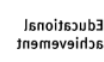
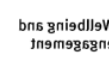




# Kurwongbah State School

## 2025 ANNUAL IMPLEMENTATION PLAN

A culture that values everyone and empowers individuals to excel through active engagement in a community of learners.



School priority 1		Educational Achievement		Phase	Implementing/ Embedding	School priority 2		Wellbeing and Engagement		Phase	Implementing/ Embedding		
School review improvement strategies:		• Broaden teachers’ capability to differentiate for all students, including high-achieving students, through targeted co-teaching and co-planning opportunities to ensure all students are appropriately engaged, challenged and extended. • Strengthen the instructional leadership capability of leaders to enhance teacher capability to effectively implement the curriculum.				School review improvement strategy:		Collaboratively review the Positive Behaviour for Learning (PBL) framework to provide clarity and consistent implementation of agreed processes for students, staff and parents.					
Strategy/ies		Embed Version 9 of the Australian Curriculum into all Key Learning Areas. Develop and embed a shared understanding of assessment practices that allow multiple opportunities and inform feedback and goal setting.				Strategy/ies		Develop and promote a culture of learning through the Positive Behaviour for Learning framework. Develop and embed a restorative mindset.					
Actions - including Responsible officer(s)					Resources		Actions - including Responsible officer(s)					Resources	
• Develop an aligned moderation process that occurs during PLT’s. The process is focused on consistency and the development teacher capability around planning and the creation of marking guides. – Deputy Principals and Head of Curriculum • Vertical Team Meetings (P-6 + Specialists) focussing on modes of assessment through the work of Dylan Wiliam.- Leadership Team • Continue to use ‘Learning Walks & Talks’ across the school and as part of the CFN. Focus on alignment between Steps to Success, Student Goals, and feedback to AC V9 - Principal • Continue the implementation of V9 English and Maths across all year levels – Head of Curriculum • Begin a HOC CFN that focuses on calibration and potential cluster moderation - Principal					• PLT – I4S investment to release teams weekly to focus on: Moderation, Planning (V9), • Key Teacher Support – Learning area Key Teachers released to work with HOC to unpack and implement V9 AC into planning.		• Implement a Wellbeing and Engagement HUB that includes a reset space and calming space, and is aligned to PBL. – Wellbeing and Engagement Team, Led by Principal • Build consistent and purposeful processes and artefacts to support the Wellbeing and Engagement HUB – Wellbeing and Engagement Team, led by Principal • Develop systems and structures to support effective communication with the community around how behaviour is managed at KSS through the PBL framework – Led By PBL Coach (DP) and Principal • Develop a consistent social/emotional language that is used across the whole school – PBL Team, led by Deputy Principal. • Develop and implement a consistent classroom management plan document that is aligned to PBL – Wellbeing and Engagement Team					• Funding a Wellbeing and Engagement teacher and two teacher aides. • Resourcing a space for students to access when needing to regulate or reflect on their behaviour.	
End Term 4	Measurable outcomes	88% of Prep – Year 6 students to achieve a ‘C’ or above in English >72% of Prep – Year 2 students to achieve an ‘A’ or ‘B’ in English >42% of Years 3 – 6 students to achieve an ‘A’ or ‘B’ in English >61% of Years 3 and 5 students to achieve Strong or Exceeding in NAPLAN Writing >71% of Years 3 and 5 students to achieve Strong or Exceeding in NAPLAN Reading Students have goals and receive feedback that aligns to the curriculum expectations. Source: Learning Walks				End Term 4	Measurable outcomes	Improvement in SOS data - Student behaviour is well managed at this school Reduction in Minor and Major incidents recorded on OneSchool Reduction in SDA’s					
	Success criteria	Behaviourally: Teachers can/will: • Collaboratively plan, teach, moderate and assess English AC V9. • Engage in a reflective data conversation based on PLD, LOA and NAPLAN (if applicable).		Leadership team can/will: • Facilitate Planning and Moderation sessions through PLT’s. • Prepare data sets for each teacher to discuss at the beginning of Semester 1 and 2. • Lead LW’s and provided timely and purposeful feedback through PLT’s. • Principal will lead a cluster HOC CFN.			Success criteria	Behaviourally: Teachers can/will: • Develop a classroom management plan that aligns to already developed PBL processes. • Follow school-wide processes around behaviour management. • Use the PBL developed Social/Emotional language.		Leadership team can/will: • Lead the actions in consultative way with all staff and through the PBL committee • Lead community communication to ensure school language and processes around behaviour are clear and transparent. • Provide opportunities for feedback around the new Wellbeing and Engagement HUB.			
	Artefacts	• Whole school moderation process. • Unit plan overviews • Consistent and calibrated marking guides • Data Sets for each class at the beginning of the year and beginning of Semester 2.					Artefacts	• Clear process around how to access the Wellbeing and Engagement HUB • Classroom Management Plans • Consistency in social/emotional language used across the school. • Communication Plan					
	Outcomes	Success criteria		Artefacts	Monitoring		Outcomes	Success criteria		Artefacts	Monitoring		
End Term 1	84% of students achieving C or above 45% of students achieving A or B	Behaviourally: Teachers can/will: • Collaboratively plan, teach, moderate and assess English AC V9. • Engage in purposeful data conversations to best plan next steps. • Participate in LW’s • Track English LOA data at the end of T1 and T3.	Leadership team can/will: • Lead through an instructional lens to develop capability in curriculum planning and data literacy. • Participate in professional development through readings and discussion on instructional leadership. • Lead LW’s and provide purposeful and consistent feedback at the following PLT. • Analyse LOA, NAPLAN and PLT data to inform next steps.	Whole school moderation process. Unit plan overviews Consistent and calibrated marking guides		End Term 1	Reduction in minor and major incidents.	Behaviourally: Teachers can/will: • Follow the established School/PBL process around discouraging inappropriate behaviours and encouraging positive behaviours. • Consistently Record behaviour incidents on OneSchool. • Implement and embed the school wide social/emotional language. • Review classroom management plan.	Leadership team can/will: • Lead the PBL committee – Deputy Principal. • Review behaviour data on OneSchool – Leadership Team. • Provide opportunities for feedback around the new Wellbeing and Engagement HUB.	Updated classroom management plans. Updated process documents following feedback from staff.			
End Term 2	85% of students achieving C or above 45% of students achieving A or B	Behaviourally: Teachers can/will: • Collaboratively plan, teach, moderate and assess English AC V9. • Engage in purposeful data conversations to best plan next steps. • Participate in LW’s	Leadership team can/will: • Lead through an instructional lens to develop capability in curriculum planning and data literacy. • Participate in professional development through readings and discussion on instructional leadership. • Lead LW’s and provide purposeful and consistent feedback at the following PLT. • Analyse LOA, NAPLAN and PLT data to inform next steps.	Unit plan overviews Consistent and calibrated marking guides Data Sets for each class at the beginning of the year and beginning of Semester 2.		End Term 2	Reduction in minor and major incidents.	Behaviourally: Teachers can/will: • Follow the established School/PBL process around discouraging inappropriate behaviours and encouraging positive behaviours. • Consistently Record behaviour incidents on OneSchool. • Implement and embed the school wide social/emotional language. • Review classroom management plan.	Leadership team can/will: • Lead the PBL committee – Deputy Principal. • Review behaviour data on OneSchool – Leadership Team.	Updated classroom management plans.			
End Term 3	86% of students achieving C or above 45% of students achieving A or B	Behaviourally: Teachers can/will: • Collaboratively plan, teach, moderate and assess English AC V9. • Engage in purposeful data conversations to best plan next steps. • Track English LOA data at the end of T1 and T3.	Leadership team can/will: • Lead through an instructional lens to develop capability in curriculum planning and data literacy. • Participate in professional development through readings and discussion on instructional leadership. • Lead LW’s and provide purposeful and consistent feedback at the following PLT. • Analyse LOA, NAPLAN and PLT data to inform next steps.	Unit plan overviews Consistent and calibrated marking guides		End Term 3	SOS data - Student behaviour is well managed at this school. Staff: 70% Community: 92% Reduction in minor and major incidents.	Behaviourally: Teachers can/will: • Follow the established School/PBL process around discouraging inappropriate behaviours and encouraging positive behaviours. • Consistently Record behaviour incidents on OneSchool. • Implement and embed the school wide social/emotional language. • Review classroom management plan.	Leadership team can/will: • Lead the PBL committee – Deputy Principal. • Review behaviour data on OneSchool – Leadership Team. • Provide opportunities for feedback around the new Wellbeing and Engagement HUB.	Updated classroom management plans.			
Approvals													
This plan was developed in consultation with the school community and meets school needs and systemic requirements.													
Principal Peter Davey		P&C				School Supervisor							