

As determined and stated in the Kallangur SS Pedagogical Framework, the agenda to support the Improvement Focus for 2024 will be to:

- Core Priority 1:** Develop the implementation of Inquiry-centred approach aligned with Kallangur SS Pedagogical Framework and the Australian Curriculum (9.0)

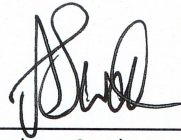
<u>Actions</u>	<u>Targets</u>	<u>Timeline</u>	<u>Responsible Officer/s</u>
Connected Australian Curriculum Engage in cycles of action and reflection to identify, implement and evaluate teaching and learning approaches for the benefit of all our students. - Integrating CASW and feedback into planning perspectives alongside teacher moderation, facilitates a holistic approach to student success. By engaging in cycles of action and reflection utilising the High Impact Teaching Strategies, leaders and teachers collaboratively identify, implement, and evaluate teaching strategies tailored to individual student needs. - By engaging in cycles of action and reflection, staff continuously evaluate the impact of their teaching strategies on student learning. They assess what works well and what needs improvement, leading to ongoing refinement of teaching practices for better student outcomes. Purposeful planning and enactment of Professional Learning Plan to foster a sustainable approach of capability development for all staff. - Develop and use refined, revised/new actionable knowledge for practice to improve teacher pedagogy - Resources in the form of tools and expertise to assist in identifying effective practice and relevant evidence aligned with the Science of Reading as well as Inquiry-Based Learning.	English Prep to Year 6, A – C 91% Prep to Year 2, C and Above 91% (88.2%) Year 3 to 6, C and Above 94% (91.4%) Prep to Year 2, Upper 2 Bands (A – B) 50% (41.7%) Year 3 to 6, Upper 2 Bands (A – B) 50% (31.3%) Mathematics Prep to Year, 6 A – C % 93% Prep to Year 2, C and Above 95% (92.4%) Year 3 to 6, C and Above % 95% (92.1%) Prep to Year 2, Upper 2 Bands (A – B) 56% (53.7%)	By End of 2024 By end of 2024	Andrew Swales Jill Hobbin Blair Tomlinson Deb Watts Kylie Kelso-Smith All Staff Andrew Swales Jill Hobbin Lesley Odger Rachael Roebuck Renee Dek Marlee Peck All Staff

Embed Inquiry-centred learning to foster curiosity, discovery and collaboration to ensure students are highly challenged and learning successfully - Students will be encouraged to design open-ended questions related to the lesson content, promoting curiosity and inquiry-based exploration. - Establish project-based learning opportunities where students collaborate in teams/small groups to investigate real-world problems or phenomena, encouraging discovery, collaboration, and deeper learning across Learning Areas	Year 3 to 6, Upper 2 Bands (A – B) 55% (52.3%)		
Core Priority 2: Enhance opportunities for further development of digital pedagogies within the Australian Curriculum			
Leveraging Digital Establish formalised feedback using digital systems, aligning students to their individual learning goals in English and Mathematics. - digital feedback for English and Mathematics that effectively aligns each student's learning progress with their individual goals, facilitating personalised learning pathways and improving overall academic performance. Strengthen the embedding of technologies to ensure continued digital pedagogy development amongst staff, with focus on new staff. - Embed regular 'Tech Talks' workshops, providing hands-on training sessions for existing and new staff on utilising digital tools effectively in the classroom, focusing on interactive learning platforms, educational apps, and digital assessment methods. - Continue to embed a professional development program with new staff members to provide personalised support and guidance in effectively using technology into their teaching practices, fostering continuous digital pedagogy development.	100% Teaching Staff providing personalised feedback to students 100% of Teaching Staff working with technology coach to develop a bespoke goal	Terms 1 - 4 End of Term 3	Andrew Swales Blair Tomlinson Allison Lewis
Core Priority 3: Develop a clear and agreed process to the recording of NCCD students			
Develop clear understanding of the new National Consistent Collection of Data (NCCD) status for students requiring additional support, including how this is captured and recorded. - Conduct training sessions for staff members to familiarize them with the updated guidelines and procedures of the National Consistent Collection of Data (NCCD), ensuring they understand how to accurately identify, assess, and record the needs of students requiring additional support. Establish expectations for all staff, that students identified in NCCD with a current Personalised Learning Plan has identified data and goals that reflects their support needs. - Teaching staff to provide additional information (Priority Focus Area: Learning Environment) to Personalised Learning Plans for student with additional support needs.	100% Teaching Staff 100% Teaching Staff 100% Students identified	Term 1 - 4 By July 2024 (Staff) Term 1 – 4 (Students)	Andrew Swales Kylie Kelso-Smith Julie Young

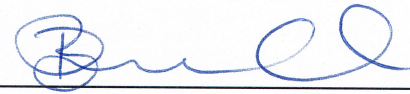
Core Priority 4: Strengthen the K-2 Enhancing Continuity & Alignment

Strengthen the continual development of sharing consistent and aligned practices across K-2 - Facilitate peer observations and classroom walkthroughs among K-2 teachers, allowing them to observe each other's instructional practices, provide feedback, and identify opportunities for aligning and refining teaching methods to better meet the needs of students across the K-2 spectrum. - Creating safe, supportive and inclusive environments - Sustained collaborative partnerships with families, community and other agencies - Supporting successful transitions	100% P-2 Teachers using flexible learning spaces and furniture 75% Preps involved in Prep transition program (55% 2022-23) 50% of main feeder ECEC's attend tours of school (20% 2022-23) 100% of Prep classes offering circle time once per week. K-P Transition Officer employed once per week	Terms 1 - 4	Deb Watts, Kylie Kelso-Smith Lesley Odger Rachel Lewis Julie Young
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Endorsement: This plan was developed in consultation with the school community and meets school needs and systemic requirements.



Andrew Swales
Principal



Rachael Bull
P&C President