


|  | | | Wonga Beach State School 2019 Annual Implementation Plan | | Explicit Improvement Focus Improved English A – C through a focus on spelling and reading Improved communication to ensure every student succeeding in 2019 | | |
|---|--|-------------------|---|--|---|--|---|
| DoE Strategic Plan 2019-2022 | State Schools Strategy 2019-2022 | Teacher Standards | Strategies | Frameworks | Performance Measures | Planned Educator Learning The reasons that this professional learning has been prioritised | |
| Alignment | Successful Learners | 1 | Know our learners - Analyse student Reading and Spelling data to improve the A-C data in English through mapping students using the Literacy Continuum and monitoring P-2 students through Early Start - Identify and support U2B students in Reading and Spelling by providing teaching with a Literacy focus across the KLA's - Analyse student data using Early Start, moderated writing task, SA spelling test (T1-4) and Words their Way analysis to differentiate Meet our learners' needs - Embed STEM opportunities by extending the Teachers capabilities through working with the school STEM champion and Curriculum support - Provide challenging learning experiences - Develop teachers ability to use the Literacy Continuum to differentiate learning to improve A-C achievement | Early Start/ Literacy Continuum STEM Languages Band scales P-12 Curriculum Framework Positive Behaviour for Learning Wellbeing for Students Capability Framework Teaching TSI EAL/D learners Disability | <ul style="list-style-type: none"> 2019: English LOA 85%-90% Results in extension programs that align with the Australian Curriculum (offered both internally and externally) Early Start Data analysis (P-2) Moderated writing tasks each term | ICP's – upskill on current system messages | Erica Odenthal/ Principal (Term 1/week 8) |
| | | 5 | | | <ul style="list-style-type: none"> ICPs reviewed and adjusted as required at the conclusion of each semester | Data conversations 1 in term 1) 2 x 5 weekly meetings to build teachers capabilities | Staff/HOC/Principal (Term 1-4) |
| | | | | | <ul style="list-style-type: none"> NMS R yr 3 and yr 5 100%/W yr 3 and yr 5 100% U2B Reading yr 3 60% and yr 5 50%/W yr 3 80% and yr 5 50% ICPs reviewed and adjusted as required at the conclusion of each semester Early Start Data analysis (P-2) | Early Start data analysis – staff meeting with HOC/Principal | Staff/HOC/Principal (Term 1) Staff/HOC/Principal (each term) |
| Collaboration | Teaching Quality | 2 | Systemic Curriculum Delivery - Support effective teaching, learning & assessment of Spelling and Reading - All Teachers plan English using C2C alignment and GTMJ's - Analyse units to improve them Effective pedagogical practices - Ensure the alignment of assessment & moderation in English - Monitor the use of agreed, research-validated, school-wide pedagogical framework of Explicit Teaching - Use the Big 6 to develop Comprehension in reading - Scan, assess and develop improved school Reading and Writing Policy Expert Teaching Team - Continue a systematic coaching approach in the areas of Explicit Teaching and Profiling - Scan, assess and develop improved school Reading and Writing Policy - Embed Inclusive practices to allow for every child succeeding - Build teachers knowledge in M, S & V - Intentional collaboration to overcome inconsistencies in practice and deepen each other's understanding | Australian Curriculum P-12 Curriculum Pedagogical Framework Annual Performance and Development Framework Australian Professional Standards for teachers FNQ Strategic Plan | <ul style="list-style-type: none"> Teachers reaching identified goals on Performance Plan through coaching and feedback Unit plans will show alignment to the Australian Curriculum | Staff Meetings – link to Teaching Reading Series 2018 – artifacts/reflect/what is working | Principal/HOC/staff |
| | | 3 | | | <ul style="list-style-type: none"> NMS R yr 3 and yr 5 100%/W yr 3 and yr 5 100% U2B Reading yr 3 60% and yr 5 50%/W yr 3 80% and yr 5 50% 2019: English LOA 85%-90% Improvement in A-E Data | Individualised support for teachers in response to their planning | Principal/HOC (as needed) |
| | | 6 | | | <ul style="list-style-type: none"> SOS Student Data: 2019 Target 100% My teachers provide me with useful feedback with my work -My teachers clearly explain what is required in my schoolwork I understand how I am assessed at my school 2018 93.1% SOS Teacher Data: 2019 Target: 100% I am confident that poor performance will be appropriately addressed in my school NMS R yr 3 and yr 5 100%/W yr 3 and yr 5 100% U2B Reading yr 3 60% and yr 5 50%/W yr 3 80% and yr 5 50% 2019: English LOA 85%-90% | Cluster Moderation Moderated Writing Tasks-once per term Coaching and feedback/walkthroughs – Explicit Teaching and Profiling | Teachers/Principal Principal/HOC once per term for E.T + once per term Profiling |
| Empowerment | Principal Leadership & Performance | | Lead Teaching and Learning -- Develop an assessment & feedback culture through Teaching with a Literacy focus - Embed an inclusive school wide curriculum, pedagogy, assessment model for English by engaging with P-12 CARF, Inclusive Practices and IEALD and IEALD frameworks Develop self and others -Support professionalism and leadership of all staff through implementation of authentic Developing Performance conversations - Lead staff through an inquiry process in Spelling to develop understanding of teaching with a Literacy focus -Alignment of roles and purposes within and beyond schools Lead improvement innovation and change - Deepen learning and foster accountability for the teaching of English by ensuring fidelity of A-C through Moderation -Build an inclusive and collaborative culture using #whatever_it_takes systems - Precision in approach to teaching, learning and leadership | NSIT Australian Professional Standards Evidence Hub Staff Well being FNQ Strategic Plan | <ul style="list-style-type: none"> Participation in professional development & the application of the learnings applied to classroom settings Improvement in observations Staff treating each other with respect Teachers taking on leadership roles within the school and beyond | Anita Archer/feedback vignettes | Principal/HOC – online learning |
| | | | | | SOS Teacher Data: I have access to quality professional development Target: Maintain 100% My school inspires me to do the best in my job Target: 100% I am able to speak up and share different view to my colleagues and the school leadership team Target: 100% | Update role statements Peer teaching | Principal/HOC/Staff |
| | | | | | <ul style="list-style-type: none"> Developing Performance Plans | IEALD training | Principal/HOC/PATAL (Term 1) Staff (Term 2) |
| Capability | School Performance | | Know our data - Scan and assess Spelling and reading evidence of learning to determine the impact on A-C data - Analyse Early Start and Literacy Continuum data to identify a problem of practice in the teaching of Spelling Know our strategies - Accelerate the inclusive and explicit improvement agenda, using a chain of evidence and inquiry model for Spelling and Reading | SIU Recommendations School Improvement Model Australian Curriculum Curriculum into the Classroom Units of work FNQ Strategic Plan | <ul style="list-style-type: none"> Inquiry cycle completed Chain of evidence completed | Co - create 2020 Spelling handbook | Principal – staff meeting |
| | | | | | | Inquiry cycle for Spelling | Staff/Principal/HOC |
| | | | | | | | |
| Accountability | Local Decision Making/Regional Support | | Foster accountability - Improve school processes to ensure consistency and clarity of communication - Develop PACE Framework with all stakeholders to ensure collaborative partnerships Create collaboration - Improve community engagement by partnerships through a range of activities to encourage parent voice and sharing of ideas - Scan and assess 1 element at time of the PACE framework and share outcomes at P&C meetings | IPS Guidelines School Council Constitution Parent Community & Engagement Framework Early Years Transition Tool | <ul style="list-style-type: none"> Increased attendance at P&C Meetings OH&S at staff meetings and P & C meetings | Develop improved Communication styles Develop improved school processes Online Parent and Community engagement framework (PACE) training | whole staff meetings/ P & C meetings Principal/A03 – visit other schools |
| | | | | | <ul style="list-style-type: none"> Community members engaged in school events and initiatives School working with the wider community on projects | Develop Staff and Student Wellbeing Framework Develop a Transition plan | HOC/Principal – online training Staff/Principal Staff/Principal |
| | | | | | <ul style="list-style-type: none"> SOS Parent Data: The school has a strong sense of community 2018 93.3% Target: 100% The school takes parents' opinions seriously 2018 93.3% Target: 100% Transition Plan | | |

Principal

P & C President

Assistant Regional Director