

Killarney P-10 State School Strategic Plan 2024-2027

School Profile

Killarney P-10 State School has been delivering strongly on its motto, "Success Crowns Effort" since 1874 and represents community values and great traditions, all the while looking to the future to respond to the needs of our students and community.

Through the Alice Springs (Mparntwe) Education Declaration, we have committed to equity and excellence in education – that all children and young people are confident, creative lifelong learners active in their community.

Education through the delivery of the Australian Curriculum (AC) is our core business. Staff are passionate, caring and work diligently to create a strong culture that supports everyone's 'right to learn'. Staff care about our students and offer many opportunities for personal development and the establishment of lifetime friendships. Our students flourish in a learning environment that is caring and supportive with preconditions for learning well-established across the school. Our students are polite and respectful and have a commitment to learning and taking care of others.

A culture of professional collaboration is valued in our school and opportunities are provided for staff collaborative planning and professional learning. A strong community of practice model exists to bring research-based practices into our classrooms and provide opportunities for our staff to grow.

We enjoy strong community-based support through generational connections between the school and community and highly value the partnerships which provide students with additional educational experiences and opportunities. At Killarney P-10 State School, we believe it takes a village to educate a child.

Our school has an excellent reputation for its culture of mutual respect, positive student behaviour and commitment to learning which has been nurtured through working closely with parents and the community.

In 2024 the school celebrates 150 Years of proudly providing state education to the students of Killarney and surrounding district.

Killarney P-10 State School's Wildly Important Goals

Accountable and consistent implementation of the Australian Curriculum

Developing literate learners

Every student engaged and supported



"Success Crowns Effort"

**Effort in learning
Growth through respect
Success in community
We are Killarney strong**

Key improvement strategies

(Recommended by the School Improvement Unit, 2023)

Establish a clear improvement agenda with an explicit focus on student outcomes to guide teaching and learning and provide clarity for student learning, achievement and improvement.

Collaboratively build effective whole-school approaches to leading and teaching literacy that align to the Explicit Improvement Agenda (EIA), and sets clear expectations and builds clarity of understanding and consistency for teachers, to support every student to realise their potential.

Implement curriculum co-planning opportunities, led by the leadership team, to foster greater teacher knowledge, understanding and confidence of the AC.

Develop a whole-school pedagogical approach for teaching literacy to provide consistency and support a universal lift to student outcomes.

Collaboratively establish a collegial engagement framework to support opportunities for teachers to receive feedback, reflect on and strengthen their pedagogical practices.

Accountable and consistent implementation of the Australian Curriculum					Developing Literate Learners					Every student engaged and supported				
Leading Question: <i>How are we implementing rigorous, purposeful and differentiated learning aligned to the Australian Curriculum to challenge and engage all students?</i>					Leading Question: <i>How are we collaboratively building effective and consistent whole-school approaches to leading and teaching literacy to support every student to realise their potential?</i>					Leading Question: <i>How are we consistently and effectively catering to individual needs through shared responsibility and understanding within a whole school approach to differentiated teaching and learning?</i>				
Strategies Know the next steps in learning <ul style="list-style-type: none"> Develop explicit targets to guide the EIA and systematically measure the impact on student outcomes. Formalise processes to quality assure that the intended curriculum is enacted. Develop a roles and responsibilities document. Ensure three levels of planning are responsive to diverse needs of the school community and the EIA. Implement curriculum co-planning opportunities, led by the leadership team, to foster greater teacher knowledge, understanding and confidence of the AC. Align school-wide assessment processes to ensure a consistent understanding and approach and fidelity of moderation processes. Embed a 'third teacher' in every classroom to guide clarity, feedback, goal setting and build student agency and empowerment. Review and reinvigorate partnerships to focus on those that maximise learning and wellbeing outcomes for students. Know where students are in their learning <ul style="list-style-type: none"> Provide regular opportunities for formal data conversations to analyse and interrogate student data, enhance teacher data literacy and inform student learning progression. Know and plan every student's learning progress through case management processes to ensure every student is continually improving. Collaboratively establish a collegial engagement framework to support opportunities for teachers to receive feedback, reflect on and strengthen their pedagogical practices. Implement a whole school approach to pedagogy that is responsive to data to determine and employ a repertoire of approaches, practices and strategies that are responsive and inclusive. Value First Nations cultures and voice in our approach to engagement and learning. Enhance capability and confidence of teachers in digital teaching and learning to embed digital technologies and future-focussed learning practices that connect students and teachers across Queensland. 					Strategies Know the next steps in learning <ul style="list-style-type: none"> Collaboratively build effective whole-school approaches to leading and teaching, literacy, set clear expectations and build clarity of understanding and consistency for teachers, to support every student to realise their potential. Develop explicit targets to guide the EIA and systematically measure the impact on student outcomes. Enhance staff data literacy to ensure data aligned with the EIA is regularly used to inform teaching and learning practices. Explicitly teach word reading using systematic synthetic phonics to start strong in the early years. Establish a Junior Secondary Literacy Community of Practice to build capability and educational knowledge. Cultivate communities of practice to engage in structured research-based professional discussion Identify cross-curricula literacy connections to develop meaning making skills in all subject areas. Know where students are in their learning <ul style="list-style-type: none"> Develop a whole-school pedagogical approach for teaching literacy to provide consistency and support a universal lift to student outcomes. Embed a 'third teacher' in every classroom to guide clarity, feedback, goal setting and build student agency and empowerment. Develop case management processes and data walls to monitor student progress and plan focussed Tier 1 teaching. Develop and implement processes for allocating resources to support student learning needs aligned to the EIA, and provide greater clarity for staff. Implement data driven targeted whole school Tier 2 support in literacy to ensure every student achieves at least one year of learning growth each year. Provide early and ongoing Tier 2 intervention in word reading (phonemic awareness and phonic knowledge). 					Strategies Know the next steps in learning <ul style="list-style-type: none"> Explicitly teach personal and social general capabilities. Develop a school-wide, systematic process to provide a consistent approach to differentiation for the full range of students, including high achievers. Develop a learning and wellbeing framework for staff and students. Build on established positive conditions for learning to create learning environments which promote academic rigor, are aligned to the EIA, and focus on increasing learning outcomes for all students. Implement Positive Behaviour for Learning (PBL) with consistency, shared understanding and shared responsibility. Know where students are in their learning <ul style="list-style-type: none"> Build staff capacity to ensure a whole school approach to PBL. Enhance staff data literacy to ensure data is regularly used to inform PBL teaching and learning practices. Develop case management processes to plan and monitor personalised learning plans. Maintain and further develop a well-resourced and vibrant environment to engage and excite. Reimagine and revitalise learning spaces to promote collaboration and positive relationships that enhance teaching and learning and meet the learning demands of the future. Develop and implement processes for allocating resources to support student learning needs aligned to the EIA. Review and reinvigorate partnerships to focus on those that maximise learning and wellbeing outcomes for students. Know students and how they learn <ul style="list-style-type: none"> Know each student's needs and understand what works best for them to develop as healthy, confident and resilient learners. Value student, parent/carer, community and stakeholder voice in our approach to teaching and learning. Strengthen responsive, positive and confident annual transitions to support a student's positive approach to school and a sense of belonging and engagement. 				
Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027
Developing	✓				Developing	✓				Developing	✓			
Implementing	✓	✓	✓		Implementing	✓	✓			Implementing	✓	✓	✓	
Embedding		✓	✓	✓	Embedding		✓	✓	✓	Embedding		✓	✓	✓
Reviewing				✓	Reviewing			✓	✓	Reviewing				✓

Lag Measures

	2023	2024	2025	2026	2027
Students achieving A or B in English					
Prep - Year 2	S2: 44%	48%	52%	56%	60%
Years 3 - 6	S2: 43%	47%	51%	55%	60%
Years 7-10	S2: 27%	35%	43%	51%	60%
Students achieving A or B in Maths					
Prep - Year 2	S2: 52%	54%	56%	58%	60%
Years 3 - 6	S2: 47%	50%	53%	56%	60%
Years 7-10	S2: 38%	43%	48%	54%	60%
Students achieving SSP code level					
Prep Through Yellow Code	95%	95%	95%	95%	95%
Year 1 Through Blue Code	95%	95%	95%	95%	95%
Year 2 In Extended Code	95%	95%	95%	95%	95%
Year 3 In Extended Code	95%	95%	95%	95%	95%
Students achieving Exceeding Proficiency in NAPLAN Reading					
Year 3	7%	10%	13%	16%	20%
Year 5	0%	5%	10%	15%	20%
Year 7	25%	26%	27%	28%	30%
Year 9	28%	28%	28%	29%	30%
Students achieving Strong Proficiency in NAPLAN Reading					
Year 3	50%	55%	60%	65%	70%
Year 5	66%	67%	68%	69%	70%
Year 7	25%	33%	42%	51%	60%
Year 9	42%	46%	52%	56%	60%
Students achieving Exceeding Proficiency in NAPLAN Writing					
Year 3	7%	10%	13%	16%	20%
Year 5	16%	17%	18%	19%	20%
Year 7	0%	5%	10%	15%	20%
Year 9	0%	5%	10%	15%	20%
Students achieving Strong Proficiency in NAPLAN Writing					
Year 3	64%	65%	67%	69%	70%
Year 5	33%	42%	51%	50%	70%
Year 7	41%	45%	50%	55%	60%
Year 9	85%	60%	65%	58%	70%
Attendance					
Prep - Year 2	92%	93%	94%	94%	95%
Year 3 - 6	90%	91%	92%	94%	95%
Years 7-10	85%	88%	91%	93%	95%
School Disciplinary Absences					
Prep - Year 2	0%	0%	0%	0%	0%
Year 3 - 6	<1%	<1%	<1%	<1%	<1%
Years 7-10	<5%	<5%	<5%	<5%	<5%

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

Ros Hibberd
ROS HIBBERD
Principal
06 March 2024

GLEN LAMB
P&C President
06 March 2024

G H Lamb

RA Roediger
ASHLEY ROEDIGER
School Supervisor

By the end of 2027, the leadership team will:

- Be instructional leaders driving an explicit improvement agenda.
- Lead a positive whole school culture of respect, responsibility, trust and continuous improvement.
- Lead cycles of inquiry using a range of data to provide the curriculum in a way that supports continuous improvement in student learning and achievement.
- Commit to and resource a collaborative, professional learning community.
- Expect all teachers to be reflective practitioners who are individually and collectively committed to continuous improvement.
- Forefront professional conversations with curriculum, data, pedagogy and/or improving student outcomes.
- Know every student's learning progress against the Australian Curriculum, including using data walls.
- Formalise processes to quality assure that the intended curriculum is enacted.
- Co-plan with teachers regularly.
- Review three levels of planning each term.
- Align school-wide assessment processes.
- Lead consistency and fidelity of moderation processes.
- Lead a whole school approach to pedagogy that responds to curriculum, learning and the learner.
- Lead a collegial engagement framework in which opportunities are created for teachers to work together and learn from each other.
- Develop learning and wellbeing frameworks for staff and students.
- Strategically, flexibly and equitably allocate resources to students requiring additional support.
- Develop staff data literacy and ensure data is regularly used to inform teaching and learning practices.
- Investigate and implement VET and other recognised programs to respond to the diverse needs of the school community.
- Maintain and further develop well-resourced and vibrant environments to engage and excite.
- Reimagine and revitalise learning spaces to promote collaboration and positive relationships and meet the learning demands of the future.
- Seek and curate vibrant and strategic partnerships to maximise learning and wellbeing outcomes for students.

By the end of 2027, teachers will:

- Nurture a positive whole school culture of respect, responsibility, trust and continuous improvement.
- Demonstrate deep knowledge, understanding and confidence of the AC.
- Engage in cycles of inquiry using a range of data to provide the curriculum in ways that supports continuous improvement in student learning and achievement.
- Know each student's needs and understand what works best for them to develop as healthy, confident and resilient learners.
- Seek student, parent/carer, community and stakeholder voice in teaching and learning.
- Engage in moderation processes throughout teaching and learning cycle.
- Value a collegial engagement framework in a culture of professional improvement.
- Employ case management to monitor and plan every student's learning progress.
- Embed the third teacher in every classroom.
- Know every student's learning progress, including using data walls, against the Australian Curriculum.
- Determine and employ research-based signature pedagogical practices to enable visible and engaged learning.
- Embed Positive Behaviour for Learning as a part of the 'Killarney strong' culture.
- Confidently employ tailored supports and reasonable adjustments.
- Prioritise professional conversations that focus on data, curriculum and improving student outcomes.
- Embed digital technologies in teaching and learning.
- Digitally connect with their peers and students across Queensland and beyond.
- Explicitly teach personal and social general capabilities.

Resourcing Commitment:

- Collegial Engagement Framework to develop a collaborative, professional learning community.
- Whole school Tier 2 support in literacy including early and ongoing intervention in word reading (phonemic awareness and phonic knowledge).