Kin Kin State School
2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement | Wellbeing and engagement | Culture and Inclusion

School priority 1	Build teacher and staff capability to plan and implement the systematic synthetic phonics (SSP) approach to reading to ensure 90% of students are reading at or above level, in-line with phonetic guidelines.	Phase D and I	Developing – D, Implementing – I, Embedding – E, Reviewing - R	School priority 2	Build teacher capability to plan and implement V9 AC in English and Maths to improve the percentage of students achieving A-C in line with relative schools.	Phase D and I	Developing – D, Implementing – I, Embedding – E, Reviewing - R
Link to school review improvement strategy:	Domain 8 - Build the teaching team's capability to enact a whole-school approach to the teaching of reading through the Australian Curriculum (AC), across all learning areas and phases of learning.			**Link to school review improvement strategy:**	Domain 6 - Refine all levels of curriculum planning in a timely manner, with alignment to system requirements, to ensure every student accesses their curriculum entitlement in a multi-age context.		
Strategy/ies	• Build teacher capacity and ownership in the teaching of reading through professional learning, focussed staff meetings, moderation and allocated TRS days to create resources. • Develop an agreed and authentic reading data plan to monitor progress and the effectiveness of reading at KKSS and use this data to inform teaching and learning. • Strengthen teacher capacity to confidently differentiate the teaching of reading to support a range of students.			**Strategy/ies**	• Unpack Version 9 materials on both the Australian Curriculum website and Education QLD's Curriculum Gateway • Improve teacher capability in creating quality units of work through instillation of planning days and the facilitation of staff meetings where staff can share growth and give feedback on current practices/expectations. • Principal to use a gradual release model to upskill teachers in creating qualily units • Moderation processes will be formal and structured to support consistent judgment of student work • Work with like-schools in the regional cluster to moderate assessments and improve student outcomes		

Actions including Responsible officer(s)	Resources	Actions including Responsible officer(s)	Resources
- All teaching staff will receive training from qualified professionals on Structured Synthetic Phonics (SSP) through the Reading Masterclass and the PLD approach. - Staff meetings and pupil-free days will include sessions focused on deepening understanding of the SSP approach, its delivery methods and differentiated practices. - Teachers will collaborate with each other and cluster schools to develop reading resources - All staff responsibilities, and expected outcomes will be clearly defined and agreed upon. - The principal and teachers will collaborate to develop a unified whole-school reading framework and share this knowledge with teacher aides. - A data collection plan for student reading will be established and implemented on One School. - The principal and teachers will conduct walk-and-talk sessions to discuss reading initiatives within the school. - Reading knowledge will be extended to be embedded throughout the Australian Curriculum	- Provide Teacher Release Time for staff to develop instructional resources. - Acquire additional decodable texts - Utilise Jocelyn Seamer's resources and training for professional development - Facilitate Cluster Collaboration Activities with principal release time for participating staff.	- Principal will work with teaching staff to devise quality AC V9 units of work in both English and Mathematics - Using the Curriculum Gateway units as a guide, the teaching staff will work together to devise multi-age units for the class structure at KKSS - Staff meetings and pupil-free days will include sessions focused on deepening understanding of the curriculum and building teacher knowledge of high yield pedagogical strategies to deliver differentiated curriculum, teaching and learning - Moderation will be structured and intentional - teachers will conduct pre-moderation together and moderate assessments with like-cluster schools to improve student outcomes - The principal and teachers will conduct learning walk-and-talk sessions to discuss curriculum implementation and outcomes. - Data walls will be established in the staff room and student progress monitored. - Learning Walls for English and Maths will be developed with students.	- Teacher release time for premoderation/ planning to collaborate and create necesarry resources. - Implement the Annual Performance Review (APR) process (APDP) - Data Walls and PLC staff meetings

	Measurable outcomes	• 98% students achieve A-C for English on semester report cards. – Up from 92.9% (P-2) 97.2% (3-6) • 75% of students achieve A-B for English on semester report cards. – Up from 60.7% (P-2), 66.7% (3-6) • Reading levels of 90% of students will be at level or beyond • Parent opinon in the SOS – ' My child is making good progress at this school' is above 80%	Measurable outcomes	• 98% students achieve A-C for English on semester report cards. – Up from 92.9% (P-2) 97.2% (3-6) • 75% of students achieve A-B for English on semester report cards. – Up from 60.7% (P-2), 66.7% (3-6) • 98% students achieve A-C for Maths on semester report cards. – Up from 96.4% (P-2) 94.4% (3-6) • 85% of students achieve A-B for Maths on semester report cards. – Up from 82.1% (P-2), 61.1% (3-6) • Parent opinion in the SOS – 'My child's learning needs are being met at this school' is above 80%

End Term 4	Success criteria	**Behaviourally:** **Students can/will:** • Articulate their reading goals • Participate in structured lessons • Increase reading at home **Teachers can/will:** • Understand and articulate SSP and the Simple View of Reading. • Purposefully and with intent, integrate SSP into daily literacy lessons • Differentiate teaching of reading, aligned to student needs. • Monitor and perform post-assessments in SSP every term to track progress and support independent, goal-oriented activities. **Teacher aldes can/will:** • Liaise with teachers to create resources • Participate in PD opportunities to allow for co-teaching and one-on-one support **Principal can/will:** • Provide an extra planning day to allow time to make reading resources • Provide training to all staff and model expectations	Success criteria	**Behaviourally:** **Students can/will:** • Articulate their learning intentions and confidently answer Sharrat's 5 questions • Engage in curriculum delivery • Regular attendance to consolidate learning **Teachers can/will:** • Plan quality units of work for English and Maths – addressing the needs of a multi-age classroom • Engage in curriculum meetings, have open discussions about data and needs, and contribute ideas while celebrating successes. • Unpack the marking guide with all students by the end of Week 3 each term • Create Data Walls, for English and Maths and partake in professional conversations 3 times a term to plan next steps in teaching – Professional Learning Communities (PLC's). • Conduct pre and post assessments to gauge student learning and understanding • Create learning walls for English and Maths with students **Teacher aides can/will:** • Liaise with teachers to create resources • Participate in PD opportunities to allow for co-teaching and one-on-one support **Principal can/will:** • Devise a structured multi-age unit plan for English Maths for teachers to utilise • Organise cluster moderation with like-schools • Facilitate Data Wall discussions and steps in improvement • Conduct walk and talks with students and teachers

	Artefacts	• School Data Plan • Learning Walls • Data Wall • A-E Data	• Whole school Reading Framework • Learning Walk and Talks • A level exemplar in English • Success Criteria

Monitoring *Shade cell at the end of each term after reflection based on progress* *Green –on track, — underway, Red– yet to commence.*	Term 1	Term 2	Term 3	Term 4	Monitoring *Green –on track, — underway, Red– yet to commence.*	Term 1	Term 2	Term 3	Term 4

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

Principal _[signature]_   P&C/School Council _[signature]_   School Supervisor _L Smith [signature]_

(CM 23/626529)