



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 student learning goals;</p> <ul style="list-style-type: none"> Continue to implement learning walls in every classroom as a teaching and learning tool, which are regularly monitored and reviewed Align success criteria to intended curriculum, informing student learning goals. <p>Develop and enact school wide expectations regarding feedback processes for students which make clear what actions they can take to further their learning progress;</p> <ul style="list-style-type: none"> Continue to implement consistent use of 'Five Questions for Students' (Sharrett) Implement consistent practices of students tracking their progress towards achievement of their goals Implement consistent feedback processes identified in the pedagogical framework. 	<p>Every student achieving success:</p> <ul style="list-style-type: none"> 2019- 100% of students achieving individual learning goals 2020- 100% of students can explain the assessment they take, where they are at and what their next learning steps are <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 high yield practices for consistent implementation in all classrooms (ASOT)</p> <ul style="list-style-type: none"> Implement Art and Science of Teaching (ASOT) professional development for all staff 2018 Include ASOT training component included for all new staff 2019 onwards <p>Implement regular opportunities for all teachers to view high-yield teaching practices 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 differentiated teaching practice;</p> <ul style="list-style-type: none"> Share differentiation expertise to improve teacher quality Collaboratively analyse data on the progress of students to inform learning needs of individual students Embed collaborative planning processes. <p>Provide opportunities for teacher to identify, through collaborative planning, cross-curricular priorities and general capabilities in curriculum planning, focussing on digital technologies;</p> <ul style="list-style-type: none"> Introduce Coding and robotics Implement CSIRO Stem Indigenous Perspectives curriculum Continue to participate in Global Tropics partnership opportunities for staff and students Commence implementation of digital technologies curriculum in 2018. 	<p>Teachers implementing high yield practices across the gradual release model:</p> <ul style="list-style-type: none"> 2018- 85% 2020- 92% <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 staff wellbeing;</p> <ul style="list-style-type: none"> Implement staff matters framework Continue to embed whole school processes to support staff workload expectations Provide access to wellbeing, social and emotional programs and services <p>Continue to lead and model effective teaching and learning across the school through establishment of professional learning communities (PLCs).</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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High Standards	School Performance	<p>Embed the collaborative planning process 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"> • Reading- Comprehension • Writing- Sentence structure • Attendance (see local decision making). 	<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>
Engaged Partners	Local Decision Making	<p>Continue to engage with the community in the development of strategies for improving parent engagement and student attendance;</p> <ul style="list-style-type: none"> • Implement 'Try for Five' (Cowboys Partnership School) • Investigate alternate strategies to improve communication between home and school <p>Continue to implement whole of school wellbeing and social emotional programs</p>	<ul style="list-style-type: none"> • Student attendance target 92% • Close the Gap between Indigenous and non-Indigenous attendance to 2% by 2019 • Behaviour data to maintain target of 8 positives for every one negative behaviour logged • SDA target reduced: (Benchmark 150) 2018 <100 2020 <50 	<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