



Kruger State School

2021 Annual Implementation Plan

Improvement Priority 1. Develop readers who are confident and successful life-long learners.

Targets

The Kruger State School Reading Framework is developed for a consistent approach to the teaching of reading from Prep to Year 6.

Kruger State School has developed a robust approach to the collection and analysis of data as determined in the Assessment Framework and is reviewed annually.

A school framework for the implementation of PLD in Prep to Year 2 is in place.

Increase the number of students achieving C or above in English across all year levels.

Parents and Caregivers can identify Reading as a priority for the school and can articulate how their child is learning to read.

Moderation practices for running records are in place at least once per semester for Prep to Year 6.

Strategy:	Develop and continue to review a consistent approach to the teaching of reading through the Kruger State School Reading Framework.		
Actions	Timeline	Responsible Officer(s)	
Develop and review the school's Reading Framework annually for best practice.	Ongoing	Principal, Deputy Principal, HOC	
Strategy:	Build capacity within teaching teams to implement the Kruger State School Reading Framework consistently from Prep to Year 6.		
Actions	Timeline	Responsible Officer(s)	
School leaders and other staff as appropriate, to engage in Communities of Practice to deepen understanding of best reading practice.	Ongoing	Principal, Deputy Principal, HOC	
Engage with Regional support personnel to deepen knowledge on the teaching of reading and use of the Literacy Continuum.	Ongoing	Principal, Deputy Principal, HOC, Year Coordinator	
Provide continued professional learning for teaching and non-teaching staff, aligned to the school's Reading Framework.	Ongoing	Principal, Deputy Principal, HOC	
Utilise the skills of Reading Coaches to provide support to teaching staff on the consistent implementation of the Reading Framework from Prep to Year 6.	Ongoing	Principal, Deputy Principal, HOC	





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Increase the number of students achieving C or above in English across all year levels.

Parents and Caregivers can identify Reading as a priority for the school and can articulate how their child is learning to read.

Moderation practices for running records are in place at least once per semester for Prep to Year 6.

Strategy: Develop and continue to review a framework for a consistent and systemic approach to the foundations of teaching reading in the Early Years.

Actions	Timeline	Responsible Officer(s)
Collaborate with key stakeholders in the Reading Team to determine best practice and the implementation of PLD in the school.	Ongoing	Principal, Deputy Principal, HOC, Year Coordinator
Provide professional development and resources for the implementation of PLD in Prep to Year 2.	Ongoing	Principal, Deputy Principal, HOC
Review school's approach to early years foundations of reading for best practice annually	Term 4	Principal, Deputy Principal, HOC

Strategy: Develop and continue to review a robust approach to the collection and analysis of data as determined in the Kruger State School Assessment Framework.

Actions	Timeline	Responsible Officer(s)
Provide professional learning in the implementation and moderation of (at least once per semester) running records, to ensure consistency across all year levels.	Ongoing	Deputy Principal, HOC
Use 'marker students' to determine the implementation of best practice strategies for students and track student progress each year.	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator
Use Early Start as a key data collection tool on entry to Prep and on exit from Prep, Year 1 and Year 2.	Ongoing	Deputy Principal, HOC
Consider the long-term use of the Literacy Continuum, through the Reading Team, to support the teaching of reading and student outcomes.	Term 4	HOC
Provide professional development and regular opportunities to teaching staff to engage in data analysis to determine individual student, cohort and school trends.	Ongoing	Principal, Deputy Principal, HOC
Review the school Assessment Framework annually.	Term 4	HOC





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Moderation practices for running records are in place at least once per semester for Prep to Year 6.

Strategy:	Develop a model for coaching and utilise expert Reading Coaches to increase teacher capability and support the implementation of the Kruger State School Reading Framework.
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Actions	Timeline	Responsible Officer(s)
Coaches will collaborate with school teams to develop a model of coaching to support the implementation of the Kruger State School Reading Framework.	Term 1	Kerry Barker, Kate Stansfield, Sarah Walsh

Strategy:	Utilise a range of strategies such as class newsletters, workshops, school events etc, to engage parents and the community in reading as a priority agenda.
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Actions	Timeline	Responsible Officer(s)
Work with leaders across the school to determine best forms of communication for dissemination of information to parents and the wider school community.	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator





Kruger State School

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Improvement Priority 2. Learning & Engagement: Supporting students to be 'Ready to Learn' each day.

Targets

A qualified PBL team is driving whole school behaviour expectations across the school.
 Clear artefacts in classrooms and signage around the school that exhibit clear and consistent language from PBL and Berry Street: school expectations, classroom rules, Peace Place, Ready to Learn Plan
 All students, staff and community can clearly articulate our school expectations and what these look like, sound like and feel like at Kruger State School
 Increased teacher confidence in managing Tier 1 behaviour in classrooms without support.
 PBL team using behaviour data to determine focus areas for improvement including weekly lessons.
 100% of classes engaging in targeted PBL lessons
 Parents, Caregivers and school community can articulate the school's expectations.

Strategy: The school will use trauma-informed practice, Positive Behaviour for Learning (PBL), Berry Street Educational Model and Teach Like a Champion, to frame clear expectations for student learning and engagement.

Actions	Timeline	Responsible Officer(s)
The school will engage in Regional Positive Behaviour for Learning support and establish a PBL team with clear roles and responsibilities and representation from across the school.	Ongoing	Principal, Deputy Principal
Continue to provide Berry Street training and resources to all staff to support student engagement in learning.	Ongoing	Principal, Deputy Principal
Utilise the skill of a Learning Engagement Coach to support teachers in the implementation of PBL and Berry Street strategies, though modelling, observation, feedback and watching others work.	Ongoing	Principal, Deputy Principal
Utilise a dedicated and skilled Learning Engagement Team to support student engagement and behaviour. This team will be proactive by determining functions of behaviour and appropriate positive strateg	Ongoing	Principal, Deputy Principal
The school will reinforce the school's expectations through weekly PBL lessons determined by data and positively reinforce these expectations through 'snaps'.	Ongoing	Principal, Deputy Principal
Each term, all classes will revisit the 'Launch into Learning' program to ensure consistency and clear expectations of what a learner looks like at Kruger State School.	Ongoing	Principal, Deputy Principal, HOC, HOSES, Year Coordinator

Strategy: The school will develop and utilise a consistent and school-wide approach to the use of Teach Like a Champion strategies.

Actions	Timeline	Responsible Officer(s)
Develop a systematic approach to the implementation of Teach Like a Champion strategies across Prep to Year 6.	Ongoing	Principal, Deputy Principal





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PBL team using behaviour data to determine focus areas for improvement including weekly lessons.

100% of classes engaging in targeted PBL lessons

Parents, Caregivers and school community can articulate the school's expectations.

Strategy:	The school will utilise classroom profiling to develop reflective practices and build proficiency in Essential Skills for Classroom Management.		
Actions	Timeline	Responsible Officer(s)	
Provide opportunities for teaching and non-teaching staff to engage in Classroom Profiling.	Ongoing	Principal, Deputy Principal	
Ensure the school has appropriately trained profilers.	Ongoing	Principal, Deputy Principal	
Strategy:	The school will continue to engage in professional learning to support trauma-informed practice.		
Actions	Timeline	Responsible Officer(s)	
Ensure an school-wide induction program is in place for the school's focus on trauma informed practice.	Ongoing	Principal, Deputy Principal	
Strategy:	The school will develop a model for coaching and utilise expert Learning Engagement Coach to increase teacher capability and support student engagement.		
Actions	Timeline	Responsible Officer(s)	
Develop a collegial engagement agreement/model of coaching to be utilised with teaching staff.	Term 1	Principal, Deputy Principal	





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Improvement Priority 3. Develop a culture of collaboration: school and the community.

Targets

Develop a school-wide approach to feedback which includes coaching, mentoring and learning walks.
 Increase the number of students entering Prep who have engaged in a pre-prep program.
 Increase in number of children regularly attending playgroup.
 Parents, Caregivers and the school community regularly engage in a range of school events.
 The school has developed a Mentoring Beginning Teachers program that is supported by regular opportunities for beginning and early careers teachers to be supported by their mentors.
 Increase in staff satisfaction in SOS: I enjoy working at this school 48.6% in 2019 Staff are well supported 28.6% in 2019
 My school encourages coaching and mentoring activities 38.8%

Strategy: Support families in the transition to schooling by providing a pre-prep program.

Actions	Timeline	Responsible Officer(s)
Provide staff, facilities and resources to facilitate a regular playgroup at the school to connect families to a pre-prep program, support children's early literacy and transition to schooling.	Ongoing	Principal, Deputy Principal
Engage with Regional support to facilitate 'Sound Scouts' hearing screeners to support student health, in particular Aboriginal and Torres Strait Islander health.	Term 1	Principal, HOC
Facilitate early intervention with early detection of hearing loss through Sound Scouts.	Ongoing	Principal, HOC

Strategy: Use school events, a range of communications, workshops and programs such as Crocs, to connect the community to the school.

Actions	Timeline	Responsible Officer(s)
Find regular opportunities to consult with the school community to consider how the school can best engage and connect with them with the school, priorities and events.	Ongoing	Principal, Deputy Principal
Utilise the school Chaplaincy Program to support students, their parents and caregivers and to find opportunities to connect with our local community.	Ongoing	Principal
Engage with Community Hubs Australia to host a community hub at Kruger State School and review its success annually.	Ongoing	Principal
The Community Hub Coordinator will regularly engage with the school community to provide opportunities to improve connection to the school, literacy levels of adults and engagement with other communit	Ongoing	Principal

Strategy: Promote well-being for staff through the annual Wellbeing Action Plan.

Actions	Timeline	Responsible Officer(s)
Continue to promote membership on the Wellbeing Team.	Ongoing	Principal, Deputy Principal
Continue to review the Action Plan to determine best strategies to support wellbeing across the staff.	Ongoing	Principal, Deputy Principal





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 Increase in staff satisfaction in SOS: I enjoy working at this school 48.6% in 2019 Staff are well supported 28.6% in 2019
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Strategy: Support families in the transition to schooling through a Prep transition program.

Actions	Timeline	Responsible Officer(s)
Develop a robust and sustainable Prep transition to school.	Term 2	Principal, Deputy Principal
Promote Kruger State School as a school of choice through engagement with local Early Childhood Centres.	Ongoing	Principal, Deputy Principal
Utilise the school playgroup to promote transition to schooling.	Ongoing	Principal, Deputy Principal

Strategy: Develop and promote the Community Hub as a support to meet the needs of our local community.

Actions	Timeline	Responsible Officer(s)
Collaborate with the school community to determine areas of need.	Ongoing	Principal
Utilise a range of strategies to communicate the programs the Community Hub has to offer.	Ongoing	Principal
Monitor the effectiveness of programs offered by the Community Hub.	Ongoing	Principal

Strategy: Promote the use of the Triple P program as a key resource to support families.

Actions	Timeline	Responsible Officer(s)
Collaborate with key stakeholders to determine target families for the Triple P program.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES
Determine a school-wide approach to the delivery of Triple P at Kruger State School.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES





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Improvement Priority 4. Ensure authenticity in implementing the Australian Curriculum

Targets

Student data will demonstrate an increase in A-E data in English, Maths and Science.

Strategy:	Staff will continue to engage in professional learning to implement the Australian Curriculum across all key learning areas from Prep to Year 6.		
Actions	Timeline	Responsible Officer(s)	
Ensure appropriate professional learning aligned to the Australian Curriculum is outlined in the school Professional Learning Overview.	Ongoing	Principal, Deputy Principal, HOC	
Strategy:	Ensure alignment with the Australian Curriculum and the school's Whole School Curriculum Plan.		
Actions	Timeline	Responsible Officer(s)	
Provide release time for teaching staff to plan in year levels to ensure alignment to the AC and implementation of best practice strategies in teaching.	Ongoing	Principal, Deputy Principal, HOC	
Strategy:	Improve data literacy of staff through focussed data analysis of whole school, cohorts, classes and individual students.		
Actions	Timeline	Responsible Officer(s)	
Engage in moderation of assessment across Key Learning Areas at least once per semester.	Ongoing	Principal, Deputy Principal, HOC	
Continue to review the school Assessment Schedule for systemic and robust data collection and appropriate use of data collected.	Ongoing	Principal, Deputy Principal, HOC	
Provide opportunities for staff to critically analyse data to determine trends and problems of practice for individual students, classes, cohorts and whole school.	Ongoing	Principal, Deputy Principal, HOC	

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

