KULUIN STATE SCHOOL
2025 ANNUAL IMPLEMENTATION PLAN

⭐ Educational achievement   🌐 Wellbeing and engagement   🙌 Culture and inclusion

School priority 1:

Build teacher capabiliity to improve student English achievement to A and B from Prep to Year 6.

Link to school review improvement strategy:
- Collaboratively review student support practices to ensure they are targeted to meet the needs of students and effectively utilise resources.
- Develop roles and responsibilities for the Leadership Team aligned to priorities.
- Build capability to support the integration of digital literacies to engage students in their learning.

Monitoring

Green – on track, Yellow – underway, Magenta – yet to commence

Term 1	Term 2	Term 3	Term 4

Strategies:

- Enact the principles of 'behaviour change' (Awareness – Attitude – Knowledge – Action – Behaviour Change)
- Create shared vision of Equity and Excellence Priorities and school performance (SORD)
- Deepen understanding of the connection between curriculum, teaching, learning and students through moderation processes
- Engage staff in discovery and curiosity to open up A level thinking (rethinking cycle)
- Prioritise A-B students in Kuluin's Collaborative Inquiry Process with articulated learning goals linked to marking guide
- Deepen understanding of the Plan, Teach, Assess, Reflect (PTAR) cycle through the use of learning walls
- Build pedagogical practices and instructional routines to support reading through the Australian Curriculum
- Participate in North Coast Region Colloborative Learning Community (CLC) for Reading

Long term measurable/desired outcomes:

Students can/will:
- Develop knowledge, understanding and skills to demonstrate success in English
- Receive timely and ongoing feedback along with high impact pedagogy strategies to support B/A lift
- Articulate what is required to achieve an A or B on the marking guide through answering 5 questions for students
- Interact with and optimise the Learning Wall and Third Teacher

Teachers can/will:
- Implement teaching and learning using knowledge of curriculum and assessment.
- Implement effective teaching strategies to improve students' achievement.
- Set explicit, challenging and achievable learning goals for all students, providing ongoing feedback.
- Identify which target students did not meet their goal and develop a targeted approach through the collaborative inquiry process.
- Build student capability through daily instructional routines that are explicit and structured

Leadership Team can/will:
- Lead teachers to plan, implement and review the effectiveness of teaching and learning
- Lead teachers in professional discussions to evaluate and improve teacher practice and student outcomes.
- Build capability through a targeted approach of support for teachers and students
- Commit to observations and feedback of literacy daily reviews and instructional practices linked to reading through the Australian Curriculum

AIP measurable/desired outcomes:

P-2 English Results – A and B above 65% (state wide target 50%, relative comparison 56.4%, regional 53.6%)

3–6 English Results – A and B above 55% (state wide target 50%, relative comparison 49.6%, regional % 46.8%)

Artefacts:

LOA data for English

Collaborative inquiry data set

Moderation samples for target students

Collaborative inquiry data

Survey responses from teachers

Actions:

- Use the M1-M4 cycle to engage teachers in planning, implementing and reviewing the effectiveness of teaching and learning
- Open up 'A level thinking' through professional discussions to evaluate and improve teacher practice and student outcomes
- Consider the individual students and their full range of abilities (eg. CASW, data analysis, year level meetings)
- Conduct Learning Walks with Leadership Team and Support Teachers embedding marker students

Responsible officer(s):

Leadership Team:
Principal, Deputy Principals, Head of Department, Head of Special Education

Teachers:
STLaN, Special Education Teachers
Classroom Teachers – Prep to Year 6

Resources:

- M1 – M4 Cycle (funded, staff meetings)
- Year level meetings
- Leadership team meetings and coach meetings.

- Monitor SORD and One School Data to determine factors for success and identify additional impacts (e.g., attendance, SDA's)
- Use the CASW and Collaborative Inquiry process to focus on A/B achievement

School priority 2:

Increase student engagement through multi-tiered systems of support with Positive Behaviour for Learning, (PBL) and inclusive practices.
Link to school review improvement strategy:
- Collaboratively review student support practices to ensure they are targeted to meet the needs of students and effectively utilise school resources.
- Leverage off school professional learning teams to include a collaborative in-depth analysis of school data, groups of students.

Monitoring

Green –on track, Yellow – underway, Magenta – yet to commence.

Term 1	Term 2	Term 3	Term 4

Long term measurable/desired outcomes:

Students can/will:
- Clearly articulate and follow the school behaviour expectations – PBL
- Engage in learning where respectful relationships and inclusion are fostered

Teachers can/will:
- demonstrate understanding of Kuluin's PBL and Code of Conduct for Students to support student engagement
- document behaviour and engagement strategies in individual Personalised Learning Plans
- Provide differentiated support reflecting student adjustments/support plans

Leadership team can/will:
- Lead professional data analysis conversations related to PBL and inclusion to ensure teachers and teacher aides are upskilled and can access the information they need
- Assign case managers from the PBL team for Tier 2 & 3 students

AIP measurable/desired outcomes:

SOS: > 90% of students, staff and parents satisfied with teaching and learning, respectful relationships and student behaviour is well managed

LOA: 100% A-C Behaviour and Effort

Staff: 100% engage in Positive Behaviour for Learning and Personalised Learning Plans Department of Education Wellbeing Survey

Strategies:

- Strengthen teacher capacity to embed differentiated teaching and school wide Positive Behaviour for Learning supports into planning and practice to support the range of students
- Develop expertise of teachers and leaders in enacting school-wide processes, including support provisions, Personalised Learning Plans (PLP) and adjustments
- Build the capability of teachers to use the principles of pedagogy to identify approaches, practices and strategies that are most effective in increasing student engagement and improving student learning through inclusive learning practices

Actions:

- Leaders and teachers engage in PBL and differentiation practices to strengthen knowledge and inform practice
- Teachers, teacher aides and leadership engage in professional learning about differentiation strategies
- Targeted professional learning through staff meetings, teacher aide meetings and SFDs

Responsible officer(s):

ALL STAFF
Principal, Deputy Principals, Head of Department, Head of Special Education, STLaN, Special Education Teachers –
Classroom Teachers – Prep to Year 6, Teacher Aides

Resources:

Leadership Team, PBL, Student Support, non-teaching staff meetings, SFD sessions

Approvals

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

Principal
School Supervisor

David Hillhouse, School Supervisor

P&C/School Council