



# 2018 Annual Implementation Plan

## Weir State School



### School Improvement Agenda for 2018

Embed collaborative planning and high yield teaching practices to improve student performance in:

- Reading- Comprehension
- Writing- Sentence structure
- Attendance

Implement strategies to maintain high levels of staff well-being.

### State and Regional Priorities

#### State Schools Strategy 2017-2021

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

#### ***NQR Priorities 2018***

- Build Principal and other Leaders' capability to facilitate the school improvement model to identify and enact their school explicit improvement agenda in alignment with the State School Strategy
- Support Principal and other School Leaders' to build capability of teachers to be proficient in teaching and assessing the curriculum
- Develop strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement

### Certification

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

J.A Vanderjagt - Principal

.....P and C/ School Council

..... Assistant Regional Director

## Successful Learners

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<p>Implement consistent school wide processes for the development and monitoring of <b>student achievement</b>.</p> <p><i>NSIT Domain 8: Effective Pedagogical Practices</i></p>	Continue to embed learning walls in every classroom as a teaching and learning tool, regularly monitored and reviewed.	Learning walls embedded for English Maths and Science	100%	Week 5, Term 1	Deputy Principal	Learning walls audit
	Align success criteria to intended curriculum and GTMJ, informing student learning goals and lesson intent.	Unit LOA data informing progress towards LOA data	92% C and above	Term 4	Master Teacher	Unit LOA data
	Implement consistent practices across the school for students to use to track their progress towards achievement of their goals.	Walkthrough data evidences assessment literate students	100% embedded	Term 2	Deputy Principal	Lesson Observations
	Implement consistent feedback processes across the school identified in the pedagogical framework.	Lesson Observations evidence: -Student folios current -Feedback linked to learning intent				Walkthrough data
	Continue to implement consistent use of 'Five Questions for Students' (Sharrett) to inform feedback from walkthroughs.	-Regular written feedback on student work -Reflective daily practices embedded				

## Teaching Quality and Principal Leadership and Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence												
		Description	Target	Date														
<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> <p><i>NSIT Domain 7: Differentiated teaching and learning</i></p>	<p>Implement regular opportunities for all teachers to view <b>high-yield teaching practices</b> and engage in coaching and mentoring opportunities.</p> <p>Provide opportunities for all classroom staff to engage in watching others work, sharing differentiation expertise to improve teacher quality.</p> <p>Provide regular opportunities to collaboratively analyse data on the progress of students to inform learning needs of individual students.</p> <p>Embed collaborative planning processes across all year levels.</p> <p>Implement Art and Science of Teaching (ASOT) professional development for all staff 2018</p>	<p>Marker students in each year level tracked to monitor success rates:</p> <p>D to C marker group</p> <p>B to A marker group</p> <p>Improved English LOA data C or above:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Baseline %</th> <th>Target %</th> </tr> </thead> <tbody> <tr> <td>P-6</td> <td>80</td> </tr> <tr> <td>Prep</td> <td>68</td> </tr> <tr> <td>Year 1</td> <td>84</td> </tr> <tr> <td>Year 2</td> <td>82</td> </tr> <tr> <td>Year 3</td> <td>71</td> </tr> </tbody> </table>	Baseline %	Target %	P-6	80	Prep	68	Year 1	84	Year 2	82	Year 3	71	100%	Each term	Principal Deputy Principal Master Teacher	Data Wall  Weekly formative assessment analysis
	Baseline %	Target %																
P-6	80																	
Prep	68																	
Year 1	84																	
Year 2	82																	
Year 3	71																	
<p>Collaboratively develop, implement and monitor strategies to maintain high levels of <b>staff wellbeing</b>.</p>	<p>Implement staff matters framework</p> <p>Continue to embed whole school processes to support staff workload expectations</p> <p>Provide access to wellbeing, social and emotional programs and services</p>	Improved staff morale	75%	Term 4	Deputy Principal Principal	LOA Data												
				Term 3	Principal Well Being Teacher	School Opinion Survey												

## School Performance

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<p>Embed the <b>collaborative planning process</b> to improve student achievement in reading and writing.</p> <p><i>NSIT Domain 6: An Expert Teaching</i></p>	<p>Prioritise opportunities for teachers to engage weekly in collaborative planning discussion supported by a supervisor, focussing on the reading and writing development of identified marker students.</p>	<p>Percentage of students achieving at or above the NMS in reading and writing</p>	<p>NMS Reading: Yr 3- 92% Yr 5- 94%</p> <p>NMS Writing: Yr 3- 92% Yr 5- 90%</p>	Term 2	<p>Deputy Principals</p> <p>Master Teacher-Data analysis</p> <p>Head of Curriculum- PD</p>	NAPLAN Data
	<p>Engage all teachers and teacher aides in PD to improve the practice of teaching writing.</p>	<p>Percentage of students achieving in the upper 2 bands in reading and writing</p>	<p>U2B Reading: Yr 3- 30% Yr 5- 28%</p> <p>U2B Writing: Yr 3- 30% Yr 5- 25%</p>			
	<p>Provide PD each term: -miscue analysis -Bandscale analysis</p>	<p>Percentage of student achieving C or above in English</p>	92%	Term 4	Principal	
	<p>Provide PD for teachers to support them to use EALD Bandscale, PAT R and Early Start data to inform their planning.</p>	<p>Increased percentage of students supported by ICP's achieving their reading goals</p>	96%	Term 2	HOSES	Running Records Literacy Continuum
	<p>Establish effective school processes responding to the establishment of case management and professional learning teams.</p>					

## Regional Support and Local Decision Making

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
Continue to implement whole of <b>school wellbeing and social emotional</b> programs  <i>NSIT Domain 9: School Community Partnerships</i>	Implement PBL action plan to improve clarity of communication and consistency of consequences.	SDA target reduced: <i>Baseline 150</i>	2018 <100	Dec 2018	Principal	SDA Data
	Implement alternate support programs to support positive student behaviour	S.O.S- Student behaviour is well managed  <i>Baseline Staff 66%, Student 72%, parent 67%.</i>	80%	Term 3	Well Being Teacher	School Opinion Survey
	Implement teacher profiling once per term for every teacher				Behaviour support teacher	
	Provide PD in term 1: -Active playground supervision -Analysing PBL data					
Continue to engage with the community in the development of strategies for improving <b>parent engagement</b> and <b>student attendance</b>	Implement 'Try for Five' (Cowboys Partnership School)	Student attendance target	93%	July 2018	Well Being Teacher	One School Data
	Investigate alternate strategies to improve communication between home and school	Close the Gap between Indigenous and non-Indigenous attendance  <i>Baseline 4.4%</i>	3%	July 2018	Deputy Principal	School Profile data