

# 2017 Annual Implementation Plan

## Weir State School



### School Improvement Agenda for 2017

Embed collaborative planning and high yield teaching practices to increase the percentage of student achieving C or above across English, Maths and Science to 92% by end of year 3, 2017.

Improve student attendance rate to 92% overall.

Embed a culture of high expectations in every classroom every day for students and staff, developing assessment literate learners.

### Documents attached include


- The Budget Overview Report

### Certification

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

  
Principal

KBWLS  
.....P and C/ School Council

  
..... Assistant Regional Director

### State and Regional Priorities

#### Every Student Succeeding State Schools Strategy 2016-2020

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

#### **NQR Priorities 2017**

- Build Principal and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.

## Successful Learners

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence																															
		Description	Target	Date																																	
<p>Embed high yield whole school processes to support assessment literate learners who are better able to <b>demonstrate their knowledge and understanding</b> by successfully completing assessment tasks</p>	<p>Embed practice of learning walls in every classroom:                      -Model effective practice                      -Embed use of 5 questions for students in every classroom                      -Model high expectations for students                      -Implement vocab walls in every classroom                      -Embed reflective practices for students</p> <p>Explore challenging STEM experiences to further develop students reading, writing and numeracy skills:                      -Implement Global Tropics Partnership with JCU and Thuringowa High                      -Provide opportunities for teachers to familiarise with digital technologies                      -CSIRO Indigenous Students Science Program (I2S2)</p> <p>Align general capabilities and cross curriculum priorities across all curriculum areas:                      -Embed practice of explicitly teaching the vocabulary required to support declarative and procedural knowledge across KLA's                      -Embed whole school SEL curriculum</p>	<p>Student Learning goals- (<i>Table 4, page 3</i>)</p> <p>Digital technologies:                      - Implementation across 2 classes completed                      - Assessment tasks trialed across 2 classes</p> <p>Science LOA Data years 5 and 6 C and above (<i>table 1</i>):</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td><b>Year 5</b></td> <td>68%</td> <td>85%</td> </tr> <tr> <td><b>Year 6</b></td> <td>65%</td> <td>85%</td> </tr> </tbody> </table> <p>PBL data Targets (<i>table 2</i>):</p> <table border="1"> <thead> <tr> <th>Tier 1</th> <th>Tier 2</th> <th>Tier 3</th> </tr> </thead> <tbody> <tr> <td>90%</td> <td>8%</td> <td>2%</td> </tr> </tbody> </table> <p>Literacy Continuum –Vocabulary (<i>table 3</i>):</p> <table border="1"> <thead> <tr> <th></th> <th>No Cluster</th> <th>Cluster 1</th> <th>Cluster 2</th> <th>Cluster 3</th> <th>Cluster 4</th> </tr> </thead> <tbody> <tr> <td>Base</td> <td>52%</td> <td>0</td> <td>15%</td> <td>0</td> <td>33%</td> </tr> <tr> <td>Target</td> <td>5%</td> <td>5%</td> <td>5%</td> <td>15%</td> <td>70%</td> </tr> </tbody> </table>		Baseline	Target	<b>Year 5</b>	68%	85%	<b>Year 6</b>	65%	85%	Tier 1	Tier 2	Tier 3	90%	8%	2%		No Cluster	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Base	52%	0	15%	0	33%	Target	5%	5%	5%	15%	70%	<p>Master Teacher</p> <p>Principal</p> <p>Deputy Principal</p> <p>HOC BMST</p>	<p>Sharret</p> <p>Visible Learning-Hattie</p> <p>Gradual Release Model</p> <p>Classroom Learning Walls</p> <p>Learning Walks</p> <p>Global Tropics I2S2</p> <p>ACARA</p> <p>Curriculum Alignment Process</p>
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## Teaching Quality and Principal Leadership and Performance

School Strategies	Actions	Performance Measures				Responsible Officer	Resource/Evidence	
		Description	Target	Date				
<p>Embed the <b>collaborative curriculum planning process</b> to support the development of a locally informed relevant curriculum aligned to the Australian Curriculum.</p>	<p>Embed 3 week cycles of collaborative planning to:</p> <ul style="list-style-type: none"> <li>-analyse planned units to determine reading and writing demands</li> <li>-plan and analyse pre-tasks to collect specific information to inform teaching and learning</li> <li>-examine evidence of teaching and learning -engage regularly in curriculum alignment</li> </ul> <p>Establish whole of school routine for supporting teachers to review their weekly formative assessment to:</p> <ul style="list-style-type: none"> <li>-inform the next week's teaching and learning</li> <li>-allocate resources effectively</li> <li>-monitor student progress towards goals</li> </ul> <p>Embed 5 weekly data cycles</p> <p>Develop capability of instructional leaders to facilitate collaborative planning process:</p> <ul style="list-style-type: none"> <li>- Identify marker EALD students and apply targeted learning/resources</li> <li>- Examine evidence of learning supported by iCAPs team</li> <li>- Provide access to opportunities for PD through EALD Focus Schools Essentials Workshops</li> </ul>	<b>LOA Semester Targets % above C (table 4)</b>				Principal HOC  Principal HOC  Principal HOC  Principal HOC	School Curriculum Framework  Curriculum Leadership Team  Unit Teams  Collaborative Planning Templates  Alignment tool  CAPs Team  Student work samples  Unit LOA data  Literacy Continuum	

\*Prep cohort 2017

	<ul style="list-style-type: none"> <li>- Review effectiveness and consistency of teaching and learning of phonemic awareness and vocabulary in P-1.</li> <li>- Facilitate webinar access for all staff: Phonemic awareness, miscue analysis and running records.</li> </ul>	<p><b>Semester 2 Targets:</b>  Circle of Quality Teaching and Learning  Baseline 90% Target 92%</p> <hr/> Visible Learning Survey: Know thy impact Baseline 70% Target 80% <hr/> PAT R Cohort Effect Size Years 2 & 3: Target 0.4-0.8 range effect size per class	<p>Early Start Data</p> <p>i4s Strategy</p> <p>Curriculum Elaborations</p> <p>Lesson Observation Feedback</p> <p>ARD Feedback</p> <p>Focus schools workshops</p> <p>Visible Learning Surveys</p>
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## School Performance

School Strategies	Actions	Performance Measures			Date	Responsible Officer	Resource/Evidence																													
		Description	Target																																	
		Year 3	%	Year 5				%																												
Embed the school's pedagogical framework to ensure all teachers have a clear understanding of <b>agreed high-yield strategies for consistent implementation</b> in all classrooms.	Provide PD for staff, term 1 2017, to complete review of ped framework.  Share successful practice across classrooms to ensure improved learning outcomes for students: - Sharing of effectiveness practices at every staff meeting. - Build resource bank on Ed Studio - Embed peer observation opportunities  Develop staff capability through PD focussing on: - Four lesson sequence for guided reading  - Gradual Release Model- implement 24 practice opportunities for successful application of new knowledge.  Provide coaching and mentoring for staff focussing on:  - Teaching guided reading- EALD marker student project  - Effectively teaching sentence structure and paragraphing in writing  Establish Demonstration classes in Early years to facilitate modelled high yield strategies	<b>NAPLAN DATA Targets (table 5)</b>				HOC  Master Teacher   HOC   HOC Master Teacher   Principal	ASOT- Marzano  Curriculum Leadership Team  Master Teacher  Classroom Teachers  Supervision and feedback framework  Pedagogical Practices Coach  i4s strategy PLC's  Differentiated coaching model  Beginning teacher mentors																													
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Year 3</th> <th>%</th> <th>Year 5</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>89</td> <td>91</td> <td>81</td> <td>90</td> </tr> <tr> <td>U2B</td> <td>27</td> <td>30</td> <td>21</td> <td>24</td> </tr> <tr> <td>Writing</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>NMS</td> <td>93</td> <td>94</td> <td>77</td> <td>86</td> </tr> <tr> <td>U2B</td> <td>29</td> <td>30</td> <td>5</td> <td>15</td> </tr> </tbody> </table>				Year 3			%	Year 5	%	Reading	89	91	81	90	U2B	27	30	21	24	Writing					NMS	93	94	77	86	U2B	29	30	5	15	
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	<b>PM Regression Data Targets 2017 (table 6)</b>																																			
	NMS	Prep %	Year1 %	Year2 %																																
Week 5	2	*5	33	45	56	58																														
Week 10	28	30	33	48	50	62																														
Week 15	55	55	35	52	54	66																														
Week 20	39	60	47	58	56	70																														
Week 25	40	65	43	65	62	76																														
Week 30	42	70	54	70	66	80																														
Week 35		80		82		92																														
<div style="display: flex; justify-content: space-between; align-items: center;"> <span><input type="checkbox"/> Baseline (Current Year)</span> <span><input type="checkbox"/> Targets (2017 Cohort)</span> </div>																																				

	Align walkthrough and lesson observation feedback to agreed high yield strategies	<b>Lesson Observation Feedback</b> % Effective Pedagogical Practices Targets (table 7)	Principal	Gradual Release Model																																			
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Week	Modelled		Shared	Guided	Indep.																																		
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**Regional Support and Local Decision Making**

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
Embed strong strategic partnerships with the school community to strengthen contributions to <b>improving student attendance rates</b> .	Implement Attendance Guarantee Strategy (AGS): - Marker EALD students - 5 weekly data monitoring cycles - Establish community support partnerships - Targeted intensive teaching for marker students - Out of school hours tutoring/ homework club - Regular home visits to celebrate success - Implement partnership agreements with parents/families	Indigenous Students: - Reduced attendance rate gap	3%	Sem 1	School Connectedness Teacher	FNQ AGS evidence hub CTG Indigenous Teacher aides PM running records PAT R Early Start Literacy Continuum Regional CAPS team
		-Year 1 and 2 marker students achieve PM bench mark and Literacy Continuum Cluster Benchmarks	Year 1 PM 16 Cluster 6 Year 2 PM 24 Cluster 8	Sem 2 Sem 2		
		-Marker students attendance rate benchmark	92%	Sem 1		