



# Kilkivan P-10 State School 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

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

<p><b>School priority:</b></p> <p>To improve every student’s learning progress in English and Maths, through individual case management, and effective and collaborative moderation practices.</p>	<p><b>Monitoring</b></p> <p style="font-size: small; color: red;">Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="width: 25%;">Term 1</th> <th style="width: 25%;">Term 2</th> <th style="width: 25%;">Term 3</th> <th style="width: 25%;">Term 4</th> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p><b>Long term measurable/desired outcomes:</b></p> <p><i>A – E: All students see a lift in all subject areas.</i></p> <p><i>PLD literacy data P-6: All students progress a minimum of one year of learning for one year of teaching.</i></p> <p><i>All teachers know and implement the whole school pedagogical approach.</i></p> <p><i>All teachers (optional for teacher aides) use an agreed differentiated approach to observation and feedback for all staff to provide timely support and opportunity to share best practice.</i></p>	<p><b>AIP measurable/desired outcomes:</b></p> <p><b>English Achievement</b> P-2 - 95% A-C; 65% A-B 3-6 - 95% A-C; 65% A-B 7-10 - 95% A-C; 65% A-B</p> <p><b>Mathematics Achievement</b> P-2 - 97% A-C; 75% A-B 3-6 - 95% A-C; 65% A-B 7-10 - 90% A-C; 50% A-B</p> <p><b>Sharing Best practice using the collegial coaching plan</b> 100% teachers 50% teacher aides</p> <p><b>APDP – PD aligns with staff needs to meet AIP priorities</b> 100% teachers 100% teacher aides</p>
Term 1	Term 2	Term 3	Term 4								
<p><b>Strategy/ies:</b></p> <ul style="list-style-type: none"> <li>• Support teachers to embed agreed High Impact Teaching Strategies (HITS) to improve student engagement in specific learning areas, and students’ learning outcomes.</li> <li>• Further refine an agreed differentiated approach to observation and feedback for all staff to provide timely support and opportunity to share best practice.                         <ul style="list-style-type: none"> <li>○ Follow co-designed coaching plan and uses agreed feedback protocols. Share best practice.</li> <li>○ Continue to grow and promote whole school pedagogical approach.</li> <li>○ Continue professional learning in evidence-based high impact teaching strategies</li> <li>○ Identify areas of practice that need further strengthening for APDP planning</li> </ul> </li> <li>• Develop processes for leaders to monitor delivery and impact of agreed pedagogical practices to ensure consistency of practice and line of sight.                         <ul style="list-style-type: none"> <li>○ Collegial Engagement Framework guides expectations for all staff</li> <li>○ Use data to inform lines of inquiry</li> <li>○ Complete regular walks and talks for leaders</li> <li>○ Plan learning walls and reflect on effectiveness. Non-negotiables: intentions, success criteria, modelled response, vocabulary</li> </ul> </li> <li>• Develop clear, agreed and consistent approaches for teaching literacy and English from Prep to Year 6 to ensure students are able to use language confidently for learning and communicating.                         <ul style="list-style-type: none"> <li>○ Embed systematic literacy approach from years P-6</li> <li>○ Use systematic literacy approach for intervention across P-10</li> <li>○ Update CARP/ data plan to include the whole school literacy approach and intervention</li> <li>○ Transition towards meeting Australian Curriculum V9 and P-12 Curriculum, Assessment and Reporting Framework (2024) literacy requirements</li> </ul> </li> </ul>	<p><b>Responsible officer(s):</b></p> <ul style="list-style-type: none"> <li>- Principal</li> <li>- School leadership team</li> <li>- Learning Support Teacher</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Collaborate with literacy networks and cluster schools</li> <li>- Time for teachers to learn and practise implementing new strategies, collaborating with colleagues and building capability of the whole teaching staff.</li> <li>- Budgeted time for leadership team to do learning walks and talks.</li> <li>- PLD resources</li> <li>- Decodable texts</li> <li>- PLD professional development</li> <li>- Classroom coaching makes a difference (EIB paper)</li> <li>- Collegial Coaching Plan – observation/ feedback/ sharing HITS best practice</li> <li>- HITS (High impact teaching strategies) professional readings</li> </ul>									

**Approvals**

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

**Renai Mclean**  
Principal

**Ben Day (President)**  
P&C/School Council

**Reid Thompson**  
School Supervisor