Kuraby State School 2025 ANNUAL IMPLEMENTATION PLAN

Educational achievement · Wellbeing and engagement · Culture and inclusion

Reaching our potential, with a sharp and narrow focus on the improvement of Literacy and embedding Quality Differentiation practices, as we teach through the Australian Curriculum.

School priority 1: Educational Achievement – English

Kuraby State School has high expectations for all students to realise their potential; academic, personal and social, cultural and sporting. The Australian Curriculum is delivered through quality inclusive teaching of rigorous engaging and contextualised units.

Monitoring
Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress

Term 1	Term 2	Term 3	Term 4

Strategies:
-Establish a *distributed leadership approach* to enact the Explicit Improvement Agenda (EIA) in ways that support all leaders and teachers to *be clear on their roles and responsibilities* in implementing strategies that address school priorities.
-Implement Reading Excellence through the *consistent approach to the teaching of structured literacy.*
-Establish a *whole school approach to pedagogical practices* to support structured literacy development.

Long term measurable/desired outcomes:
-Implement *consistent structured literacy blocks* for all year levels.
-Provide *professional development for teachers, deepening understanding of the AC V9.*
-Increase teacher knowledge about *high quality instruction* and generate a *shared understanding of effective pedagogical practices.*
-Develop *teacher capability in culturally responsive pedagogies.*
-Establish *teacher leader teams*, distributing leadership and facilitating collaborative PD.

Responsible officer(s):
Principal
Deputy Principals (P-2) + (3-6)
Teacher Leader Team

Actions:
Leadership will:
-create detailed action plans with incremental targets & timelines, to monitor the AIP.
-facilitate ongoing professional development to ensure staff have the skills and confidence to deliver high-quality literacy instruction.
- oversee the implementation of consistent literacy blocks, and model effective reading strategies, ensuring fidelity to the agreed approach across all classrooms.
-support teachers to consider the nature of the learner, to identify and employ a variety of pedagogical practices and high impact teaching strategies that respond to student needs.
- establish and support teacher leader teams to guide collaborative planning and foster a culture of shared responsibility for student outcomes.
-establish links with external networks to provide opportunities for external moderation to support consistent teacher judgement and alignment with AC V9.

Teachers will:
-maximise potential of ALT meetings by regularly analyzing and sharing disaggregated student data, determining the impact of pedagogies currently employed, identifying trends and priority areas for action, linking ALT agenda with curriculum and data cycle.
-develop structured literacy blocks across the cohort by applying evidence-based reading strategies.
-use indivdual student data to respond to need and identify next steps for learning through Spotlight Student strategy.
-design and deliver rigorous, engaging, and contextualized units that align with the AC.
-differentiate instruction to meet the diverse needs of all students, including EAL/D learners and students with additional needs.
-actively participate in collaborative planning sessions and use feedback to refine their teaching practices.
-review existing practices (adjust, discard, adopt), reflect on best practices, attend PD sessions to increase teacher capacity
-engage with parents/caregivers promoting shared responsibility for student reading development with regular communication and participation in school reading initiatives.
- make informed pedagogical decisions responsive to disaggregated data (including priority students) to further support all students.

AIP measurable/desired outcomes:
Artefacts:
• *Whole school data plan – reviewed annually*
• *Class timetables reflecting implementation of literacy blocks and align with the CARF K-12 Learning Area allocations*
• *LOA data improvement*

Basline and Targets:
• *A-C (P-2) English – 90% A-C (3-6) English – 90%*
• *A-B (P-2) English – 50% A-B (3-6) English – 50%*
• *100% classrooms adhering to the literacy block framework, as evidenced through classroom walkthroughs.*
• *Teacher leader teams will lead at least one professional learning session, with an increase in teacher confidence and capability reported through surveys.*

Resources:
• *ALT meetings – 1 hr per fortnight/teacher, additional funds.*
• *Planning days – 1 day per term per teacher.*
• *Sounds Write Training (P-3 teachers)*
• *Teacher Leader teams – leadership skills training.*
• *External provider – staff wellbeing (positive psychology).*
• *Release time for teacher leaders to support their peers.*
• *Reading Specialist – Jocelyn Seamer to support professional learning, model effectgive strategies and provide resources*
• *First Nations artist/educator, to engage with families, teachers and students, creating imagery, linking learning with local indigenous narratives.*

School priority 2: Culture, Inclusion, Wellbeing & Engagement

We are committed to fostering safe, supportive, and inclusive learning environments for all students, their caregivers, and teachers, ensuring equity through targeted and evidence-based approaches that enhance belonging for every learner.

Monitoring
Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress

Term 1	Term 2	Term 3	Term 4

Strategies:
-Develop teacher's capability to *differentiate unit planning* responsive to the diverse student needs enabling equity in accessing, participating and progressing throughout the curriculum.
-Develop *clear case management process linked to multi-tiered systems of support* (universal, targeted and intensive).
-Develop community networks, encouraging *caregivers to actively work together as partners* to support learning, development and wellbeing of the students, and their connection to the school.

Long term measurable/desired outcomes:
- Promote the importance of *belonging and engagement* (students and staff), integrating supportive practices into *daily routines.*
-Strengthen *staff capability* regarding the *effective and engaging use of digital tools*, enhancing learning opportunities.
-*Differentiated approach to curriculum delivery* for all students, including those with diverse learning needs.
-Regular opportunities for parent engagement throughout the year i.e., *parent/carer information sessions, emphasising shared responsibility* for student success and wellbeing.
-Whole school wellbeing through enhanced understanding of *the principles of positive psychology.*

Responsible officer(s):
Principal
Deputy Principals (P-2) + (3-6)
Inclusion Leader
Teacher Leader Team

Actions:
Leadership will:
- facilitate professional development in differentiation, digital tools, and positive psychology principles.
- guide the implementation of differentiated planning and teaching through classroom walkthroughs.
- implement and oversee a clear case management process, ensuring timely and effective support for students across the MTSS tiers.
- create a PACE framework to document community partnerships.
- create a community space for parents to engage purposefully with the school.
- promote cultural inclusivity by integrating Indigenous perspectives into school initiatives and fostering cross-cultural understanding.

Teachers will:
- apply differentiation approaches to plan and deliver lessons that support all learners, including priority groups.
- embed belonging routines into daily practice to increase engagement.
- integrate digital tools effectively into their teaching to enhance student engagement and learning outcomes, preparing every child for a digitally enabled future.
- regularly engage with case management processes to support students with additional needs.
-foster safe, supportive learning environments
- utilise inclusive teaching strategies that are responsive to First Nations perspectives.
- actively participate in professional development opportunities and enact positive psychology principles to promote wellbeing of self, students and colleagues.
- engage in open classroom sessions, and actively seek ways to foster increased parent engagement, to enhance student outcomes.
- establish opportunities to enhance belonging and engagement for all students, including priority groups eg. First Nations.
- celebrate achievements

AIP measurable/desired outcomes:
Artefacts:
• *Digital tools used to identify student support and target intervention*
• *One Note is used for teacher planning*
• *Evidence of differentiated support in weekly teaching and learning sequence*

Basline and Targets:
• *100% of students requiring targeted support have documented personalised learning plans.*
• *Reduction of the achievement gap for priority students.*
• *SOS survey increase in positive responses, such as:*
Students: "My school is a good place to learn".
Students: "I feel safe at school".
• *Increased, active engagement with families as partners in learning e.g. involvement in personalised learning planning, attendance at parent/teacher meetings and information sessions, open classroom sessions well attended.*
The school works with me to support my students learning - 96% (2024) The school ask for my input – 88% (2024)
• *Achieve increased school attendance rate >90% with a particular focus on improving attendance for priority groups.*
• *Enhanced engagement through use of digital tools*
• *Increased enrolments >324 (2024)*

Resources:
• *Digital tools and platforms for data collection*
• *Dedicated space for community engagement*
• *Platform for tracking student support*

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

Principal _[signature]_   P&C/School Council _[signature]_   School Supervisor _[signature]_

Queensland Government