



WEIR STATE SCHOOL

ANNUAL IMPLEMENTATION PLAN – 2025

System Priorities – NQR Implementation

Equity & Excellence

- Educational Achievement
- Culture & Inclusion
- Wellbeing & Engagement

	EDUCATIONAL ACHIEVEMENT <i>Strong Teaching and Learning</i>		WELLBEING AND ENGAGEMENT <i>Smart choices, high expectations</i>		CULTURE AND INCLUSION <i>Connected to the land and each other</i>																
PRIORITY	Improve LOA in English with strong focus on First Nations students.		Improve student engagement through the reduction of SDA and increased attendance		Improve community perceptions of the school's approach to providing a supportive and inclusive learning environment for all students																
STRATEGIES / ACTIONS	STRATEGIES	ACTIONS	STRATEGIES	ACTIONS	STRATEGIES	ACTIONS															
	<ul style="list-style-type: none"> Develop a consistent whole-school approach to pedagogy, including differentiation in English Build capabilities in the beginning implementation stages of Reading through the AC 	<ul style="list-style-type: none"> Middle leaders and teachers will collaboratively align learning, strengthen collective capacity and monitor identified marker students, using school-wide processes and documentation (Timeline: Semester 1/2) Middle leaders and teachers will engage in professional learning opportunities to build understanding and capabilities implementing Gradual Release and Explicit Instruction models (Timeline: Semester 1/2) Teachers will connect in CCM to collaboratively build capabilities to embed consistent whole-school instructional routines (Timeline: Semester 1) Leaders and teachers will use collegial engagement opportunities to share and reflect on effective practice (Timeline: Semester 2) Students will engage with Australian Curriculum through differentiated teaching practice (Timeline: Semester 1/2) 	<ul style="list-style-type: none"> Review and revisit school's PBL systems and processes to strengthen staff knowledge and capabilities in managing students (Timeline: Semester 1) Continue to embed school-based strategies and supports to increase attendance (Timeline: Semester 1/2) 	<ul style="list-style-type: none"> Staff will engage in professional learning opportunities with a focus on whole-school systems, trauma informed practice and classroom management (ESCM) (Timeline: Semester 1/2) Teachers will use collaborative capability development opportunities to reflect on classroom management and student engagement (Timeline: Semester 1/2) Staff will engage in short term attendance cycles to engage with families to improve attendance of identified students and celebrate successes (Timeline: Semester 1/2) Students will increase attendance and decrease behaviour incidents meeting school-wide expectations (Timeline: Semester 1/2) 	<ul style="list-style-type: none"> Connect students with whole-school PBL processes to improve knowledge and understanding of processes (Timeline: Semester 1/2) Strengthen school-wide programs, focussed upon First Nations culture and traditions (Timeline: Semester 1/2) Strengthen school-wide feedback practices to improve assessment literacy and learning outcomes (Timeline: Semester 1/2) 	<ul style="list-style-type: none"> Teachers will review classroom management procedures to ensure students have clarity of expectations within their learning environment (Timeline: Semester 1) Students will engage in regular PBL lessons and refreshers to strengthen knowledge and understanding of school expectations (Timeline: Semester 1/2) Teachers will engage students in feedback cycles, using Learning Walls as a resource to build assessment literacy (Timeline: Semester 1/2) Students will engage with the 5Q4S within English to demonstrate their understanding of their learning progress and next steps (Timeline: Semester 1/2) 															
\$\$\$	<ul style="list-style-type: none"> CCM/Specialists \$200000 	<ul style="list-style-type: none"> Engagement of HOD-C \$20000 Coaching of Curriculum Co-ordinator \$20000 	<ul style="list-style-type: none"> PBL Rewards and Resources \$20000 School Signage/Artefact \$20000 	<ul style="list-style-type: none"> Community Connections Team \$30000 	<ul style="list-style-type: none"> First Nations Cultural Engagement Programs (WIDDA, Weir Strong) \$50000 PBL Rewards and Resources \$20000 	<ul style="list-style-type: none"> Whole School Teacher Aide Support \$200000 															
WHO	<ul style="list-style-type: none"> School Leadership Teachers / Teacher Aides HOD-C 	<ul style="list-style-type: none"> District Support CLC 5 Schools – Teachers and Leaders Students 	<ul style="list-style-type: none"> School Leadership Teachers NQR Support – PBL PBL Team 	<ul style="list-style-type: none"> Guidance Officer HoSES Local Consultative Committee (LCC) Students 	<ul style="list-style-type: none"> PBL Team School Leadership NQR Support – PBL 	<ul style="list-style-type: none"> Teachers / Teacher Aides Students 															
TARGET/EVIDENCE	<p>P-2 English ABC%</p> <p>3-6 English ABC%</p>		<p>Weir SS - Attendance %</p> <p>Weir SS - SDA</p>		<p>School Opinion Survey (%)</p> <table border="1"> <thead> <tr> <th></th> <th>2024</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Student behaviour is well managed...</td> <td>56%</td> <td>70%</td> </tr> <tr> <td>I understand how I am assessed...</td> <td>90.9%</td> <td>92%</td> </tr> <tr> <td>Students value feedback about their work...</td> <td>96.6%</td> <td>98%</td> </tr> <tr> <td>CONCEPT: Teaching and Learning</td> <td>95.5%</td> <td>97%</td> </tr> </tbody> </table>			2024	Target	Student behaviour is well managed...	56%	70%	I understand how I am assessed...	90.9%	92%	Students value feedback about their work...	96.6%	98%	CONCEPT: Teaching and Learning	95.5%	97%
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CERTIFICATION... This plan was developed in consultation with the school community and meets school needs and systemic requirements.

..... Principal

..... P & C Representative

..... School Supervisor