



Kippa-Ring State School Strategic Plan 2024 – 2027

Priority 1

Educational Achievement

Develop staff capability to use deliberate, consistent, high impact pedagogical practices to ensure educational achievement for all students in the implementation of the Australian Curriculum.

Priority 2

Wellbeing and Engagement

Create a culture of engaging learning for all students fostering resilience and a love of learning.

Monitor and support the wellbeing of staff and students to ensure a safe and supportive community for all who enter our school.

Priority 3

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.

Develop a communication strategy that is inclusive and respectful of all members of the school community for maximum participation by all.

An Explicit Improvement Agenda

- Develop a clear and sequenced strategic plan to inform annual EIAs to provide clarity for all staff of the school priorities.
- Build collective responsibility for improved learning outcomes through enacting and embedding the Australian Curriculum with agreed upon pedagogical practices and quality assurance processes to ensure consistency and effectiveness of practice.
- Embed a formal coaching and feedback process that is regular, timetabled and aligned to our EIA for all staff members
- Clearly define the roles, responsibilities and accountabilities for all staff members in delivering the Strategic Plan

	2024	2025	2026	2027
	✓	✓	✓	✓
	✓	✓	✓	✓
	✓			
	✓			



	2024	2025	2026	2027
Analysis and Discussion of Data				
- Strengthen the data literacy of teachers to inform teaching and learning, particularly the selection of effective pedagogies in the teaching of literacy. - Further develop practices for the disaggregation of data to analyse trends of prioritised subgroups to inform targeted teaching and interventions. - Provide opportunities for staff to analyse student data during YL and CASW meetings to assist with determining next steps for the children in their classroom - Unpack the whole of moderation process to strengthen teachers understanding and clarity in making judgements and informed decisions	✓ ✓ ✓ ✓	✓ ✓	✓	✓
A Culture That Promotes Learning				
- Maintain a focus on clearly establishing agreed practices for setting high expectations for student learning to maximise engagement in learning for every student. - Increase engagement of students through whole school application of consistent teaching practices which enhance student engagement in the classroom. - Ensure the whole-school approaches to effectively managing student behaviour are clearly outlined, consistently implemented, supported by all staff and are embedded across the school. - Enact the Whole-school wellbeing framework for staff and monitor the well-being of staff across the school to continue to improve workplace culture - Develop the Whole-school wellbeing framework for students - Enact the Whole-school wellbeing framework for students	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓	✓ ✓
Targeted Use of School Resources				
- Strategically develop and enact a workforce plan to support future school priorities and equitable support for students to engage in learning. - Revise roles and responsibilities of leadership team to ensure sharp alignment to improved learning outcomes. - Actively respond to students needs by strategically aligning resource investment to enhance support access. - Strategic planning and alignment of the budget to meet the short- and long-term priorities of the school.	✓ ✓ ✓ ✓	✓ ✓	✓ ✓	✓ ✓



	2024	2025	2026	2027
An Expert Teaching Team				
- Develop the instructional leadership capability of all identified leaders to empower and enable the shared leadership of school programs and improvement priority areas. - Develop teacher leaders to build a distributed leadership model, to ensure shared responsibility and ownership of developing and enacting school priorities and practices. - Enhance the coaching and mentoring model to strengthen the investment in building staff capability in line with Annual Performance Review (APR) process and the EIA. - Embed the whole school collegial engagement framework model with all staff, ensuring walkthroughs and observations are enacted.	✓ ✓ ✓ ✓	✓ ✓ ✓	✓ ✓	✓
Systematic Curriculum Delivery				
- Embed Collaborative Assessment of Student Work (CASW) practices, in partnership with the region, to strengthen teachers' assessment literacy and the sharing of effective practice for marker Students. - Establish and prioritise opportunities for school leaders to observe learning to ensure the intended curriculum is enacted for all students at their entitled level. - Develop teacher knowledge and understanding of the AC through providing professional development opportunities aligned to their needs - Extend the formal moderation processes, within and beyond the school, to deepen teacher understanding of the effective implementation of the AC achievement standards and develop consistency and confidence in teacher judgment across all year levels. - Quality assure the school's enacted curriculum through the development of processes to monitor the implementation of planning, teaching and assessment in all classrooms. - Ensure consistent implementation of planned curriculum units and assessment tasks to provide horizontal and vertical alignment of the curriculum.	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓
Differentiated Teaching and Learning				
- Develop teacher capability to collaborate with students to set goals that are regularly monitored and clearly identify the next steps for learning - Continue the systematic approach to support teachers in planning for and delivering differentiated teaching methods for all students. - Develop the capability of teachers in the use of band scaling and specific English as an Additional Language or Dialect (EAL/D) pedagogical practices to further strengthen the provision of differentiated practice for students with an EAL/D background. - Explore and implement evidence-informed pedagogical practices to further support the engagement and learning of First Nations students.	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓	✓



“Striving... Learning... Achieving Together”

	2024	2025	2026	2027
Effective Pedagogical Practices				
• Embed and monitor the implementation of Explicit Instruction • Establish processes for the co-construction of learning walls, aligned to the AC achievement standards to support student goal setting and feedback • Collaboratively develop an agreed set of research-informed pedagogical practices to respond to the delivery of learning areas and to foster improved student engagement. • Engage in Professional Development (PD) opportunities to build teachers' capability and confidence in utilising the school's agreed pedagogical practices. • Roll out whole school consistent practices in the implementation of PLD • Establish agreed upon practices for the teaching of Mathematics	✓ ✓ ✓ ✓ ✓ ✓		✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓
School Community Partnerships				
• Co-design initiatives that aim to increase outcomes for Aboriginal students and Torres Strait Islander students to further support the creation of a safe and supportive learning community. • Make further connections with the other cultural groups represented by our school community to create a sense of an inclusive culture. • Build on our partnerships with ECE providers and secondary schools to promote seamless transitions for learning • Explore additional opportunities to strengthen partnerships that provide opportunities for enhanced student wellbeing and learning.	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓

Endorsement:

Kerri McGrath - Principal

Damion Johnson – Principal Supervisor

Bradly Voigt - P & C President