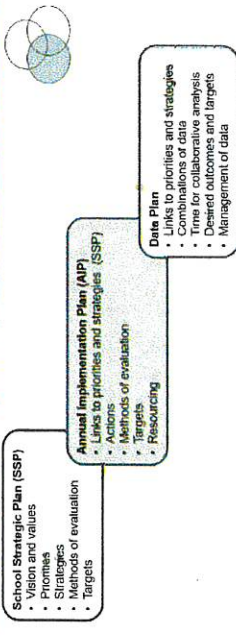


# Kilkivan P-10 State School Annual Improvement Plan 2022

**Key Improvement Priority –  
Non progređi est regredi – If you  
are not progressing you are  
regressing.**

School performance planning: Annual implementation plan



**KSS Leadership Challenge**

*No student at KSS in will  
regress in their A-C results in  
English and Mathematics.  
All students deserve at least  
a year's worth of growth for  
a year's worth of work.*

Kilkivan State School enacts moderation processes that support planning, progression and develop collective teacher efficacy both with and across our school. Each student will be individually case managed focusing on both academic improvement and social and emotional wellbeing.

School Improvement Plan Focus Areas	Quality	Baseline	6 Month progress	12 Month progress																																																																																																																																																																																																																																																											
<p><b>No student will regress</b></p> <p>Every teacher delivering the Australian Curriculum with fidelity</p> <p>Individual Case Management</p> <ul style="list-style-type: none"> <li>- Focusing on individual learning goals and progression of students</li> </ul> <p>Pedagogical approach that engages all learners</p> <p>Invest in moderation and pre-moderation</p> <p>Provide professional development</p> <p>Fine tune Individual Case Management for Indigenous, Out of Home Care, Student with Disabilities, ICP, PLP, CASW students</p> <ul style="list-style-type: none"> <li>- Every OOH has an ESP in place within four weeks of enrolment</li> </ul>	<p><b>English and Mathematics Achievement</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>English A/C</th> <th>A/B</th> <th>A/C</th> <th>A/B</th> <th>Mathematics A/C</th> <th>A/B</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 1</td> <td>85</td> <td>74</td> 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<p><b>School Improvement Plan Focus Areas</b></p> <p><b>Every Student Succeeding</b></p> <p>Leadership Challenge: Develop a pedagogical approach to support all learners. Focus on the three levels of planning and the changes to support depth of learning and student engagement</p>	<p><b>Access and Engagement</b></p> <p>A marker student in English and Mathematics from P-10. Learning wall in English and Mathematics Level three pedagogy structure. Focusing on line-of-sight planning across the three levels. Fine tune the Kilkivan CASW</p>	<p><b>6 Month progress</b></p> <p>Marker students in English, Mathematics and Science. Learning walls in English, Mathematics, Japanese, Science (HS), PE, Design Tech, HASS. Level One, Two and Three line-of-sight pedagogical alignment. This will be audited by regional HODs in Mathematics. Teachers will start experimenting with the third teaching space and implementing this into their planning and weekly break down.</p>	<p><b>12 Month progress</b></p> <p>Continue development of learning walls in all subject areas. Level One, Two and Three line of sight pedagogical alignment in Science with third teaching space and implementing this into their planning and weekly break down. Line-of-sight protocols developed in Science.</p>																																																																																																																																																																																																																																																												



## Endorsement

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



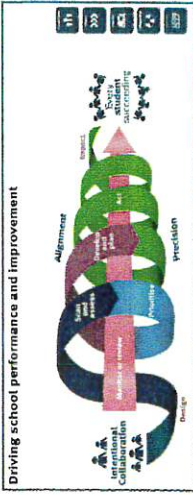
Principal



P and C / School Council

*Janette Beck*

Assistant Regional Director



The 2022 Key Improvement Priority of Kilkivan State School will be led through actioning the key focus areas.

Focus PERFORMANCE	Actions	Timelines	Resources	Responsible Officer	AIP Progress
Investing in intentional collaboration	<p>At the start of each term (upon reflection of previous results), each teacher selects two marker students who they feel need an extra layer of support to achieve their goals. This will focus on assessable achievement standards.</p> <p>Every two weeks the ICM students are reviewed in staff meetings. Resources will be assigned to support progression.</p> <p>Teachers collectively plan with the support of literacy and numeracy leaders. The focus will centre on A-C breakdown, intentional planning of the third teaching space and student progression.</p> <p>Teachers will moderate collectively at M1, M1.5 and M3, however M4 will be discussed as a leadership team in order to implement any alterations to the band/year level plan</p>	<p>Each term</p> <p>Every two weeks during term</p>	<p>Previous term results</p> <p>Anchor Charts</p> <p>GTMJ</p> <p>Data Wall</p> <p>Band plan</p> <p>Three levels of planning,</p> <p>Construction of a new data wall in G Block</p> <p>TRS start and end of every term.</p> <p>New data space.</p>	<p>Teaching team (teachers and teacher aides)</p> <p>Hollie, Rachel, Boyd</p> <p>Hollie, Rachel, Boyd</p>	<p>At 3 months - Data to be collected and analysed – support allocated to individual students</p> <p>At 6 months – Improved A-C and A-B results reflective of above goals.</p> <p>At 9 Months – Students who are regressing will have parent and teacher meeting to work on strategies of support.</p> <p>At 12 Months- Students who are regressing will have parent and teacher meeting to work on strategies of support.</p> <p>At 3 months Start of each term</p> <p>At 6 months Start of each term</p> <p>At 9 Months Start of each term</p> <p>At 12 Months Start of each term</p> <p>At 3 months M4 discussions at the end of each term to make sequencing adjustments if required.</p> <p>At 6 months M4 discussions at the end of each term to make sequencing adjustments if required.</p> <p>At 9 Months M4 discussions at the end of each term to make sequencing adjustments if required.</p>

Focus TEACHING	Actions	Timelines	Resources	Responsible Officer	At 12 Months – Finalise pedagogical approach across the 3 levels of planning.
<p>Continue to develop our Pedagogical approaches</p>	<p>Every teacher delivering the Australian curriculum in classrooms using the 3 levels of planning within the whole school CARP</p> <p>Focussing on pedagogical approach to engage the learner and structured design of the third teaching space including four non-negotiable elements.</p> <p>Review the CARP each semester to audit the band/year level plans and adjust accordingly to ensure all levels of planning are aligned and sequential.</p> <p>Leadership team line-of-site visits in every classroom periodically with provision of feedback to teachers through 5 Clarity questions for students.</p> <p>Every classroom has a learning wall with the school's non-negotiables; Learning intent, success criteria/GTMJ, A-B-C modelled response and key language (including cognitions).</p>	<p>Kilkivan State School Pedagogical approach completed by term 4 - English and Mathematics line of sight protocols enacted by T4</p> <p>Every Term</p> <p>Every fortnight</p> <p>Every term</p>	<p>Time – 12 TRS per term</p> <p>2 Wednesdays per term. Week 2, Week 9</p> <p>30 mins every fortnight</p> <p>Developed with the class in class time. Opportunities to learn across schools with the Alliance lead learning tours.</p>	<p>Teaching Staff</p> <p>Rachel, Renita, Hollie, Boyd</p> <p>Rachel, Hollie, Boyd</p> <p>Boyd – Hollie, Michael and Rachel</p> <p>Renita – Georgia and Karen</p> <p>Rachel – Amy, Lisa and Brett</p> <p>Shellee – Renita and Susan</p> <p>Hollie – Elysha and Stacey</p> <p>Teachers will be rotated every time</p> <p>Leadership Team and Teaching Staff, Gympie State School Alliance.</p>	<p><b>AIP Progress</b></p> <p>At 3 months</p> <p>At 6 months</p> <p>At 9 Months</p> <p>At 12 Months</p> <p>At 3 months – Focus on line of sight from whole of school, band and unit level.</p> <p>At 6 months – Make continuous adjustments at the band/year level plan level through to December.</p> <p>At 3 months - English Maths Focus</p> <p>At 6 months – Science HASS</p> <p>At 9 Months – Japanese, ITD</p> <p>At 12 Months – HPE, ARTS</p> <p>At 3 month - 4 times</p> <p>At 6 months - trial feedback proforma – 4 student observations</p> <p>At 9 Months – 4 times – finalise feedback proforma feedback</p> <p>At 12 Months -Staff reflection of practice. Make agreed adjustments.</p> <p>At 3 – 9 months – 2 times staff meetings are conducted in teachers' classes. This provides opportunities to learn from each other. Focusing on learning walls.</p> <p>At 12 Months -Finalise non-negotiables for English and mathematic learning walls.</p>

Focus CAPABILITY <i>Lifelong learning</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	<p>Continue to engage in Learning Tours focusing on Dr Lyn Sharratt's text Clarity as well as engage in concepts to improve resilience utilising Angela Duckworth's book GRIT and Hugh Van Cuylenburg's The Resilience Project.</p> <p>Resilience PD will be delivered to teachers, students and parents. HODs will work together to strengthen teaching and learning process. Hollie and Rachel will work across school to learn from each other.</p>	Every third staff meeting.	Clarity, GRIT and The Resilience Project books	Boyd	3 times per term in a designated staff meeting time will be spent discussing key areas of learning. Focus is GRIT, curriculum changes, line-of-sight planning, cultural improvements and wellbeing.
	<p>Any students who have regressed will have a PLP across a reporting period. Time will be provided by the leadership team for teachers to work with Shellee to develop a support model for these student/s.</p>	Term one- learn the new process of writing PLPs. Create the Kilkivan Way Of Working regarding verification/PLPs Inservice staff	Allocate time for the leadership team to support PLP development.	Shellee	<p>At 3 months – Learning the process that will work at KSS</p> <p>At 6 months – Develop PLPs with Teachers</p> <p>At 9 Months - fine-tune the process</p> <p>At 12 Months -Create The Kilkivan Way of enacting personalised learning plans.</p> <p>Throughout the year.</p>
	<p>Whole staff engagement with the Collaborative Assessment of Student Work (CASW) through fortnightly staff meetings. End of each term, teachers identify progress of marker students with supporting evidence Every teacher engages in case management aligned to teaching and learning in the focus area of literacy and numeracy. Focus need to be reflective of the GTMJ.</p>	English and Mathematics - one student for each subject per term, per year level. TA's will also be focusing on one student as well to fine-tune their support model.	Every fortnight in the staff meeting.		
	<p>Allocate I4S budget to purchase TRS to provide every teacher one planning day per term to engage in M1 planning with Rachel and Hollie.</p> <p>Build staff capability to engage students in a variety of pedagogical approaches.</p>	Focusing on English and Mathematics	Week 10 every term	Hollie and Rachel	Throughout the year.
		Focusing on English and Mathematics	Twice per term	Lee Calvert, Rachel, Hollie, Boyd	<p>At 3 months - work with Regional PATL, GSSA HODs to audit planning processes.</p> <p>At 6 months – Learning tours to observe and share best practise.</p>

						<p>At 9 Months – develop ways to build our pedagogical approach across the three levels of planning. At 12 Months – Fine-tune and share for collegial review.</p>
<p><b>Focus PARTNERS</b> <i>Learning and leading together</i></p>	<p><b>Actions</b></p> <p>Continue to engage with Learning Tours focussing on Lyn Sharratt's work with Learning Walls, Bump It Up Walls and inclusive practices</p> <p>Parent, teacher and student professional development focussing on resilience</p> <p>Engagement – Links with Council for Mechanics Club Links with Nolan's for Cattle Club Links with Mudloo Pastoral Co, Wongella Co for Cattle Club Links with Kilkivan Kindergarten, James Nash and Gympie SHS for transition</p>	<p><b>Timelines</b></p> <p>Once per term</p> <p>Term One</p> <p>Term Two – Transition docs ready for year 10 students to feeder schools. Continue to develop links that will support pathways for KSS students,</p>	<p><b>Resources</b></p> <p>GSHS bus, TRS</p> <p>PD Brisbane, Accommodation. Parent and student seminars based at the school.</p> <p>Invest time to build relationships within and across the community.</p>	<p><b>Responsible Officer</b></p> <p>Boyd</p> <p>Boyd</p> <p>Boyd, Lisa, Ben and Jackson (JNSHS) and Anthony (GSHS)</p>	<p><b>AIP Progress</b></p> <p>At 3 months</p> <p>At 6 months</p> <p>At 9 Months</p> <p>At 12 Months</p> <p>Every term</p> <p>Term One – develop strategies</p> <p>Term Two - what does it look like at KSS</p> <p>Term Three - trial</p> <p>Term Four - reflect.</p> <p>Throughout the year.</p>	
<p><b>Focus WELLBEING</b> <i>Developing the whole child – educational, social, emotional, mental</i></p>	<p><b>Actions</b></p> <p>Continue to promote wellbeing across the school community – self, staff, parents and community.</p>	<p><b>Timelines</b></p> <p>Survey week 5 Term 1, 2,3, 4</p>	<p><b>Resources</b></p> <p>Survey allocated to KSS from regional wellbeing team.</p>	<p><b>Responsible Officer</b></p> <p>Karen Blagg, Toni Bartley, Boyd McLean</p>	<p><b>AIP Progress</b></p> <p>At 3 months</p> <p>At 6 months</p> <p>At 9 months</p> <p>At 12 months</p> <p>At 3 months -Mid-term survey - reflect and share by week 7</p> <p>At 6 months – Mid-term survey - reflect and share by week 7</p> <p>At 9 months – Mid-term survey - reflect and share by week 7</p>	



<p><b>Focus INCLUSION</b></p>	<p>Continue implementation of PBL</p> <p>Refine the education of wellbeing and resilience to students from P-10</p> <p>Continue to contribute to the Gympie Alliance model of behaviour support</p> <p>Implement that every OHC has an ISP in place within four weeks of enrolment</p> <p>Support community wellbeing by linking with local police and community organisations to develop a resource that improves wellbeing of our parents. Develop a community run gym to create a wellbeing hub for the community to promote physical, emotional and social wellbeing.</p>	<p>Revised PBL focus at start of every term</p> <p>PBL meeting every month</p> <p>FTE investment in term one</p> <p>Professional learning, Narissa, Danielle</p> <p>Develop a consultative committee to create a gym.</p>	<p>PBL focus doc to teachers at the start of every term.</p> <p>Resilience PD</p> <p>Lee Graham to support professional learning, profiling, KSS way of developing PLPs</p> <p>Lease a space through GRC, purchase equipment, develop model of rules, create a not for profit club.</p>	<p>Lisa and Shellee</p> <p>Lee Graham, Boyd, Lisa, Shellee.</p> <p>Shellee and Boyd</p> <p>Stuart, Mason, Dan, Renai, Michelle, Rosie, Ben D, Ben P, Lauren, Hilary, Hailee,</p>	<p>At 12 months Mid-term survey - reflect and share by week 7 - Learnings to map support for 2023</p> <p>At 3 months - Resilience PD T1, Start new professional reading</p> <p>At 6 months- Continue professional reading</p> <p>At 9 months- Implement learning</p> <p>At 12 months- Develop a process to support resilience and grit in 2023</p> <p>Throughout the year.</p> <p>At 3 months -Professional learning</p> <p>At 6 months - KSS way of developing PLPs with teachers.</p> <p>At 9 months -Scan and assess</p> <p>At 12 months - Make adjustments.</p> <p>At 3 months -- GRC agreement to lease a space -</p> <p>At 6 months - Kilkivan Community Gym to start</p>
<p><b>Actions</b></p> <p>Develop PLPs for students who have, Aboriginal and Torres Strait Islander Students, OHC students with support from Shellee. Time will be allocated to facilitate this with the support from the Leadership Team. Support teachers to adjust curriculum delivery at the M1 phase of planning for teaching</p>	<p>Professional learning, Narissa, Danielle</p>	<p><b>Resources</b></p> <p>KSS way of developing PLPs</p>	<p><b>Responsible Officer</b></p> <p>Shellee, Boyd, Hollie, Rachel</p>	<p><b>AIP Progress</b></p> <p>At 3 months -Professional learning, Hollie and Rachel to organise M1 planning</p> <p>At 6 months - KSS way of developing PLPs with teachers.</p> <p>At 9 months - Scan and assess</p> <p>At 12 months - Make adjustments.</p>	