



Kurwongbah State School

2026 ANNUAL IMPLEMENTATION PLAN

Educational achievement Belonging and engagement



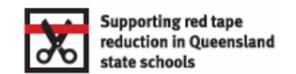
School priority 1	Educational Achievement	Monitoring		School priority 2	Community Engagement	Monitoring
		Term 1	Term 2			Term 1
Link to school improvement strategy:	<p>Domain 7: Differentiating teaching and learning Broaden teachers' capability to differentiate for all students, including high-achieving students, through targeted co-teaching and co-planning opportunities to ensure all students are appropriately engaged, challenged and extended.</p> <p>Domain 8: Implementing effective pedagogical practices Strengthen the instructional leadership capability of leaders to enhance teacher capability to effectively implement the curriculum. Collaboratively refine and embed agreed, high-impact pedagogical approaches to support student learning progression.</p>			Link to school improvement strategy:	<p>Domain 9: Building school-community partnerships Collaboratively develop a marketing strategy to promote the visibility and achievements of the school to ensure it is positively positioned within the wider community, and to maintain enrolment numbers.</p>	
Strategy/ies	<ul style="list-style-type: none"> Develop, implement and publish a Whole School Approach to Pedagogy. Develop and embed a shared understanding of assessment practices that allow multiple opportunities and inform feedback and goal setting. Develop instructional leadership capability in all leaders to enhance teacher capability. 			Strategy/ies	<ul style="list-style-type: none"> Enhance sustainable connections across the Kurwongbah community through open door opportunities. Develop and embed collaborative relationships with families. Utilise multiple channels of communication to interact with the wider community. 	

Actions: including Responsible role(s)	Resources	Actions: including Responsible role(s)	Resources
<ul style="list-style-type: none"> Develop and implement the 'Learner' aspect of the Whole School Approach to Pedagogy. Focus on implementation of the Kurwongbah Keys (Collaborators, Risk Takers, Critical Thinkers, Self-Managers, Communicators) across all Year Levels. Research base – Power of Inquiry (Kath Murdoch). Align Learning Walks process to the Kurwongbah Keys using the Empowering Students for Success cycle. Empower middle leaders to instructionally lead the implementation of whole-school pedagogical processes (Kurwongbah Keys). Develop and trial the Kurwongbah Reading program that will align to agreed whole school pedagogical processes. Continue the evolution towards more engaging assessments across Learning Areas already aligned to V9 of the Australian Curriculum. Research base – Inquiry Mindset Assessment Edition (Trevor Mackenzie). Provide opportunities for teachers to share pedagogy successes vertically across year levels twice per term during staff meeting time. 	<ul style="list-style-type: none"> Learning Improvement Teacher – resourced through allocation Head of Curriculum – resourced through allocation Vertical Team Meetings PLT's – Planning and Feedback - through the moderation cycle. Resourced through IAS Power of Inquiry – Kath Murdoch Inquiry Mindset Assessment Edition – Trevor Mackenzie Reading Committee 	<ul style="list-style-type: none"> Develop an Action Plan through the School Council with a focus on improving community engagement. The plan will be shared with the P&C to ensure the broader community is aware and able to engage. Provide on-site and digital opportunities for families to learn about the programs being delivered at KSS (i.e. PLD). Survey parents/families to identify the areas they would like more information about. Implement opportunities for families to come onsite to celebrate their child's learning journey. This will occur at least once per year in each year level. Continue to build the KSS social media pages to encourage more community engagement. This includes engaging expert members of the community to assist in ensuring content is reaching as many families as possible. Develop opportunities for First Nation families to engage more purposefully with the school. Develop and implement opportunities for First Nation students to connect to culture. 	<ul style="list-style-type: none"> Release for key teachers to drive the work. Equipment to allow online P&C meetings – opportunities for parents to engage without coming to the school. School Council School Events Team

End of Year Success Criteria	Measures	Performance: LOA	Performance: NAPLAN	Measures	Performance:
		<p>> 90% of Prep – Year 6 students to achieve a 'C' or above in English</p> <p>> 77% of Prep – Year 2 students to achieve an 'A' or 'B' in English</p> <p>> 45% of Prep – Year 2 students to achieve an 'A' in English</p> <p>> 47% of Years 3 – 6 students to achieve an 'A' or 'B' in English</p> <p>> 23% of Year 3 – Year 6 students to achieve an 'A' in English</p>	<p>> 61% of Years 3 and 5 students to achieve Strong or Exceeding in NAPLAN Writing</p> <p>> 74% of Years 3 and 5 students to achieve Strong or Exceeding in NAPLAN Reading</p>		
		Behaviourally Leadership team can/will:	Behaviourally Teachers can/will:		Behaviourally Leadership team can/will:
		<ul style="list-style-type: none"> Instructionally lead the implementation of the KSS Keys. Instructionally lead the LW and PLT processes. Analyse LOA, NAPLAN and Diagnostic data to inform next steps. Lead the development and implementation of the KSS Reading Program. 	<ul style="list-style-type: none"> Collaboratively develop and implement the Kurwongbah Keys. Participate in LW's Develop engaging assessment tasks Actively participate in Vertical Team Meetings Collaboratively develop the KSS Reading program Analyse LOA, NAPLAN and Diagnostic data to inform next steps. 		<ul style="list-style-type: none"> Participate in the school council and P&C to promote and create opportunities for Community Engagement. Lead teaching teams to develop celebration of learning opportunities. Implement and lead agreed strategies to improve Community Engagement. Lead opportunities for First Nations' students to connect to culture.
		Behaviourally Teacher aides can/will:	Behaviourally Students can/will:		Behaviourally Teacher aides can/will:
		<ul style="list-style-type: none"> Provide targeted supported through embedded systems and structures (i.e. DIBELS) Use school-wide vocabulary aligned to the WSAP. 	<ul style="list-style-type: none"> Engage in appropriate assessment pieces. Participate in reading lessons aligned to the department reading strategy. Understand the skills they require (Kurwongbah Keys) to become an expert learner. 		<ul style="list-style-type: none"> Provide content for the school's social media pages to promote and share the great things happening at KSS. Support teachers in the running of celebrations of learning.
		Behaviourally Forst Nations' students can/will:	Behaviourally Forst Nations' students can/will:		Behaviourally Forst Nations' students can/will:
		<ul style="list-style-type: none"> Updated Learning Walks Process Engaging Assessment Tasks Kurwongbah Keys – Part of the WSAP P-6 KSS Approach to Reading 			<ul style="list-style-type: none"> Community Engagement Action Plan Parent Awareness Schedule – Identifies when there are opportunities for families to lean about KSS programs Schedule for celebrations of learning for each year level

Reduction of red tape in day-to-day work, planning and processes include:

- Developing clear email protocols and processes through the Staff Wellbeing Team.
- Updating and implementing clear Excursion and Camp Roles and Responsibilities artefact through the Staff Wellbeing Team.
- Developing and implementing support artefacts for TRS teachers through the Staff Wellbeing Team.



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

Principal *Peter Davey* P&C/School Council *[Signature]* School Supervisor *[Signature]*