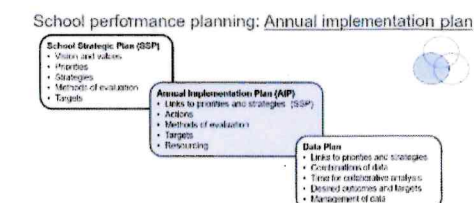




Every Student Succeeding

Equity and Excellence

Realising the potential of every student



KIN KIN State School Annual Improvement Plan 2023

Improvement Priorities – to improve every student’s progress toward the A & B standard through teachers knowing where every student is at in their learning and providing teaching approaches aligned to student need.



12 Month Success Criteria			
12 Month Success Criteria: <ul style="list-style-type: none"> • Increase in the number of students achieving at the A & B level in Maths and English • Alignment of teacher practice evidenced by all teachers tracking and monitor student progress through case management, pre-moderation and collaborative assessment of student work, and data collection for both English and Maths • Closing the Gap through curriculum planning adjustments to support every student’s learning progress 	Leading School Improvement		
	Planning and Enacting the Intended Curriculum	Baseline (2022)	6 Month progress
Knowing each student’s learning progress. Differentiating support so every student realises their potential Engaging students within the curriculum through contextualised learning opportunities Equity of performance for all students		English Achievement P-2 – 96% A-C; 58% A-B 3-6 - 100% A-C; 50% A-B	English Achievement P-2 -100% A-C; 65% A-B P-6 - 100% A-C; 65% A-B
		Mathematics Achievement P-2 – 96% A-C; 46% A-B 3-6 - 100% A-C; 75% A-B	Mathematics Achievement P-2 - 100% A-C; 60% A-B 3-6 - 100% A-C; 75% A-B
Driving successful transitions and meaningful pathways	Baseline	6 Month progress	12 Month progress
Supporting all students through each phase of learning	2022 Prep SDAs 0 2022 SDAs 0 2022 Attendance P- 6 > 75% SOS 2022 Staff Morale - high Retention 10 - 12	2023 Prep SDAs 0 2023 SDAs 0 2023 Attendance P- 6 >85% SOS 2023 Staff Morale - high Retention 10 - 12	2023 Prep SDAs 0 2023 SDAs 0 2023 Attendance P- 6 >92% SOS 2023 Staff Morale - high Retention 10 – 12

Planning and Enacting the Curriculum, Driving successful	Key strategies to address Improvement Priority	Evidence of Impact			Resources (financial, human, physical)	Responsible officer	Artefacts
	To improve every student's progress toward the A & B standard through teachers knowing where every student is at in their learning and providing teaching approaches aligned to student need.	At 3 months. Behaviourally	At 6 months. Behaviourally	At 9 Months, behaviourally			
	<ul style="list-style-type: none"> Unpack the Australian Curriculum from the A standard Monitor impact of teaching on learning through data analysis, case management, collaborative assessment of student work (CASW). Quality assures the intended curriculum is enacted through classroom walk throughs and use of the 5 Questions In every classroom a learning wall is co-designed with students modelling learning from the A standard. Engage students through a diversity of experience aligned to the enactment of the Australian curriculum 	<p>Students can/will</p> <ul style="list-style-type: none"> Clearly articulate what they are learning, how to be successful and their next step to progress their learning. Use classroom learning walls and teacher feedback to progress their learning. Engage in daily practice of sentence construction and vocabulary building within writing across key learning areas. Participate in daily mathematics skill building to enhance proficiency within number <p>Teachers can/will</p> <ul style="list-style-type: none"> Pre-moderate curriculum from the A level. Adjust curriculum planning to meet individual student learning needs. Using Term 1 Data reflect on students' requiring additional support – provide early intervention. Explicitly teach students how to use the learning wall inclusive of learning intentions and success criteria aligned to the marking guide. 	<p>Students can/will</p> <ul style="list-style-type: none"> Clearly articulate what they are learning, how to be successful and their next step to progress their learning. Use classroom learning walls and teacher feedback to progress their learning. Engage in daily practice of sentence construction and vocabulary building within writing across key learning areas. Participate in daily mathematics skill building to enhance proficiency within number <p>Teachers can/will</p> <ul style="list-style-type: none"> Pre-moderate curriculum from the A level in consideration of cross curricula priorities and enhancing cultural capability. Adjust curriculum planning to meet individual student learning needs using and recording NCCD adjustments. Assess end of semester data reflect on students' requiring additional support – provide intervention. Explicitly teach students how to use the learning wall inclusive of learning intentions and success criteria aligned to the marking guide 	<p>Students can/will</p> <ul style="list-style-type: none"> Clearly articulate what they are learning, how to be successful and deepen their awareness of how they can improve. Use classroom learning walls effectively and act on teacher feedback to progress their learning. Demonstrate increased proficiency within writing and articulate what they did to construct a text effectively - using metalanguage. Demonstrate increased proficiency within number and articulate what they did to work out mathematical problems. <p>Teachers can/will</p> <ul style="list-style-type: none"> Visit other school sites to build capability of curriculum, teaching and learning. Frequently analyse the effectiveness of adjustments being made and adapt the adjustments to support students to achieve learning goals Share goals and strategies with parents so that parents may act as partners in working together to support each child. Implement moderation cycle for maths. Monitor 	<p>Data Plan</p> <p>Budget to support teacher release and planning</p> <p>Australian Curriculum C2C resources</p> <p>Local context resources – kitchen garden, community, playgroup</p> <p>Budget to support learning walks in other schools as a team Observation</p> <p>Support staff aligned to student learning</p> <p>Attend North Coast Region Roadshows (book places)</p> <p>Websites https://heritage.sunshinecoast.qld.gov.au/</p>	<p>Principal</p> <p>Teachers</p> <p>Support Staff</p> <p>BSM</p>	<p>Anchor Charts</p> <p>Kin Kin Curriculum, Assessment and Reporting Plan</p> <p>Collaborative Assessment of Student Work templates</p> <p>Mathematics Warm Ups</p> <p>Dr Heggerty's Resourcing</p> <p>Literacy Continua resourcing</p>

		<ul style="list-style-type: none"> • Monitor impact of teaching on learning through analysis of student work (CASW) for English • Populate the classroom data ladder at the end of each unit of work for English and Maths to monitor student progress. <p>• Use the Model Shared Guided approach to support learning.</p> <p>Leaders can/will</p> <ul style="list-style-type: none"> • Lead the CASW process, building on past practice. Benchmarking and tracking progress. • Invest financially to provide release time for teachers to plan and moderate • Lead analysis and review of whole school data from the data wall • Walk and talk in classrooms using the 5 questions to monitor student learning progress and provide feedback to teachers • Invest resourcing to student learning progress • Quality assure curriculum implementation in alignment to the P – 12 CARF 	<ul style="list-style-type: none"> • Monitor impact of teaching on learning through analysis of student work (CASW) for both Maths and English • Populate the classroom data ladder at the end of each unit of work for English and Maths to monitor student progress. <p>• Use the Model Shared Guided approach to support learning.</p> <p>•</p> <p>Leaders can/will</p> <ul style="list-style-type: none"> • Lead the CASW process, building on past practice. Benchmarking and tracking progress. • Invest financially to provide release time for teachers to plan and moderate • Lead analysis and review of whole school data from the data wall • Walk and talk in classrooms using the 5 questions to monitor student learning progress and provide feedback to teachers • Invest resourcing to student learning progress • Quality assure curriculum implementation in alignment to the P – 12 CARF 	<p>the impact of teaching on learning through analysis of student work (CASW) for both Maths and English</p> <ul style="list-style-type: none"> • Share knowledge of how practice has improved • Share how the classroom data ladder informs teachers to be reflective in their delivery of the Australian Curriculum. (Updating teaching and learning practices through training to improve performance in teaching English and Maths). • Improve practice and share knowledge of successful implementation of the Model Shared Guided approach to support learning. <p>Leaders can/will</p> <ul style="list-style-type: none"> • Continue to lead the CASW process, building on past practice. Benchmarking and tracking progress. • Invest financially to provide release time for teachers to plan, moderate and attend training. • Lead analysis and review of whole school data from the data wall. Supporting teachers to celebrate success and pin point changes to practice that have allowed improvements to occur. • Lead analysis and review of Walk and talk in classrooms using the 5 questions to monitor student learning progress and share highlights of key learning improvements. • Share and develop walk and talks with TA groups. Cascading knowledge through the team. 			
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						<ul style="list-style-type: none">Involve teachers in giving supportive ideas to invest resourcing to student learning progress.Quality assure curriculum implementation in alignment to the P – 12 CARF			
Governance and Management	Governance & Management	Term 1	Term 2			Term 3	Term 4		
	SAR								
	AIP	Update 2022 AIP to reflect 2023	Review AIP			Review AIP	Review AIP		
	Budget	Review that initial budget is sustainable when finalised	Review budget			Review budget	Review budget		
	Data Plan	Update 2022 AIP to reflect 2023	Update Data and review			Update Data and review	Update Data and review		
	Annual Safety Assessment								
	Evacuation Drill								
	Lock Down Drill								
	WHS Meeting Minutes								
	Emergency Response Plan								
	Enrolment Management Plan								
	P & C Executive	February 2023							
	P & C Financial								
	Internal Audit	End of 2023 (???Date)							
	Mandatory Training	Check all Mandatory Training is done all staff and relief checks							
	Finance Actual/Planned								

Endorsement

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

A Matcha

Principal

[Signature]

P and C / School Council

Janette Reid

Assistant Regional Director