



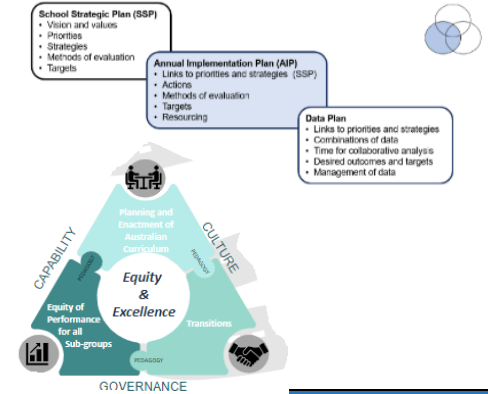
# Every Student Succeeding

## Kilkivan State School Annual Improvement Plan 2023

**Improvement Priorities – to improve every student’s learning progress in English and Maths, through individual case management, and effective and collaborative moderation practices.**

***MOTTO: Non progredi est regredi – If you are not progressing you are regressing.***

School performance planning: Annual implementation plan

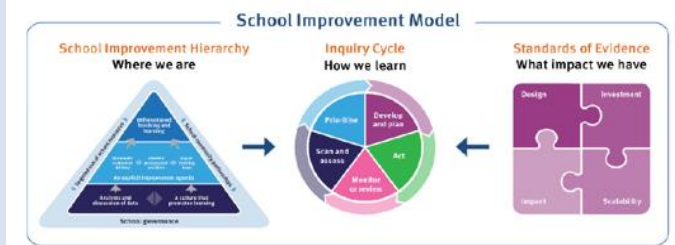


### 12 Month Success Criteria

#### 12 Month Success Criteria:

- No student at KSS will regress in their A-C results in English and Mathematics.
- Every teacher participates in collaborative M1, M1.5, M3 moderation.
- Identified wellbeing needs are supported by appropriate strategies and personnel.
- The whole school pedagogical approach is understood and enacted by teaching staff.
- A co-designed coaching approach guides teachers and supports their growth
- Teaching staff are driving equity of performance for all ATSI, OOHC, SWD and ICP students

#### Leading School Improvement



#### Planning and Enacting the Intended Curriculum

#### Baseline (2022)

#### 6 Month progress

#### 12 Month progress

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

- ✓ Every teacher delivering the Australian Curriculum with fidelity
- ✓ Individual Case Management
- ✓ Authentic and rigorous moderation processes
- ✓ Provide professional development
- ✓ Co-designed coaching model
- ✓ Learning Walls and student self- assessment
- ✓ Co-design a whole school pedagogical approach

#### English Achievement

P-2 – 93% A-C; 57% A-B  
3-6 - 88% A-C; 62% A-B  
7-10 - 96% A-C; 59% A-B

#### Mathematics Achievement

P-2 - 97% A-C; 73% A-B  
3-6 - 91% A-C; 64% A-B  
7-10 - 80% A-C; 39% A-B

#### English Achievement

P-2 - 95% A-C; 65% A-B  
3-6 - 95% A-C; 65% A-B  
7-10 - 95% A-C; 65% A-B

#### Mathematics Achievement

P-2 - 97% A-C; 75% A-B  
3-6 - 95% A-C; 65% A-B  
7-10 - 90% A-C; 50% A-B

#### English Achievement

P-2 - 95% A-C; 65% A-B  
3-6 - 95% A-C; 65% A-B  
7-10 - 95% A-C; 65% A-B

#### Mathematics Achievement

P-2 - 97% A-C; 75% A-B  
3-6 - 95% A-C; 65% A-B  
7-10 - 90% A-C; 50% A-B

Driving Equity of Performance for all students, including ATSI, OOH, SWD and ICP students	Baseline (2022)	6 Month progress	12 Month progress
<p>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.</p> <p>Supports to gain equity in performance</p> <ul style="list-style-type: none"> <li>✓ All students are Individually Case Managed.</li> <li>✓ Specific data is monitored to identify areas of priority or concern: Indigenous, Out of Home Care, Student with Disabilities</li> <li>✓ Resources are aligned to ensure adequate access to curriculum. Including Support Services.</li> </ul> <p>Student engagement and wellbeing</p> <ul style="list-style-type: none"> <li>✓ Continue to monitor student wellbeing and access to support services</li> <li>✓ Support student through explicit teaching in wellbeing classes</li> </ul> <p><i>(P-2 ATSI – 2 students/ SWD – 4 students/ OOH – 1 student 2022)</i>  <i>(3-6 ATSI – 3 students / SWD – 7 students/ OOH – 3 students 2022)</i>  <i>(7-10 ATSI – 4 students / SWD – 7 students / OOH – 4 students 2022)</i></p>	<p><b>English Achievement</b>  ATSI P-2 - 100% ; 0% A-B  ATSI 3-6 - 100% A-C; 80% A-B  ATSI 7-10 - 80% A-C; 60% A-B  SWD P-2 - 75% A-C;25% A-B  SWD 3-6 - 67% A-C; 33% A-B  SWD 7-10 - 100% A-C; 100% A-B  OOH P-2 - 100% A-C; 0% A-B  OOH 3-6 - 67% A-C; 33% A-B  OOH 7-10 - 75% A-C; 25% A-B</p> <p><b>Mathematics Achievement</b>  ATSI P-2 - 50% A-C; 50% A-B  ATSI 3-6 - 100% A-C; 40% A-B  ATSI 7-10 - 60% A-C; 20% A-B  SWD P-2 - 100% A-C; 75% A-B  SWD 3-6 - 78% A-C; 33% A-B  SWD 7-10 - 78% A-C; 33% A-B  OOH P-2 - 100% A-C; 0% A-B  OOH 3-6 - 67% A-C; 33% A-B  OOH 7-10 - 100% A-C; 50% A-B</p> <p>2022 SOS Crossing Cultures PD 0%</p>	<p><b>English Achievement</b>  ATSI P-2 - 95% ; 65% A-B  ATSI 3-6 - 95% A-C; 80% A-B  ATSI 7-10 - 95% A-C; 65% A-B  SWD P-2 - 90% A-C;65% A-B  SWD 3-6 – 95% A-C; 65% A-B  SWD 7-10- 95% A-C; 65% A-B  OOH P-2 - 95% A-C; 65% A-B  OOH 3-6 - 95% A-C; 65% A-B  OOH 7-10 - 95% A-C; 65% A-B</p> <p><b>Mathematics Achievement</b>  ATSI P-2 - 95% A-C; 75% A-B  ATSI 3-6 - 95% A-C; 65% A-B  ATSI 7-10 - 90% A-C; 50% A-B  SWD P-2 - 95% A-C; 75% A-B  SWD 3-6 - 95% A-C; 65% A-B  SWD 7-10 - 90% A-C; 50% A-B  OOH P-2 - 95% A-C; 75% A-B  OOH 3-6 - 95% A-C; 65% A-B  OOH 7-10 - 90% A-C; 50% A-B</p>	<p><b>English Achievement</b>  ATSI P-2 - 95% ; 65% A-B  ATSI 3-6 - 95% A-C; 80% A-B  ATSI 7-10 - 95% A-C; 65% A-B  SWD P-2 - 90% A-C;65% A-B  SWD 3-6 – 95% A-C; 65% A-B  SWD 7-10- 95% A-C; 65% A-B  OOH P-2 - 95% A-C; 65% A-B  OOH 3-6 - 95% A-C; 65% A-B  OOH 7-10 - 95% A-C; 65% A-B</p> <p><b>Mathematics Achievement</b>  ATSI P-2 - 95% A-C; 75% A-B  ATSI 3-6 - 95% A-C; 65% A-B  ATSI 7-10 - 90% A-C; 50% A-B  SWD P-2 - 95% A-C; 75% A-B  SWD 3-6 - 95% A-C; 65% A-B  SWD 7-10 - 90% A-C; 50% A-B  OOH P-2 - 95% A-C; 75% A-B  OOH 3-6 - 95% A-C; 65% A-B  OOH 7-10 - 90% A-C; 50% A-B</p> <p>2023 SOS Crossing Cultures PD 100%</p>
Driving successful transitions and meaningful pathways	Baseline	6 Month progress	12 Month progress
<p>Ensure supported and smooth transitions in the early years, from primary to secondary school and into year 11 at feeder high schools. Aligning curriculum, collaborating with other agencies/ schools and supporting families and students to ensure successful starts.</p> <p>Engagement with the community and businesses/ organisations</p> <ul style="list-style-type: none"> <li>✓ Link with local community and businesses</li> <li>✓ Supporting starts through transitional phases</li> <li>✓ Link with future learning and career pathway opportunities and organisations, including TAFE, Blue Dog, RTOs etc..</li> </ul>	<p>2022 Prep SDAs 0  2022 SDAs 4</p> <p>2022 Attendance P - 10 85%</p> <p>2022 Attendance P- 10 &gt;85% 36%</p> <p>SOS 2022 Staff Morale 100%</p>	<p>2023 Prep SDAs 0  2023 SDAs 0</p> <p>2023 Attendance P - 10 90%</p> <p>2023 Attendance P- 10 &gt;85% 10%</p>	<p>2023 Prep SDAs 0  2023 SDAs 0</p> <p>2023 Attendance P - 10 90%</p> <p>2023 Attendance P- 10 &gt;85% 10%</p> <p>SOS 2023 Staff Morale 100%</p>

Planning and Enacting the Curriculum	Key strategies to address Improvement Priority	Evidence of Impact	Resources (financial, human, physical)	Responsible officer	Artefacts
	<b>To improve every student's learning progress in English and Maths through targeted strategies including -</b> <ul style="list-style-type: none"> <li>✓ Every teacher delivering the <b>Australian Curriculum</b> with fidelity</li> <li>✓ <b>Individual Case Management:</b> A-E data cards.</li> <li>✓ Focus on <b>CASW</b> (collaborative assessment of student work) fortnightly in staff meetings.</li> <li>✓ Invest in <b>moderation</b> and pre-moderation (M1, M1.5, M3)</li> <li>✓ Provide <b>professional development</b> to support teachers in delivering the Australian Curriculum (AC)</li> <li>✓ Develop a <b>whole school pedagogical approach:</b> Build staff capability to engage students in a variety of pedagogical approaches.</li> <li>✓ Support teachers to develop best teaching practice through a co-created <b>coaching</b> model</li> <li>✓ Provide professional development to support teachers in the transition to <b>Version 9 AC</b></li> <li>✓ All students knowing how to have success. <b>Learning Walls</b> with non-negotiables: learning intent, success criteria, modelled responses/ exemplars, key language/ cognitions. Plan the wall.</li> <li>✓ <b>Extending</b> A-B students to continue to grow.</li> <li>✓ <b>Supporting</b> students with adjustments, ICP and recording/ monitoring progress in PLPs in OneSchool.</li> </ul>	<b>Ongoing</b> Students can/will <ul style="list-style-type: none"> <li>• Identify/ articulate how they can be successful in what they are learning.</li> <li>• Use co-created learning walls</li> </ul> Teachers can/will <ul style="list-style-type: none"> <li>• Collaboratively plan and deliver Australian Curriculum (AC) at the A standard.</li> <li>• Exposure to V9 Aust Curriculum</li> <li>• Collaboratively moderate at M1, M1.5 &amp; M2.</li> <li>• Determine next steps to fill learning gaps.</li> <li>• Co-create learning walls with students/ TAs</li> </ul> Leaders can/will <ul style="list-style-type: none"> <li>• Support teachers with the 3 levels of planning.</li> <li>• Collaborate with Support Services staff – SWD, SLI, AVT, BM, GO, Psych, Dr.</li> <li>• Update the CARP termly.</li> <li>• Assign resources needed to support teachers</li> <li>• Lead whole school analysis of data. Learning learning walks/ talks. Review impact of teaching on learning/ student progress</li> </ul>	Support services: SWD, SLI, AVT, BM, GO, Psych, Dr, nurse.  V9 AC (QCAA)  Funding for TRS – pre-mod, V9 AC PD	Principal  (supported by Leadership team)	CARP  Learning Walls  CASW templates  3 levels of planning
		<b>At 3 months. behaviourally</b> Teachers can/will <ul style="list-style-type: none"> <li>• Identify success criteria :A standard on GTMJ</li> <li>• Focus on line-of sight: band/ year level plans</li> </ul> Leaders can/will <ul style="list-style-type: none"> <li>• Update adjustments to the band plans.</li> <li>• Evaluate and reassign resources needed to support teachers</li> </ul>		Principal - resourcing  Band Plans - Hollie	3 levels of planning
		<b>At 6 months. behaviourally</b> Teachers can/will <ul style="list-style-type: none"> <li>• Ghost walks – share learning walls.</li> </ul> Leaders can/will <ul style="list-style-type: none"> <li>• Co-design coaching process to support staff</li> </ul>		Principal  (supported by Leadership team)	
		<b>At 9 Months, behaviourally</b> Leaders can/will <ul style="list-style-type: none"> <li>• Plan V9 approach and roll-out for next 3yrs</li> </ul>		Principal  V9 rollout plan - Rachel	V9 rollout plan for 2024+

Driving Equity of Performance for all ATSI, OOHHC, SWD and ICP students	Key strategies to address Improvement Priority	Evidence of Impact	Resources (financial, human, physical)	Responsible officer	Artefacts
	<p><b>To improve every student's learning progress in English and Maths through targeted strategies including -</b></p> <p><b>Individual Case Management.</b> Update academic data on fortnightly basis in staff meeting.</p> <ul style="list-style-type: none"> <li>✓ All student A-C results monitored</li> <li>✓ Identify <b>ATSI, OOHHC, SWD and ICP students</b> and cross check data (Indigenous, Out of Home Care, Student with Disabilities)</li> <li>✓ Every OOHHC has an <b>ESP</b> in place within four weeks of start of year.</li> <li>✓ All students receiving adjustments beyond differentiation, will have a <b>PLP</b>. This includes all students captured in the <b>NCCD</b>.</li> <li>✓ Stakeholders meet with students on <b>ICPs</b>. Support teacher continues to support teacher.</li> <li>✓ Focus on <b>barriers</b> that we can remove and/or overcome (not those out of our control).</li> </ul> <p>Engagement and wellbeing</p> <ul style="list-style-type: none"> <li>✓ Continue to <b>monitor student wellbeing</b> – access support services, use data, plan strategies</li> <li>✓ <b>Champion</b> teachers support student</li> <li>✓ Support secondary students in <b>Wellbeing lessons</b> with dedicated year level teacher.</li> <li>✓ Continue implementation of <b>PBL</b></li> <li>✓ Continue to contribute to the Gympie Alliance model of <b>behaviour support</b></li> <li>✓ Support Kilkivan Community Gym committee to create a wellbeing hub for the community to promote physical, emotional and social wellbeing.</li> </ul>	<p><b>Ongoing</b></p> <p>Students can/will</p> <ul style="list-style-type: none"> <li>• Access curriculum at their level</li> <li>• Access support services when needed</li> </ul> <p>Teachers can/will</p> <ul style="list-style-type: none"> <li>• Identify students who may require or are on an ICP and collaborate with Support Teacher for adjustments</li> <li>• Access resources required</li> <li>• Record adjustments in PLPs (TA to support)</li> <li>• Monitor student well-being using data</li> <li>• PBL team</li> </ul> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• Lead wellbeing discussions and pull apart data.</li> <li>• Assist teachers to investigate ATSI, OOHHC, SWD and ICP students within data and look for areas of strength or those needing support.</li> <li>• collaborate with carers to complete ESPs</li> <li>• support teachers with ICPs</li> </ul>	<p>ESP funding allocated to ensure additional TA support for OOHHC students</p> <p>Learning Support Teacher supports teachers where needed</p>	<p>Learning Support</p> <p>Principal</p>	<p>ICPs</p> <p>PLPs</p> <p>NCCD collection</p> <p>Data wall</p>
		<p><b>At 3 months. behaviourally</b></p> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• Assisting teachers to prepare for NCCD with adjustment levels and categories, PLP setup and recording of adjustments/ evidence.</li> </ul>	<p>NCCD upskilling staff</p> <p>TAs do PLP progress notes</p>	<p>Learning Support</p>	<p>PLPs (OneSchool)</p>
		<p><b>At 6 months. behaviourally</b></p> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• Ensure ICPs are endorsed prior to reporting</li> <li>• Finalise NCCD collection processes</li> </ul>		<p>Learning Support</p> <p>Principal</p>	<p>ICPs</p> <p>NCCD collection</p>
		<p><b>At 9 Months, behaviourally</b></p> <p>As above..</p>			

Governance and Management	Governance & Management	Term 1	Term 2	Term 3	Term 4
	SAR				
	AIP				
	I4S				
	Budget				
	Data Plan				
	Annual Safety Assessment				
	Evacuation Drill				
	Lock Down Drill				
	WHS Meeting Minutes				
	Emergency Response Plan				
	P & C Executive	AGM			
	P & C Financial				
	Internal Audit				
	Mandatory Training				
	Finance Actual/ Planned	Budget			Plan 2024

#### Endorsement

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

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Principal

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P and C / School Council

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Assistant Regional Director