



Lochington State School

2022 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. Collaboratively develop a shared understanding of the school's explicit improvement agenda

Long-term targets/desired outcomes

- 100% of students are receiving a C or above in English and Maths summative tasks.
- NAPLAN data has been used to triangulate A to C data.
- Attendance data is maintained at 95% or higher. All absences are explained.
- All staff and parents are aware of the school improvement priorities.

AIP targets/desired outcomes

- 100% of students from Kindergarten to Year 4 achieving at an age appropriate level on the Literacy Continuum and Kindergarten levels.
- 100% of staff able to articulate the school improvement agenda of reading improvement and alignment of QKLG and AC.
- 100% of staff possessing a shared understanding of their role in school improvement priorities.
- 100% of students from Year 1 to Year 4 achieving positive relative gain and C or Higher for English and Mathematics.
- 100% of Kindergarten students engaging with classroom curriculum and progress being documented.
- The Kindergarten to Year 6 program operating, adhering to QKLG and AC, through the P-6 curriculum planning model in C2C.
- School data wall in OneNote maintained as an accurate record of student achievement data, curriculum delivery and the whole school improvement agenda.

School Strategic Plan Strategy:	Facilitate data literacy conversations with all staff to inform improvement priorities, guide practice and identify next steps ifor student learning.
Actions	Responsible Officer(s)
At staff meetings, analysis of whole school reading data and goal setting for students.	Principal
3 mth- Student goal setting using Literacy Continuum. 6 mth-Goal evaluation, review and planning. 9mth- Planning intervention for targeted students.	Principal
Cooperative planning sessions to ensure alignment to Australian Curriculum and differentiated planning and pedagogy.	Principal
3 mth- Unit planning for KLAs. 6 mth- Achievement review and intervention. 9 mth- Collegial feedback on pedagogy and differentiation.	Principal
Professional development for staff with SDK, QKLG and AC.	Principal
3 mth- SDK and Kindy School visits. Guy to have planning session with Kellie Dobson. 6 mths- Continued planning and review sessions with Kellie Dobson/ Natalie O. 9 mths- Cooperative planning.	Principal





Lochington State School

2022 Annual Implementation Plan

School Strategic Plan Strategy:	Develop a strategic data wall to focus staff and community efforts on school priorities and provide regular feedback.	
Actions		Responsible Officer(s)
OneNote document library established with a data wall including reading levels, sight words and LOA.		Principal
3 mth- Units for KLAs in OneNote. 6 mth- School data wall in OneNote. 9 mth- Analysis and planning for student support and differentiation.		Principal
Continuing and refining learning walls in classrooms for all subjects to include learning intentions and success criteria.		Principal
3 mth- Eng & Maths- Learning intentions and success criteria displayed. 6 mth- Sci, HASS, Tech learning intentions and success criteria displayed 9 mth- HPE, Arts LI and SC displayed.		Principal
Continue to build staff capability to use the literacy continuum and other reading data to inform student goal setting.		Principal
3 mth- Student data updated in OneNote 6 mth- Professional development for staff on data analysis using Literacy Continuum. 9 mth- Staff planning meetings to examine data.		Principal
School Strategic Plan Strategy:	Use inquiry to monitor State Delivered Kindy/Australian Curriculum implementation.	
Actions		Responsible Officer(s)
Professional development for staff with using the C2C P-6 Curriculum model resources and supporting programs (Spelling SSP, Guided reading)		Suzanne Aschhoff-McKay, Caius Davis
3 mth- 2022 P-6 Model operational and SSP resources collated. 6 mth- SSP professional development for staff. 9 mths- C2C PD for staff on planning and pedagogy.		Principal
Using the inquiry planner collaboratively with staff and community to monitor and evaluate introduction of Kindergarten to the school K to Year 6 program.		Principal
3 mth- Parent survey for Kindy opinions. 6 mth- Assessment of K to Year 4 achievement and classroom processes. 9 mth- Parent and staff survey on kindy satisfaction.		Principal

School Strategic Plan - 2. Build a safe, respectful and inclusive culture across the school and wider community.

Long-term targets/desired outcomes

- School designed pulse survey indicate high level of parent and student satisfaction with school climate and student disposition towards learning.
- One school track student discipline including positive behaviour records.
- 100% of students who require a personalised learning record have a documented plan which is regularly reviewed by parents and staff.





Lochington State School

2022 Annual Implementation Plan

AIP targets/desired outcomes

- 100% of Year 1 to 4 students showing improvement in reading as measured by Literacy Continuum and running records.
- 100% of staff confidently and cooperatively planning and teaching using AC, C2C multi-age units and QKLG to engage students and meet learning needs.
- Differentiated teaching practices utilised to cater for all students in Kindergarten to Year 4.
- Indigenous perspectives embedded in school learning and social culture.
- 100% of staff engaged with school based moderation as well as moderation within the cluster at last 4 times a year.
- Maintain high student, parent and staff satisfaction as indicated in the SOS.
- Differentiated planning and pedagogy evidenced in planning and classroom delivery.

School Strategic Plan Strategy:	Enhance teachers' depth of knowledge of the Australian Curriculum and the Queensland Kindergarten Learning Guidelines(QKLG) to enable learning adjustments and provide suitable challenges that meet the needs of the full range of learners.
Actions	Responsible Officer(s)
4 phases of moderation engaged with at a school level each term at staff meetings as well as within the cluster.	Principal
3 mth- School based post-assessment moderation of Maths and Science. 6 mth- Eng, Hass- Pre-unit moderation and pre-assessment moderation. 9 mth- Portfolio moderation. Involvement in Cluster session	Principal
School Positive Behaviour for Learning (PBL) renewed with school community to establish safe and productive learning environment for all.	Principal
3 mth- Review/survey of SCOC and school PBL. 6 mth- Teaching of expectations and processes. 9 mth- PBL data analysis. Survey of community level of satisfaction.	Principal
SDK support personnel enlisted to upskill, resource and improve K to Year 6 curriculum implementation.	Suzanne Aschhoff-McKay, Caius Davis
3 mth- Planning session for Principal with Kellie D, Natalie O. 6 mth- Suzanne planning session with Katrina E. HUB resources utilised. 9 mth- Guy and Suzanne review with Natalie O , Kellie D.	Principal
Maintain connection with schools to assist with building staff capacity with QKLG and Multi-age planning, organisation and pedagogy.	Principal
3 mth- Guy to have Rolleston SS follow up visit. 6 mth- Suzanne to visit Dingo SS for observation of good practice. Guy to Visit Emerald. 9 mth- Guy and Suzanne have 2 planning sessions.	Principal
Continued engagement and collaboration with wider community for school and community events and activities. (Tennis coaching, Beef Leaders Program, music, Under 8s Day activities)	Suzanne Aschhoff-McKay, Caius Davis
School Strategic Plan Strategy:	Investigate and develop further strategies to support the implementation of fully inclusive practises across the school.





Lochington State School

2022 Annual Implementation Plan

Actions		Responsible Officer(s)
Revisit Inclusion Policy with school community to further build confidence in SDK and the K to Year 6 model.		Principal
3 mth- Kindy to Year 4 program routines in place. 6 mth- Inclusion Policy reviewed at staff meetings. 9 mth- Inquiry to audit K to Year 4 program for alignment to Inclusion Policy.		Principal
Explore community and regional opportunities for students to engage with and celebrate indigenous culture.- e.g. dance, music, arts, story telling, etc. Incorporated in school and cluster activities.		Principal
School Strategic Plan Strategy:	Facilitate staff, student and community upskilling opportunities to enhance their understanding of the student code of conduct, Australian Curriculum and QKLG	
Actions		Responsible Officer(s)
Staff meeting forums and release of staff for cooperative planning and curriculum discussion to improve understanding and implementation.		Principal
3 mth- Whole school approach to pedagogy discussed at staff meetings 6 mth- Approach to pedagogy agreed upon and drafted. 9 mth- Cooperative planning and feedback sessions implemented.		Principal
School Strategic Plan Strategy:	Co-design and document a process of support and referral for diverse learners.	
Actions		Responsible Officer(s)
Review current referral practices and documentation for effectiveness and accuracy.		Principal
3 mth- Principal connected with GO. 6 mth- Referral process used by school with fidelity. 9 mth- Referral process reviewed by staff and GO.		Principal
School Strategic Plan Strategy:	Embed and review PACE and SLAWF to maintain community engagement.	
Actions		Responsible Officer(s)
Lead staff and community through the PACE and Learning and Wellbeing Framework to ensure there is uniform understanding.		Principal
3 mth- Staff wellbeing monitored as new staff transition. 6 mth- Staff meetings and P&C meetings to discuss PACE and Wellbeing. 9 mth- Survey to review processes and community wellbeing.		Principal

School Strategic Plan - 3. Design and implement a contextualised high yield whole school approach to pedagogy that is research based.

Long-term targets/desired outcomes



Queensland
Government



Lochington State School

2022 Annual Implementation Plan

- Age appropriate pedagogy underpins the whole school approach and is evident in planning and classroom practices.
- Staff can articulate age appropriate strategies being enacted to support every learner.
- All students can answer the Sharratt questions about their learning.

AIP targets/desired outcomes

- 100% of community and staff have confidence and satisfaction with State Delivered Kindergarten and the multi-age classroom, teaching and learning. 100% of students are engaged with learning.
- 100% of students in Year 1-4 demonstrate progress as indicated on Literacy Continuum.
- 100% of Kindergarten students demonstrating positive engagement and progress against SDK benchmarks.
- Whole school approach to pedagogy embedded across the school in 2022.
- Explicit teaching and data informed planning enacted consistently by all staff in all subject areas.

School Strategic Plan Strategy:	Investigate quality evidence based high yield whole school pedagogical strategies appropriate to our multi age K-6 context.	
Actions		Responsible Officer(s)
Review reading and spelling programs at the school for effectiveness.		Principal
3 mth- Student spelling levels recorded on Literacy Continuum. 6 mth- SSP PD organised and resourcing completed. 9 mth- Planning and implementation of SSP for Year 1.		Principal
School Strategic Plan Strategy:	Engage regional support to prioritise the access to a pedagogical coach to model and enhance staff capability.	
Actions		Responsible Officer(s)
Access curriculum mentors to support staff with age appropriate pedagogy and planning the program across the K-4 years including planning and assessment. (Natalie O, Kellie D)		Suzanne Aschhoff-McKay, Caius Davis
School Strategic Plan Strategy:	Continue to build learner independence through learning walls, 5 questions and individual learning goals.	
Actions		Responsible Officer(s)
Continue with and enhance learning walls for all learning areas and introduce 5 questions.		Suzanne Aschhoff-McKay, Caius Davis
3 mth- Learning walls introduction for English and Maths 6 mth- 5 questions introduced and used weekly. 9 mth- Learning walls for all KLAs displayed and referred to.		Principal
Establish personal academic and wellbeing goals for every student, collaboratively with class teachers.		Suzanne Aschhoff-McKay, Caius Davis
3 mth- Student directed goals introduced in class. 6 mth- Literacy goals for each student based on Literacy Continuum. 9 mth- Process for reviewing goals and supporting students developed.		Principal





Lochington State School

2022 Annual Implementation Plan

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

Assistant Regional Director

