



# KENMORE SOUTH STATE SCHOOL

## ANNUAL IMPLEMENTATION PLAN 2023

*'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.



Georgina Allardice – Principal

Thomas Gleeson - School Council Chair

KSSS STRATEGIES	ACTIONS	OUTCOMES	TARGET
<b>PRECISION</b> <ul style="list-style-type: none"> <li>Enhance capability of staff to lift student performance through coaching and mentoring.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Build teacher capability through quality pedagogical practices using coaching and mentoring.</li> <li>Engage in quality familiarisation and collaborative planning sessions to implement Version 9.0 of Australian Curriculum in a measured, staged approach.</li> <li>Continue to build teacher capability in the teaching of inquiry and expand this to more subject areas.</li> <li>Implement an agreed early years phonics and whole school spelling approach.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers engaged in WOW time and coaching and mentoring opportunities to grow consistency and expertise in implementation of agreed teaching practices.</li> <li>Teachers planning innovative, exciting units of work to engage students.</li> <li>Teachers engaged in WOW time and coaching and mentoring opportunities to grow consistency and expertise in embedding inquiry, the questioning matrix and thinking skills with consistency and expert delivery.</li> <li>Consistent approach to the teaching of spelling and phonics instruction across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Semester 2 2023 80% of students achieve A-B in English</li> <li>Semester 2 2023 93% of student achieve A-B in Mathematics</li> <li>100% of teachers demonstrate confidence with agreed planning implementation of Version 9.0 of the Australian Curriculum.</li> <li>100% teachers are involved in modelled lessons, observations and feedback and coaching and mentoring.</li> <li>100% of teachers are using the agreed school spelling and phonics approach.</li> </ul>
<b>DIFFERENTIATION</b> <ul style="list-style-type: none"> <li>Strengthen high performing teams in the implementation of differentiated and inclusive curriculum strategies that meet the needs of all students, promoting critical &amp; creative thinkers.</li> <li>Refine and review student learning goals in reading, writing and mathematics, communicating with parents &amp; celebrating student success</li> <li>Identify achievement gaps and proficiency levels to ensure student engagement through assessment, moderation and analysis of data to inform teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Identify evidence-based differentiated practice and implement high yield strategies aimed at every child succeeding.</li> <li>Analyse student data through collegial conversations via Student Success, case management, data conversations and teaching teams meeting.</li> <li>Develop a greater understanding and teacher capability of excellence and equity in boys' education.</li> <li>Explore and develop a greater understanding of the characteristics of curiosity thinking that support powerful learning.</li> </ul>	<ul style="list-style-type: none"> <li>Student Portfolios are electronic and track achievement standards clearly.</li> <li>Documented evidence and tracking of Personalised Learning are prioritised.</li> <li>Review achievement and engagement data, establish working party and source research-based evidence surrounding boys' education.</li> <li>Teachers are promoting critical and creative thinking and 21<sup>st</sup> century learning skills in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>100% of students are tracked using student portfolios and personalised learning where relevant.</li> <li>100% of staff are involved in Student Success, case management and data and team meetings.</li> <li>Close the gap between boys achieving an A in English compared to their female peers by 30%.</li> <li>85% of students in School Opinion Survey agree that their learning is interesting.</li> </ul>
<b>COLLABORATION</b> <ul style="list-style-type: none"> <li>Empower staff to be innovative thinkers and leaders of change, by collaboratively implementing high yield pedagogical strategies to enhance student performance.</li> <li>Promote staff, student and parent wellbeing across the school through research-based strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with high performing schools to explore high-yield strategies and expertise.</li> <li>Continue to implement the KSSS Positive Pedagogies – Positive Agile Learners, Teachers and Community and develop strategies to promote wellbeing.</li> <li>Continue to embed Reconciliation Action Plan (RAP) initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>High Performing Community of Practice collaboration.</li> <li>Students and teachers demonstrate the PAL and PAT attributes in everyday teaching and learning. PAC is actioned through parent information sessions and community events.</li> <li>Improved staff awareness our First Nations culture.</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with at least one other high performing school regarding inquiry and high-performance.</li> <li>SOS Partnerships (parents) 90% or above for each item</li> <li>Student Engagement and Wellbeing survey – 33% of students high in self-management and 50% in resilience.</li> <li>SOS (students) I can talk to my teachers about my concerns. 88% or above.</li> <li>SOS Staff Wellbeing (staff) 95% or above for each item</li> <li>SOS (staff) 92% I feel confident embedding Aboriginal and Torres Strait Islander perspectives across learning areas.</li> </ul>

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.