



# WEIR STATE SCHOOL

## ANNUAL IMPLEMENTATION PLAN – 2024

### System Priorities – NQR Implementation

#### Equity & Excellence

- Educational Achievement
- Culture & Inclusion
- Wellbeing & Engagement

### SUCCESSFUL LEARNERS

(Educational Achievement)

- Embed strong systems within Reading and Spelling, to improve literacy outcomes of all learners
- Formalise and embed school entry and exit systems providing seamless Prep enrolment and Year 6 to 7 Transitions

- **Structured Precision...** Whole School Literacy
  - Simple View of Reading with a "Big 6" Lens
  - Leadership and teachers will continue to drive early years reading improvement through structured reading program (Weir Reading – "We are Reading")
  - Leadership will support teachers and teacher aides in implementing structured literacy in the upper school, including targeted spelling and reading programs to build on foundations and improve LOA% in English
  - Teachers will progress the reading of every student through explicit reading instruction
- **Strong Start, Smart Future...** Continue to strengthen connections with surrounding early learning centres and institutions to promote successful transitions:
  - Leadership and Prep teachers will maintain strong connections with ELC and families to lift Transition Statement numbers and identify areas of need to enhance tailored support for newly enrolled early learners
  - Year 6 to Year 7 secondary transitions... Upper school teachers and leadership will maintain a connected approach to supporting individual student needs, placing them on track for secondary schooling success

### EFFECTIVE TEACHING AND LEARNING

(Culture & Inclusion)

- Drive a clear mandate to strengthen teacher capability within the domains of differentiation, data literacies and moderation practices
- Apply differentiated coaching and feedback systems targeting individual and whole school pedagogical approaches
- **A culture of Leading and Learning...** 3 forms of Coaching and Feedback
  - CCM – Line Managers, Curriculum Co-ordinator and Learning Wall Coach, HoSES and SWD Team will lead cohorts in reviewing and monitoring Effective Teaching & Learning
  - Targeted Lesson Observations – Leadership will conduct in accordance with school's Collegial Engagement Framework, with a focus on lesson specific pedagogy, driving differentiation within classrooms
- \*Term 1 – Classroom Management (*Behaviour*)
- \*Term 2 – Lesson Structure (*GRR*)
- \*Term 3 – Student Feedback (*5Q4S*)
- \*Term 4 – Learning Wall Engagement (*Assessment Literacy*)
- Peer Observations – Teachers will build capability through 'Teacher to Teacher' Observation and Feedback cycles
- **Data Informed Practice...** Teachers will continue to build knowledge in the analysis, understanding and use of student and class data to influence pedagogy
- **CCM – Case Management approach to supporting learners...** Leadership and teachers will use school's CCM to monitor and support identified students to align with region's CLC ERG 5 improvement strategy
- **Laptops...** Students will continue engaging with strong digital learning connections through school funded 1-2 (P-2) and 1-1 (3-6) program that will support learning differentiation
- **Moderation processes enhanced...** leadership and teachers will engage at regular intervals to understand marking guides and success criteria

### STUDENT AND COMMUNITY CONNECTION

(Wellbeing & Engagement)

- Implement targeted support strategies to strengthen student engagement leading to improved attendance and wellbeing
- Strengthen school transition processes to capture, support and connect early learners and their families
- **Strong Engagement and Attendance Strategies...** Students will connect with school wide practices to improve academic and wellbeing success through the following:
  - Leadership and selected teachers will design and implement W.I.D.D.A (Weir Indigenous Didgeridoo and Dance Academy) program with clear First Nations alignment, linking to Australian Curriculum
  - Teachers will continue to strengthen school-wide attendance tracking systems and processes
- **Positive Behaviour Strategies...** supporting students in meeting school expectations:
  - School's PBL Team and teachers will enhance data driven decision making through a refocussed approach to decrease SDA
  - Newly enrolled students and identified Tier 2/3 students will engage in Induction and re-introduction to school expectations program
  - Staff will improve capabilities and actioning of school-wide behaviour systems and processes within classroom and playground settings
- **School Opinion...** Increase Weir State School profile within the local and wider community as the school 'of choice' within the catchment by:
  - Improve student/parent involvement in the annual School Opinion Survey
- **Transitions – Starting Strong...** continue to connect with and support early learners and families, inside and outside the gate:
  - Weir playgroup staff will continue to operate and promote school's early learner program
  - Transition team will identify early learners in need of additional and targeted support
  - Transition team will promote increased participation from surrounding ELC in school's Prep Transition program

Lower School Reading \$300000	Upper School Literacy Intervention \$160000	Early Years Transitions \$30000
----------------------------------	---	------------------------------------

Teacher Planning/PD (CCM – 2 teacher purchase) \$200000	Collegial Engagement (TRS for teacher release – Obs/SAMS) \$50000	ICT Resourcing Laptops - \$40000
---	---	-------------------------------------

School wide engagement/ wellbeing (Weir Strong / Little Deadlies WIDDA / Student Induction) \$20000	Behaviour/Attendance (Gotcha Room, Brekky Club, Awards)	Transition Programs (Weir Playgroup / Transition Days) \$50000
--	--	--

- School Leadership
- Teachers / Teacher Aides
- Early Learning Centres and C&K institutions
- Local High Schools
- External Agencies
- Students

- School Leadership
- Teachers
- District Support
- Online Learning Hubs
- Local Consultative Committee (LCC)
- Students
- CLC ERG 5 Teams

- School Leadership – Weir Strong Facilitators, Little Deadlies Leaders, WIDDA Staff
- External providers (e.g. Wulgurukaba Walkabouts)
- Early Learning Centres and C&K institutions
- Teachers / Teacher Aides
- Students

#### Upper School Spelling Diagnostics WTW (% at or above)

	Yr 3 - WW	Yr 4 - SA	Yr 5 - DR	Yr 6 - DR	3-6
2023	30%	20%	41%	26%	29%
Target	85%				85%

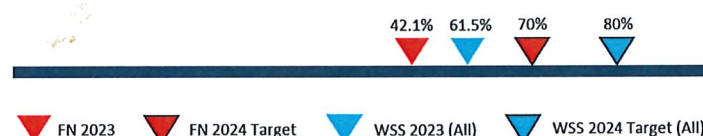
#### Whole School English ABC%

	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	P-6
2023	74%	70%	77%	58%	67%	61%	68%	68%
Target	85%							85%

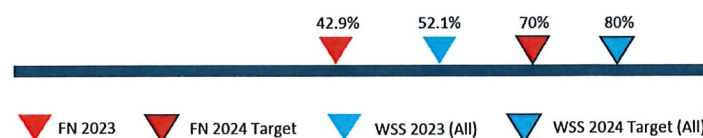
#### Transition Statements Received

2023	70%
Target	<75%

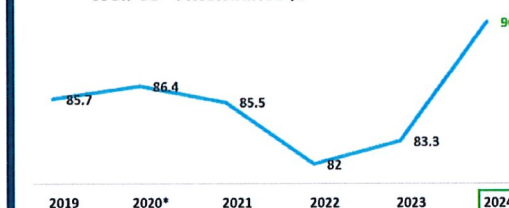
#### P-2 English ABC%



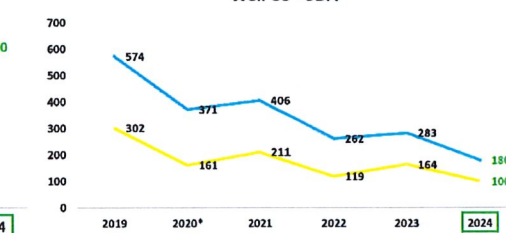
#### 3-6 English ABC%



#### Weir SS - Attendance %



#### Weir SS - SDA



#### Prep Enrolments

2023	Target
91	100

School Opinion Survey (%)	Parent Carer		Student		Staff	
	2023	Target	2023	Target	2023	Target
Student behaviour is well managed...	91.5	100	79.8	100	100	100
This is a good school...	93.3	100	93.5	100	97.8	100
Concept – Teaching and Learning	86.6	100	93.8	100	95.6	100

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

Principal

P & C Representative

School Supervisor

**STRONG - SMART - CONNECTED**