



Kuraby State School Annual Implementation Plan School Improvement Priorities 2021



Teaching and Learning – Curriculum Reform and Pedagogy in Mathematics

Strategy: Utilise Kuraby Curriculum Reform model

Actions	Timelines	Responsible Officer/s
Continue roll-out of Australian Curriculum V8 and key school priority areas, as outlined in the <i>School Improvement Heatmap 2019-2023</i> .	Term 1 ongoing	HOCs
Systematic curriculum delivery in Mathematics shows evidence of 3 levels of planning (whole-school, year level and unit plans).	Term 1 ongoing	HOCs/CSTs/ALTs
Build knowledge of ALTs and CSTs around evidence-based practices in Maths and the General Capabilities to assist with writing new units.	Term 1 and 2	Principal Deputy Principal HOCs/CSTs/ALTs

Strategy: Implement Data and Curriculum Cycle through ALT meetings

Actions	Timelines	Responsible Officer/s
Continue <i>Active Learning Teacher (ALT)</i> and <i>Curriculum Support Teacher (CST)</i> roles in each year level to support consistency in implementation of the Mathematics planning process and build the capability of expert teaching teams.	Term 1 ongoing	Leadership Team
Engage teachers in the analysis and discussion of data, in and across year levels, to drive individual student learning goals, including weekly cohort data analysis in ALT meetings to determine the next steps in learning for Mathematics units.	Term 1 ongoing	Principal Deputy Principal HOCs/CSTs/ALTs
Continue to build teacher capability to improve the validity of EAL/D Bandscale data within the whole school Bandscale assessment process.	Terms 2 and 4	EAL/D Leader
Continue to build teacher capability to improve the validity of identifying students within the National Consistent Collection of Data (NCCD).	Term 1	Inclusion Leader

Strategy: Collaboratively identify signature school pedagogies

Actions	Timelines	Responsible Officer/s
Further strengthen teachers' understanding of the <i>Kuraby Pedagogical Framework</i> through a <i>Staff Professional Learning Plan</i> , outlining evidence-based focus areas for each term, aligned to the <i>Explicit Improvement Agenda</i> .	Semester 1	Principal Deputy Principal HOCs/CSTs/ALTs
All teachers access a range of ongoing professional development aligned to the <i>Kuraby Pedagogical Framework</i> through a differentiated model outlined in the <i>Building Capacity Framework</i> (coaching, WOW, induction, co-teaching, mentoring, staff PD etc).	Semester 1&2	Principal Deputy Principal HOCs/CSTs/ALTs
Collaboratively identify agreed whole-school pedagogical practices and expectations for implementation in English and Mathematics	Semester 1	Principal Deputy Principal HOCs/CSTs/ALTs

Student Centred – Data literacy aligned to student achievement

Strategy: Identify and implement differentiation strategies to improve student achievement

Actions	Timelines	Responsible Officer/s
Further strengthen teachers' understanding and implementation of the whole-school Inclusion model, including KITES referral process to prioritise student support services.	Term 1	KITES Team
Continue to embed formalised process for using Personalised Learning Plans to document evidence of differentiated teaching and adjusted assessments for identified students.	Term 1	KITES Team

Strategy: Analyse data sets to inform teaching

Actions	Timelines	Responsible Officer/s
Year level teams, led by the ALT and CST, engage in weekly data analysis and collaborative planning in ALT and cohort meetings. ALT meeting agendas are driven by	Term 1	Principal Deputy Principal



the Data and Curriculum cycle outlining best practice in planning, curriculum, assessment, reporting, data and differentiation.		HODs/CSTs/ALTs
Use feedback strategies to develop learning goals		
Actions	Timelines	Responsible Officer/s
Continue to use data collected through EAL/D Bandscalling and NCCD processes to inform teaching and learning strategies, including Age-Appropriate Pedagogies, EAL/D strategies, Differentiation Dashboard and Maker Model for appropriate adjustments. This is documented in unit plans, PLPs and ICPS.	Terms 1-4	Inclusion Leader

Quality Relationships

Strengthen communication and parental engagement		
Actions	Timelines	Responsible Officer/s
Provide parents and members of the community greater opportunity to engage in school based events and activities.	2020	Leadership Team Teachers
Establish further relationship with local ECEC's and other early childhood centres.	Term 1 - Ongoing	Early Years Teachers
Provide consultation opportunities for all members of the community to provide feedback to school.	Term 1 - Ongoing	Leadership Team
Provide opportunities for students to enhance extra curricular activities		
Actions	Timelines	Responsible Officer/s
Establish networks with local educational institutions to provide further opportunities for students to participate in extra curricular programs.	Terms 1-4	Leadership team, Teachers
Offer school-based programs to engage students in interest programs.	Term 1 - Ongoing	Leadership team, Teachers

TARGETS 2021				
Actions	Evidence Source	Actual 2020	2021 Target %	
A-E English data	OneSchool	A - 9% B - 28% C - 42%	A - 12% B - 38% C - 40%	
A-E Mathematics data	OneSchool	A - 12% B - 34% C - 36%	A - 15% B - 42% C - 35%	
NAPLAN RESULTS		OneSchool	Actual 2019	2021 Target
Numeracy Upper Two bands	OneSchool	Year 3 - 16.2% Year 5 - 4.6%	Year 3 - 25% Year 5 - 10%	
Reading	OneSchool	Year 3 - 30.9% Year 5 - 19.7%	Year 3 - 37% Year 5 - 26%	
Writing	OneSchool	Year 3 - 36.8% Year 5 - 11.9%	Year 3 - 42% Year 5 - 20%	

Endorsement

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


Principal


P&C President


Assistant Regional Director

