

Investing for Success

Under this agreement for 2017

Kenmore South State School will receive

\$194,086*

This funding will be used to

Ensure 100% of students in Years 3 and 5 will achieve National Minimum Standards in Literacy and Numeracy or meet their individual curriculum plans goals.

Decrease the number of students as identified as below a 'C' standard in Literacy and/or Numeracy from Prep to Year 5. Semester Two 2016 data.

100% of students from Prep to Year 6, participating in Literacy and Numeracy Intervention programs display improvement when comparing their pre and post data using their A – E Data.

Increase the percentage of students in the NAPLAN U2B for year 5 writing to 45% and lift the NMS% to 100%.

Maintain the percentage of students in the NAPLAN U2B for year 3 writing above 75% and maintain a NMS of 100%.

Our initiatives include

Improve teacher capability in the explicit teaching of Literacy through a coaching and feedback process consistently implemented throughout the school.

Support teachers in classrooms with additional teacher aides trained to implement effective literacy and numeracy strategies for targeted intervention.


Support Teachers in the classroom to analyse data to identify and implement intervention strategies to support students at risk of reaching national minimum standards.

Speech Language Pathologist support – early intervention (individual/ small groups/ assessment/ programing)

Provide professional development and resources for class teachers to improve their pedagogy in the classroom in the teaching of writing.

Our school will improve student outcomes by

Building teacher capability to use writing to differentiate and improve learning through employing a coach and link professional development to the <u>Explicit Teaching of Writing</u> approach within the school.	\$130,000
Engage with additional teacher aide hours to support classroom learning for any student identified as requiring support to reach the 'C' standard in literacy or numeracy across any year level.	\$29,086
Providing specialist support for lower year's students to target identified students through SLP's providing speech / sound interventions based upon student data sets accompanied by home programs where necessary.	\$35,000
Provide professional development for staff to build capacity in their abilities in teaching and learning process	School Funded


Raylee Davies
 Principal
 Kenmore South State School


Catherine Belward
 School council chair
 Kenmore South State School

EVERY STUDENT SUCCEEDING at Kenmore South State School

Annual Implementation Plan 2017

State Schools Strategy 2014-2018

Successful learners	Great people	High standards	Engaged partners
<p>Successful learners Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.</p>	<p>Teaching quality Teachers employing high quality, evidence-based teaching practices focused on success for every student.</p> <p>Principal leadership and performance School leaders delivering extraordinary and sustained improvement and achievement.</p>	<p>School performance Schools achieving success through an intentional approach to improving the progress of every student.</p>	<p>Local decision making Schools ensuring community needs are central to decision making processes, autonomy and accountability.</p>
<p>FRAMEWORK</p>			<p>Kenmore South State School Council</p>
<p>Action: Planning meetings, along with Line of Sight meetings determine the deep understanding of ACARA curriculum and usage of C2C as a resource. Action individual, year level, whole school response to all aspects of the Australian Curriculum and links to school Pedagogical Framework.</p> <p>Target: Every term, every classroom teacher undertakes curriculum planning as a year level team led by the HOC and Principal.</p> <p>Timeline: Every term</p> <p>Responsibility: HOC and Leadership Team</p>	<p>Action: Build differentiation strategies into planning units through planning days, review school based processes and ensure alignment to student needs. Engage staff with the effective use of Data Walls to inform teaching and planning.</p> <p>Target: 100% of teaching staff will engage in professional development to ensure effective use of differentiation strategies across all classrooms. 100% of teaching staff will understand the purpose of informed planning based on student data.</p> <p>Timeline: End of 2017</p> <p>Responsibility: Leadership team</p>	<p>Action: Implement formalised whole school processes to allow professional peer coaching and sharing of practices that align to the school improvement agenda, through Watching Others Work and Coaching.</p> <p>Target: 100% of class teachers have engaged in the sharing of practice.</p> <p>Timeline: End of 2017</p> <p>Responsibility: Leadership team</p>	<p>Action: Establish the linkage between prep and pre prep providers to ascertain similarities, examine alignments, and identify differences. Discussions and feedback between sites to enhance practices and support transitions.</p> <p>Target: By the end of term three, prep teachers with school leadership team members will have visited the major pre prep providers.</p> <p>Target: By the end of term three, the school with amenable pre prep providers will have designed and shared Memorandum of Understanding to influence and share practices across the sites.</p> <p>Timeline: Term three</p> <p>Responsibility: Leadership team and Prep teachers</p>
<p>Action: Design and rollout a change process that addresses the Explicit Teaching of Writing aligned to the pedagogical framework, coaching, professional development and school wide collected data.</p> <p>Target: By the end of 2017, there will be in place a ETOW policy aligned with pedagogical practice, shared and consistent understandings.</p> <p>Target: Increase the percentage of students in the NAPLAN U2B for year 5 writing to 45% and lift the NMS% to 100% and Maintain the percentage of students in the NAPLAN U2B for year 3 writing above 75% and maintain a NMS of 100%.</p> <p>Timeline: All year</p> <p>Responsibility: Leadership team</p>	<p>Action: Inform through professional development the APST and expected alignment in the DPF process. Align these with the school improvement agenda in regards to professional learning. All teaching staff undertaking differentiated coaching and feedback processes aligned to Annual Performance Review smart goals and improvement agenda.</p> <p>Target: By the end of term one, all staff have undertaken APR conversations with plans signed off and have the opportunity to be coached in alignment with smart goals.</p> <p>Timeline: Every term.</p> <p>Responsibility: Leadership Team</p>	<p>Action: All class teachers undertaking data conversations between admin and class teachers every term both individually and at the year cohort level.</p> <p>Target: 100% of all class teachers undertake Principal led data meetings every term.</p> <p>Timeline: Throughout the year</p> <p>Responsibility: Leadership Team</p>	<p>Action: Engage with the School council and community to build partnerships among parents, staff, students and wider community which will have long term benefits for our students and school community.</p> <p>Target: By the end of 2017 we will have established strong links with the wider community which will enhance the learning opportunities and outcomes for our students and school community.</p> <p>Timeline: End of 2017</p> <p>Responsibility: Principal and Leadership Team</p>
<p>Action: Engage SLP support within the school to assist in the delivery of metalinguistic approaches and early reading intervention. (I4S)</p> <p>Target: All identified students through pre data collection are supported by Foundation Q and the Metalinguistic program and other intervention programmes to lift individual data sets as well as assisting within the identification and intervention of students as risk within the early years.</p> <p>Timeline: All year</p> <p>Responsibility: Leadership team</p>	<p>Action: The school leadership team to engage and undertake external coaching to continue challenging school improvement and aligning to each individual's term action plan.</p> <p>Target: External coach engaged and working with the leadership team at least one per term for the year.</p> <p>Timeline: Term one commencement</p> <p>Responsibility: Principal</p>		

CERTIFICATION - This Plan was developed in consultation with the school community and meets school needs and systemic requirements.

Name: Raylee Davies
KSSS Principal

Name: Catherine Belward
KSSS Council Chairperson