

# Kelso State School

## 4 Year Strategic Plan

### Improvement Strategy

**Embed** instructional leadership capabilities of all staff and **systematic processes for intentional collaboration to provide** explicit opportunities for **distributed leadership across the school.**  
**Refine** strategies and support systems, **integrating** precise and explicit instructional and cultural leadership, **to create** schoolwide routines that increase self-regulation and engagement **that improve** the social-emotional environment and academic levels of achievement.

### Focus Areas



### 12 Month Success Criteria

- All students **engaging with** the curriculum and articulating 5Q4S, **resulting in** increased self-regulation and improved levels of achievement.
- All teachers and leaders **have ownership and deep understanding** of curriculum, pedagogy, next steps and strategies. Reasonable adjustments for students are **collaboratively developed in response to** student complex needs, work samples and monitoring tools, for example 5Q4T.
- Aspiring leaders **have opportunities** to collaborate and lead the school’s explicit improvement agenda within the focus areas of the Action Plan.
- School staff **are proactively supported** to have the right skills, tools and guidance **to consciously improve** how they work together as a team, share resources and communicate **to achieve** shared goals.
- Instructional Leaders **prioritise time** for intentional collaboration **to facilitate** precise pedagogical conversations encompassing, curriculum clarity and data informed practice using the 5Q4L
- All staff **clearly articulate** their own roles and responsibilities including the data sets **aligned to** their area(s) of responsibility using the 5Q4

