



Wellers Hill State School Annual Implementation Plan 2019



School Improvement Priorities 2019

Improvement priority – Develop and implement a whole-school communication strategy that uses a broad range of contemporary channels and includes collaborative process, clear expectations for relational and timely responses to actively engage internal and external stakeholders.

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Engage the Wellers Hill Community in collaboration and consultation of a whole-school communication strategy through the following <ul style="list-style-type: none"> - Consultant to consult with P&C, School Council, Parents - Staff consulted on Student Free Days - Survey sent through survey monkey - Data Analysed to inform whole-school communication plan 	100% satisfaction evident on School Opinion Survey 6 and 12 month review outcomes positive	Term 1-4 Ongoing	Vicki Caldwell (P) Jack White(DP) Taku Hashimoto (DP) (HOC) (All teachers)
Platforms established to communication to home to school <ul style="list-style-type: none"> - Website updated regularly - School Sign to support communication (investigate an electronic sign) - Facebook - QSchools App for notifications and updates linked to the school website - Newsletter - SMS for emergency and updates - Meet the Parent evening - Open Classrooms and showcase of learning at the end of each term for all classes - Email tree from the school office - Admin and teachers respond to communication in a timely manner 	Parent Opinion Survey 100% parents satisfied that the school is communicating effectively with them	Term 1-4	Vicki Caldwell (P) Jack White(DP) Taku Hashimoto (DP) Chris Kelly (HOC) All teachers
Investigate QParents to enable parents to access timetables, report cards, payment system, positive behaviour.	Parent Opinion Survey 100% parents satisfied that the school is communicating effectively with them. 100% parents	Term 3-4	Lisa Cowley (BM) Rae Kirwan (AO2) Taku Hashimoto (DP)

Improvement priority – Systematic Curriculum Delivery across all year levels in all classrooms

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Professional development of all staff in the understanding of the Australian Curriculum that is to be planned and enacted at Wellers Hill State School <ul style="list-style-type: none"> - Student free days, staff meetings, year level planning days developed to support teachers planning - Teachers in the Japanese classes working through the CLIL framework to deliver the Australian Curriculum - All teachers working together in non-contact time to share ideas and work as a team. 	100% teachers teaching and understanding the Australian Curriculum delivery. School developed survey to audit teacher progress and understanding. A-E data targets in English and Science	Term 1-4	Louise Hart (DP) Taku Hashimoto (DP) Chris Kelly (HOC)
Formal class observations to ensure the intended curriculum is enacted <ul style="list-style-type: none"> - Develop an observation proforma - Head of Curriculum and line managers supporting, through mentoring and coaching, teachers to enact the curriculum in all classrooms to ensure a robust curriculum is delivered across the school 	100% teachers engaged in feedback cycle.	Term 1-4	Leadership Team
Curriculum sessions offered to parents <ul style="list-style-type: none"> - Develop workshops to inform parents of what, how and why of curriculum delivery at WHSS - Workshops in term 3-4 designed to include students - Feedback opportunity provided at all sessions. 	100% parents engaged. Feedback aligned to parent satisfaction of curriculum delivery.	Term 1-4	Louise Hart (DP) Taku Hashimoto (DP) Chris Kelly (HOC) Teachers

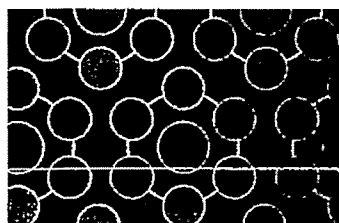
Improvement priority – Teaching Reading and writing within the Australian Curriculum through an explicit Reading and Writing Framework

Effective Pedagogical Practices in the Teaching of Reading and Writing through the Australian Curriculum			
Actions	Targets	Timelines	Responsible Officer/s
<p>Unpack the Wellers Hill Reading Framework and WoodLinks Reading and Writing Programs into teacher pedagogy across P-6.</p> <p>Consistent approach to the teaching of reading and writing in all year levels. (P-6)</p> <ul style="list-style-type: none"> - Clear and explicit focus for reading lessons that reflect data and student goals - Explicit and detailed reading planning across the school (Guided Reading, Modelled, Shared and Independent Reading) - Co-planning across the year level, modelled lessons, watching others work (WOWs) <p>Support provided in Year level meetings, Staff meetings, Collaborative data planning meetings – Team approach (DP's, HOC, STLN, ILT) to student data driven outcomes to inform teaching for all students</p>	<p>Year 3,5 NMS 100%, U2B 45 % Regional Reading targets (tracked on Data Wall and One- School)</p>	<p>Term 1-4</p>	<p>Vicki Caldwell (P) Louise Hart (DP) Jack White (DP) Chris Kelly (HOC) Sue Webster (STLN) Michelle Mortimer (ILT)</p>
<p>Unpacking reading and writing through the Australian Curriculum</p> <ul style="list-style-type: none"> - Year level planning focused on identifying reading across the curriculum, guided by HOC and Year Level Coordinators (Identify A-E students in English and set targets - In school and cluster moderation - GTMJ unpacking and investigate the use of Bump it Up walls (trial in years 2 and 4) to provide visible feedback for A samples in writing - Professional development focussed on the Australian Curriculum through the Wellers Hill Reading and Writing Framework while accessing How to Teach Reading and Writing Module 	<p>%C or better > 98%</p>	<p>Term 1-4</p>	<p>Louise Hart (DP) Chris Kelly (HOC) Additional (HOC) Michelle Mortimer (ILT)</p>
<p>Focused Reading observations and feedback to Teachers</p> <ul style="list-style-type: none"> - Feedback and observations to teachers in Guided Reading - Embedding an explicit coaching model to develop a high performing teaching team - Feedback and goal setting for students in reading and how do you know questions from Lyn Sharratt (5 questions) 	<p>Year 3 NMS 100%, U2B 45% Year 5 NMS 100% U2B 45%</p>	<p>Term 1-4</p>	<p>Vicki Caldwell (P) Louise Hart (DP) Jack White (DP) Taku Hashimoto (DP) Chris Kelly (HOC) Additional (HOC)</p>
Analysis and Discussion of Reading and Writing Data			
Actions	Targets	Timelines	Responsible Officer/s
<p>Embed a culture of assessment using data in the assessment of reading using Fountas and Pinnel, Pat R data</p> <ul style="list-style-type: none"> - Consistency of reading assessment P-6) - Setting reading goals and targets - One school data analysed and used to inform teaching of all students 	<p>100% embedded across all classrooms</p>	<p>Term 1-4</p>	<p>Vicki Caldwell (P) Louise Hart(DP) Jack White (DP) Taku Hashimoto (DP) Chris Kelly (HOC) Sue Webster (STLN) All teachers P-6</p>
<p>Collaborative Data Inquiry meetings to case manage identified students</p> <ul style="list-style-type: none"> - Collaboration of class teacher with support staff and administration 	<p>Case Managed students achieve targeted levels (A-E</p>	<p>Term 1-4</p>	<p>Louise Hart(DP) P-3 Jack White (DP) 5/6 Taku Hashimoto (DP) 4 Chris Kelly (HOC) Sue Webster (STLN)</p>

Actions	Targets	Timelines	Responsible Officer/s
Embedding a culture that promotes learning in reading <ul style="list-style-type: none"> - WOW's (Watching Others Work) - Literacy Blocks and timetabling of Specialist lessons - Coaching model for the teaching of reading and writing - Differentiation and intervention support for students in all classrooms - Coffee Clubs (Professional Development workshops) for professional learning in the teaching of Australian Curriculum across all year levels. Focus on CLIL in Japanese classes to teach the Australian Curriculum. - Targeted Professional development in the intended curriculum in all classes for all students. 	Teacher self-reflection and student achievement of target levels in reading.	Term 1-4	Vicki Caldwell (P) Louise Hart (DP) Chris Kelly (HOC)

Improvement priority – Develop a student learning and wellbeing framework for all students to ensure that the social and emotional wellbeing of all students is fully supported.

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Research based approach to the development of a student learning and wellbeing framework <ul style="list-style-type: none"> - Guidance Officer (GO) working with the Regional Senior Guidance Officer and a committee to unpack resources that are high quality and relevant to the needs of all students - GO will develop a survey to parents - Survey will inform programs required for all students - Staff professional development in how to recognise students with anxiety and ensuring wellbeing is part of the Australian Curriculum delivery (as stated in the Curriculum and Reporting Framework – CARF) 	100% students accessing programs on an individual needs basis	Term 1-4	Lisa Blake (GO) Vicki Caldwell (P) Jack White (DP) Louise Hart (DP) Michelle Mortiner (DP) All staff
Programs and processes develop and embedded into the school to support students wellbeing <ul style="list-style-type: none"> - Eg BeYou - Student Wellbeing Hub 			Lisa Blake (GO) Vicki Caldwell (P) Jack White (DP) Louise Hart (DP) Michelle Mortiner (DP) All staff
Over allocation of GO (Guidance Officer) and SEP (special education program) to support wellbeing and inclusion framework <ul style="list-style-type: none"> - Regional Office support .5 allocation - Regional Office support HOSES position to assist with the work 	Identified students supported through Inclusive framework		Lisa Blake (GO) Vicki Caldwell (P) Jack White (DP) Louise Hart (DP) Michelle Mortiner (DP) All staff



Aligning the school budget to systemic and school improvement priorities targeted to meet the learning and wellbeing needs of all students

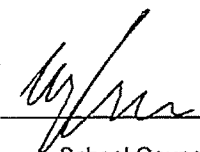
Strategy			
Actions	Targets	Timelines	Responsible Officer/s
<p>Budget planning and development aligned to the strategic improvement agenda</p> <ul style="list-style-type: none"> - Line managers, this includes specialist staff and teachers, submit budget requirements for the year - Teachers allocated a budget and requests made through line manager 	<p>Transparent, collaborative budgeting process aligned to systemic and school improvement priorities.</p> <p>Targeted funds are aligned to Annual Implementation Plan.</p>	Term 1-4	<p>Vicki Caldwell (P) Louise Hart(DP) Jack White (DP) Taku Hashimoto (DP) Leisa Cowley (BM) Chris Kelly (HOC) Sue Webster (STLN) All teachers P-6</p>
<p>Consultation and review provided to all members of the school community</p> <ul style="list-style-type: none"> - Monthly P&C meeting (BM and Principal) - Year level meeting each month (BM produce term budget) - Weekly leadership team meeting - School Council (term meeting) 	<p>Transparent, collaborative budgeting process aligned to systemic and school improvement priorities.</p> <p>Budget Overview Report presented to P&C each month.</p>	Term 1-4	<p>Vicki Caldwell (P) Louise Hart(DP) Jack White (DP) Taku Hashimoto (DP) Leisa Cowley (BM)</p>

Endorsement

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



Principal



School Council



Assistant Regional Director

