



# Weir State School Strategic Plan

2017-2020

DET Strategic Plan 2015-2019	State Schools Strategy 2016-2020	Strategies	Performance Measures	Evidence Source
Successful Learners	Successful Learners	<p>Implement a consistent school wide process for the development and monitoring of <b>student learning goals</b>;</p> <ul style="list-style-type: none"> <li>Continue to implement learning walls in every classroom as a teaching and learning tool, which are regularly monitored and reviewed</li> <li>Align success criteria to intended curriculum, informing student learning goals.</li> </ul> <p>Develop and enact school wide expectations regarding <b>feedback processes for students</b> which make clear what actions they can take to further their learning progress;</p> <ul style="list-style-type: none"> <li>Continue to implement consistent use of 'Five Questions for Students' (Sharrett)</li> <li>Implement consistent practices of students tracking their progress towards achievement of their goals</li> <li>Implement consistent feedback processes identified in the pedagogical framework.</li> </ul>	<p>Every student achieving success:</p> <ul style="list-style-type: none"> <li>2019- 100% of students achieving individual learning goals</li> <li>2020- 100% of students can explain the assessment they take, where they are at and what their next learning steps are</li> </ul> <p>2019- 92% of students achieving C or above in English, Maths and Science by end of year 3.</p>	<p>One School data Learning walls Walkthrough data LOA data Unit data</p>
		<p>Embed the school's pedagogical framework to ensure all teachers have a clear understanding of agreed <b>high yield practices</b> for consistent implementation in all classrooms (ASOT)</p> <ul style="list-style-type: none"> <li>Implement Art and Science of Teaching (ASOT) professional development for all staff 2018</li> <li>Include ASOT training component included for all new staff 2019 onwards</li> </ul> <p>Implement regular opportunities for all teachers to view <b>high-yield teaching practices</b> and engage in coaching and mentoring opportunities.</p> <p>Engage all teaching staff in ongoing PD to ensure that data literacy skills enable deeper understandings of data to better inform <b>differentiated teaching practice</b>;</p> <ul style="list-style-type: none"> <li>Share differentiation expertise to improve teacher quality</li> <li>Collaboratively analyse data on the progress of students to inform learning needs of individual students</li> <li>Embed collaborative planning processes.</li> </ul> <p>Provide opportunities for teacher to identify, through collaborative planning, cross-curricular priorities and general capabilities in curriculum planning, focussing on <b>digital technologies</b>;</p> <ul style="list-style-type: none"> <li>Introduce Coding and robotics</li> <li>Implement CSIRO Stem Indigenous Perspectives curriculum</li> <li>Continue to participate in Global Tropics partnership opportunities for staff and students</li> <li>Commence implementation of digital technologies curriculum in 2018.</li> </ul>	<p>Teachers implementing high yield practices across the gradual release model:</p> <ul style="list-style-type: none"> <li>2018- 85%</li> <li>2020- 92%</li> </ul> <p>100% teaching staff engage in peer review processes. Eg Watching others work, profiling, peer feedback, peer walkthroughs.</p> <p>2019- 92% of students achieving C or above in English, Maths and Science by end of year 3.</p> <p>30% Indigenous students in years 5 and 6 achieving B or above in science.</p>	<p>Walkthrough data (ASOT framework)</p> <p>Performance development plans</p> <p>LOA data</p> <p>LOA data</p>
Great People	Principal Leadership & Performance	<p>Collaboratively develop, implement and monitor strategies to maintain high levels of <b>staff wellbeing</b>;</p> <ul style="list-style-type: none"> <li>Implement staff matters framework</li> <li>Continue to embed whole school processes to support staff workload expectations</li> <li>Provide access to wellbeing, social and emotional programs and services</li> </ul> <p>Continue to lead and model effective teaching and learning across the school through establishment of <b>professional learning communities (PLCs)</b>.</p>	<p>Improved Staff morale: Baseline 76.6% Target 82%(State Baseline)</p> <p>100% teaching staff participate in PLC communities by 2018.</p>	<p>SOS</p> <p>Performance Development plans</p>



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<b>High Standards</b>	<b>School Performance</b>	<p>Embed the <b>collaborative planning process</b> to support the implementation of a locally informed curriculum.</p> <p>Narrow and sharpen the school's explicit improvement agenda;</p> <ul style="list-style-type: none"> <li>• Reading- Comprehension</li> <li>• Writing- Sentence structure</li> <li>• Attendance (see local decision making).</li> </ul>	<p>NAPLAN targets: 92% of students achieving at or above the NMS in reading and writing</p> <p>30% of students achieving in the upper 2 bands in reading and writing</p>	<p>NAPLAN data Early Start data PM Regression data</p>
<b>Engaged Partners</b>	<b>Local Decision Making</b>	<p>Continue to engage with the community in the development of strategies for improving <b>parent engagement</b> and <b>student attendance</b>;</p> <ul style="list-style-type: none"> <li>• Implement 'Try for Five' (Cowboys Partnership School)</li> <li>• Investigate alternate strategies to improve communication between home and school</li> </ul> <p>Continue to implement whole of <b>school wellbeing and social emotional</b> programs</p>	<ul style="list-style-type: none"> <li>• Student attendance target 92%</li> <li>• Close the Gap between Indigenous and non-Indigenous attendance to 2% by 2019</li> <li>• Behaviour data to maintain target of 8 positives for every one negative behaviour logged</li> <li>• SDA target reduced: (Benchmark 150) 2018 &lt;100    2020 &lt;50</li> </ul>	<p>One School data</p> <p>SOS Data Kids Matter Survey PBL/EBS data</p>

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.

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Principal

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P & C President

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Assistant Regional Director