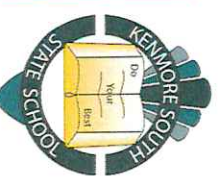


KENMORE SOUTH STATE SCHOOL

ANNUAL IMPLEMENTATION PLAN 2021

'Developing young minds for understanding and success'



OUR VISION

At Kenmore South State School, we believe that education develops the whole child emotionally, socially, intellectually, physically, artistically, morally and spiritually, and is a lifelong activity. The belief that all children learn at a different rate and in different ways informs all educational practices. Children's experiences at school should encourage independence, a respect for others, cooperation, initiative, self-discipline, self-esteem, adaptability as well as enthusiasm, curiosity and imagination.

At Kenmore South State School, the experiences at school should develop in children a respect for humanity and for their environment. However, the school is but one of the social agencies involved in the education of the child.

OUR PURPOSE

Kenmore South community is about providing a positive, safe, challenging and supportive environment for all students. In seeking to achieve this, we encourage open and effective communication among teaching staff, students and parents. We constantly seek to enhance these productive partnerships in order to achieve the best possible education for our students.

OUR COMMITMENT

Kenmore South State School is committed to:

- promoting the best interests of students
- providing the best we can
- accepting personal accountability

Kenmore South State School prides itself on its partnership between Instructional Leadership, our Pedagogical Framework and high community expectations. At the heart of our school is our positive approach to learning, encouraging students to engage in the learning process throughout the teaching domains. At Kenmore South, we are creating Positive Agile Learners PALS. Children, teachers and parents are partners in the learning process. The joy of learning flourishes in an atmosphere of trust, sharing and caring.

Raylee Davies – Principal

A handwritten signature in black ink, reading 'Raylee Davies'.

Mandy Codrington - School Council Chair

A handwritten signature in black ink, reading 'Mandy Codrington'.

KSSS STRATEGIES	ACTIONS	OUTCOMES	TARGET
<p>PRECISION</p> <ul style="list-style-type: none"> Promote precision in the delivery of agreed teaching practices and closely monitor implementation of these leading to consistency of practice. Review planning, assessment and implementation strategies in writing, reading and mathematics through the Australian Curriculum, with a clear and explicit focus on lifting the academic achievement of all students. 	<ul style="list-style-type: none"> Investigate and initiate a team who aspire to leading Inquiry practices in their teaching. Engaging external consultants to build staff capacity in Inquiry and redesign curriculum. Develop an Inquiry Thinking Framework. Provide all students with an age appropriate <i>writing checklist</i> to utilise to improve their writing. Continue to develop Teacher pedagogy through agreed practices 	<ul style="list-style-type: none"> Consistency in the teaching practice. Redesigning of Maths and Science curriculum learning areas to enhance and begin to embed inquiry thinking skills in teaching and learning. Resources aligned to units of work. Students demonstrate improvement in their writing. Consistency in curriculum planning, implementation and assessments 	<ul style="list-style-type: none"> 100% of Teaching staff using the agreed practices in the teaching of mathematics and science. Revision and unit planning in Maths and Science with full implementation for 2022. 100 % of staff have engaged with the Inquiry thinking framework. 100% of students improve in their writing achievements through A-E and classroom observations. 30% of students receiving A's in each year level for English 100% of Class Teachers demonstrate improvement in pedagogical practices and consistency through observation and feedback cycles
<p>DIFFERENTIATION</p> <ul style="list-style-type: none"> Strengthen high performing teams in the implementation of differentiated and inclusive curriculum strategies that meet the needs of all students, promoting critical and creative thinkers. Strengthen the engagement of all students through differentiated targeted teaching and learning opportunities. Refine and review learning goals for each student in reading, writing and mathematics, communicating with parents and celebrating student's success. 	<ul style="list-style-type: none"> Provision of time to discuss student data of high performing and achieving students Embed use of differentiation planner during planning process. Teachers and students review individual goals each term and celebrate success. Provision of time for case management of individual students. Focused Teacher and Teacher Aide time to support students to improve 	<ul style="list-style-type: none"> Increased opportunities for collegial conversations for improvement in strategies and ways of working for high performing students. Evidence of teachers utilising differentiation planner to inform teaching and learning. Students success goals are communicated and celebrated with parents. Increased teacher repertoire of differentiation strategies and tool kits to improve student academic performance. Teacher capability is strengthened and innovation in Teaching and Learning is evident. 	<ul style="list-style-type: none"> Teacher understanding, knowledge in differentiated teaching and learning practice for high performing students is increased and embedded in practice. Increased number of teachers recording evidence of differentiation for high performing students and evidence of improved relative gain in student A-E data. 100% of students are achieving their goals each term. Increase in academic achievement for students receiving a for A – 30% & B – 50% 100% of teachers demonstrate an improvement in use of creative and innovative skills through observation and feedback cycles
<p>COLLABORATION</p> <ul style="list-style-type: none"> Strengthen partnerships with universities and the local and wider community to provide innovative opportunities to enhance student learning. Empower staff to be innovative thinkers and leaders of change, by collaboratively implementing high yield pedagogical strategies to enhance student performance. 	<ul style="list-style-type: none"> Form a collaborative committee to develop the Kenmore South Parent and Community Engagement Framework. Develop a Positive Agile Teachers (PATs) Framework and further embed PALS. Enhance staff wellbeing 	<ul style="list-style-type: none"> Greater community collaboration and engagement Engagement of staff in the PATs Framework Develop wellbeing toolkit for staff 	<ul style="list-style-type: none"> Completion of framework Completion of PATs Framework Toolkit created and evidence of use by staff

Kenmore South State School acknowledges its role in providing excellent educational opportunities to support our students to develop the knowledge, skills and qualities they need for the future. We will achieve this by aligning our school improvement agenda with the goals of the Department of Education and Training, State Schools Strategy 2019 – 2022.