



Kenmore State School Annual Implementation Plan 2021



School Improvement Priorities

P1 Successful Learning: Accelerating learning

Strategy: Use student data to inform practice (EDML)

Actions	Targets	Timelines	Responsible Officers	Performance
<ul style="list-style-type: none"> Track student performance (data wall) and identify students requiring additional support (intervention and enhancement). 	50% A-B + effort E, M, S 90% A-C + effort E, M, S Y3 NAP MSS 455 Y5 NAP MSS 535	Quarterly	Principal/ Coach	
<ul style="list-style-type: none"> Use assessment information to development and implement differentiation profiles using Oneschool Dashboard. 		Quarterly	HOSES/ STLaN	
<ul style="list-style-type: none"> Review progress towards key performance indicators of the Strategic Plan (inc academic, attendance, behaviour). Line managers to case manage identified students. 		Biannually	Principal	
<ul style="list-style-type: none"> Track reading and writing trends (R2L), identify whole school patterns, and plan for improvement. 		Quarterly	Coach	
<ul style="list-style-type: none"> 				
Develop a whole school approach to inclusion				
<ul style="list-style-type: none"> Continue to grow the range of differentiation approaches and strategies in classrooms to support diverse learners, including co-teaching. 	90% Literacy Benchmarks 95% attendance 100% ICP C 100% NMS NAP 60% U2B (Y3) 50% U2B (Y5)	Semester 1	HOSES and Coach	
<ul style="list-style-type: none"> Develop ISP, ICP, PLP and Class Differentiation Plans for all students to achieve and exceed curriculum expectations. 		Ongoing	HOSES, STLaN, Teachers	
<ul style="list-style-type: none"> Contribute to the development of the Kenmore Alliance enrichment program. Provide intensive support to increase percentage of students in U2B Reading and Writing. 		Quarterly	EST EST/ STLaN	
<ul style="list-style-type: none"> Research and identify appropriate data sources to measure the impact of school social and emotional learning programs on student wellbeing and resilience 		Ongoing	HOSES	
<ul style="list-style-type: none"> Develop school data profiles for target groups to monitor and plan for ongoing improvement (EQI/ EY/ SWD/ EALD/ LS/ AL) 		Quarterly	Principal, DP, HOSES, STLaN	
Promote a culture of inquiry and innovation				
<ul style="list-style-type: none"> Develop creative, connected and engaged learners by providing opportunities for real-world experiences in STEM and HASS to help students develop skills in problem solving, creative thinking, collaborative learning and co-design. 	60% U2B (Y3) 50% U2B (Y5)	Ongoing	Coach DP	
Implement digital learning and technologies to develop 21st century learning skills				
<ul style="list-style-type: none"> Implement the <i>Australian Curriculum: Digital Technologies</i> across the school. 	60% U2B (Y3) 50% U2B (Y5)	Ongoing	DP, STEM coordinator	
<ul style="list-style-type: none"> Develop the coding and robotics component of the STEM program. 	50% A-B S 90% A-C S	Ongoing	DP, STEM coordinator	

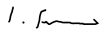
P2 Great Teaching: High Impact Instruction

Actions	Targets	Timelines	Responsible Officers	
Strategy: Develop a deep understanding of the Australian Curriculum				
<ul style="list-style-type: none"> Develop a deep understanding of the Australian Curriculum through planning, teaching, assessing and reflecting. 	90% A-C + effort E, M, S	Ongoing	Coach/ DP	
<ul style="list-style-type: none"> Refine school curriculum plans through vertical alignment and review of formative evaluation strategies. 	50% A-B + effort E, M, S 100% ICP C	Ongoing	Coach	
<ul style="list-style-type: none"> Develop a standards-based continuum of student work in Maths and English. 	100% teachers - collaborative planning (inc specialists) 100% teachers as researchers 100% SOS3250	Semester 2	Coach	
<ul style="list-style-type: none"> Research frameworks for Maths knowledge to apply to the description of standards. Research pedagogical approaches to teaching Maths. 		Ongoing	Coach	
<ul style="list-style-type: none"> Continue to build staff understandings of the Australian Curriculum to support teacher capability in developing and enacting ICPs for students. 		Ongoing	Coach, DP, teachers	
Strategy: Develop teacher capability in assessment practices				
<ul style="list-style-type: none"> Support teachers with codifying assessment adjustment design and delivery (SFD, planning). 	90% A-C + effort E, M, S 50% A-B + effort E, M, S Anecdotal evidence of teacher competence and confidence at moderation	Ongoing	Coach	
<ul style="list-style-type: none"> Review formative evaluation and assessment design (PD and planning). 		Ongoing	Principal/ Coach	
<ul style="list-style-type: none"> Build teacher capability in understanding and facilitating 'A' level thinking within units of work, enabling all students to continue to be extended in their learning. 		Ongoing	Coach	
<ul style="list-style-type: none"> Use the collaborative planning process to develop learning maps to assist teachers to support students to become assessment literate learners. 		Quarterly	Coach	
<ul style="list-style-type: none"> Build teacher data literacy skills including the collection, analysis and use of data, to enhance differentiated teaching and learning within classrooms. 		Quarterly	Principal/ Coach	
Strategy: Develop the School Pedagogical Framework				
<ul style="list-style-type: none"> Redesign the Pedagogical Framework to reflect the evolution of school based pedagogies and enhance all learning areas 	Teachers involved in APDP and research 100% SOS3250	Ongoing	Principal, Coach	
<ul style="list-style-type: none"> Provide ongoing training and development on whole school pedagogies through professional development, coaching, mentoring, and planning support. 		Ongoing	Principal, DP, Coach	
<ul style="list-style-type: none"> Deepen practice and improve consistency through demonstration lessons and instructional rounds. 		Ongoing	Leadership team	
Strategy: Create opportunities for teachers leadership				
<ul style="list-style-type: none"> Provide teachers with opportunities to be the researchers of their own practice and take a lead role in investigating problems of practice. 	Teachers involved in APDP and research 100% SOS3250	Ongoing	Principal	
<ul style="list-style-type: none"> Support career and capability development using collaborative evidence-informed inquiries and the APR process. 		Ongoing	Principal	
<ul style="list-style-type: none"> Align professional learning processes to develop teacher capability. 		Ongoing	Principal	
<ul style="list-style-type: none"> Create team leadership opportunities to build expertise in teaching and learning and management. 		Term 1 -4	Principal	
P3 Strong Partnership: Connected Communities				
Strategy: Strengthen community				
<ul style="list-style-type: none"> Strengthen transition programs internally and with local early childhood centres and secondary schools. 	3% local enrolment growth SOS Data: 100% -Recommend this school -This is a good school	Ongoing	DP, HOSES,	
<ul style="list-style-type: none"> Develop the Student Wellbeing Program (including student leadership, student council and Code of Conduct). 		Ongoing	HOSES, DP	
<ul style="list-style-type: none"> Continue to align goals and actions for school/ council/ P & C to forward plan, manage school resources, and improve student outcomes. 		Term 1	Principal,	
<ul style="list-style-type: none"> Build purposeful community partnerships to improve opportunities and outcomes for students (Rsl, Rotary, allied health, CSIRO, UQ). 		Ongoing	Principal, DP	
<ul style="list-style-type: none"> Continue to enhance professional networks (eg R2L and Kenmore Alliance) to support teaching, learning and leadership. 		Ongoing	Principal, DP, HOSES, Coach	

<ul style="list-style-type: none"> Maintain partnerships with EQI to enhance intercultural understandings and Global Connections. 		Ongoing	Principal, EQI Coordinator	
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Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic a



Principal



P and C / School Council

Assistant Regional Director