refine ICP planning process | Inclusion Team and teachers: will plan and enact co- teaching in classrooms to ensure differentiated teaching, enactment of adjustments and the beginning of tiered support.  Inclusion Team will: Provide PD early in term 2 around ICP alignment Teachers will: engage in PD and complete mapping within outlined time frames. | <b>→</b>      | Inclusion Leader Inclusion teachers |

Principal (Kelly Elliott-Maskiell)

School Supervisor Chuar Churus

Date: 25 FGB 2025