Wellers Hill State School – Annual Implementation Plan Australian Curriculum (ACJ / ACE) 2020

Principal

P&C President

Council Chair

(Sign and Date)

(Sign and Date)

(Sign and Date)
Every student succeeding in Queensland state schools

Pedagogy is an identified priority area by staff, through collaborative unpacking of the 2019 School Improvement Unit Review and Recommendations

Informed evidence

Student achievement data
  - A-E data trends
  - P & F feeding data tracking student improvement
  - Formative & summative outcomes

Non-academic data
  - Attendance rates
  - Classroom vibe & feedback
  - Walk-throughs
  - Teacher conversations

Contextual information (Local)
  - Variance of teaching experiences within staff

Contextual information (Educational)
  - Effective pedagogical practices: embedding a school-wide pedagogical framework
  - Workforce capability
  - Coaching & feedback sessions
  - Walk-throughs
  - Classroom Observations
  - Developing an understanding

The annual release of responsibility model of instruction suggests that cognitive work should shift from the teacher model, to joint responsibility between teachers and students. The independent practice and application of the learner (Perren & Gallagher, 1983).

This model provides a structure for teachers to move from assuming "all the responsibility for performing a task" to a situation in which the students assume all of the responsibility (Gutek, 2004, p. 211).

Teacher efficacy is when a teacher believes in their own ability to guide their students to success. Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. (Harville, 2017)

Graduate Readiness Model refers to teacher-centered instruction that is focused on clear goals and outcomes. Students are told what they will be learning and how, and what they have to do to show that they have succeeded in learning whatever it is. The aim of this model is a strong focus on content, clarity for all the criteria for performance expected. (Vickery & Fry, 2009)

Appropriate pedagogies
  - School Improvement: Pedagogical Reflection Tool
  - Putting Focus on the Data: Startlist

Baseline and Comparison Measures (2019)

Targets

Outcome Measures (2020)

By end of 2023

A-E Data English
  - 65% of A students
  - 45% of A students
  - 30% of A students

A-E Data Science
  - 65% of A students
  - 45% of A students
  - 30% of A students

NAPLAN Reading Data
  - 75% of A students
  - 45% of A students
  - 30% of A students

NAPLAN Writing Data
  - 75% of A students
  - 45% of A students
  - 30% of A students

NAPLAN Numeracy Data
  - 75% of A students
  - 45% of A students
  - 30% of A students

A-E Data Maths
  - 65% of A students
  - 45% of A students
  - 30% of A students
Wellers Hill State School Annual Implementation Plan – Quality-Teaching 2020

Principal: [Signature] 26/2/20

P&C President: [Signature] 26/2/20

School Council Chair: [Signature] 25/2/20
Wollers Hill State School – Annual Implementation Plan How to Teach Reading through the Australian Curriculum 2020

Principal

P&C President

Council Chair
# Wellers Hill State School - Annual Implementation Plan Wellbeing 2020

## Focus: Improvement Priority - Inputs

| Student, Staff and Community Wellbeing |
|----------------|----------------|
| Creating safe, supportive and inclusive environments |

**Student Learning and Wellbeing Framework**

- **In our approach to students learning and wellbeing across the school.**

- **Community engagement with learning.**
- **Survey data.**
- **Online Cyber Safety embedded into curriculum.**

## Develop and Plan - Activities

<table>
<thead>
<tr>
<th>2020 Term 1</th>
<th>Establish collegiate Wellbeing team with clear goals and action plan. Wellbeing team meets a minimum of once per term (Led by Guidance Officer)</th>
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<tbody>
<tr>
<td>2020 Term 2</td>
<td>Develop initial draft with leadership team and Wellbeing team for a framework proposal Semester 2 2020. (Wellbeing team to facilitate)</td>
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Policy consulted & enacted into curriculum via Ongoing PD for staff and engagement of school community.

## Act - 2020 Outcomes

<table>
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<tr>
<th>Problem of practice</th>
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<tr>
<td>Earlier identification and intervention for student’s wellbeing.</td>
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<tr>
<td>Deeper understanding of mental health and inclusive practice.</td>
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<td>Stronger home/school connections.</td>
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## Baseline measures (and targets)

- **2019 SEL wellbeing Personal Capabilities survey student data on SharePoint.**
- **2020 Staff Wellbeing toolkit survey (pre test).**
- **2018-19 Overall Academic ‘Relative Gain’.

## Interim indicators

- Student referral data once per term (GLOW student services team).
- Feedback from school and community via wellbeing committee.
- GLOW Team maintained as referral pathway. Fortnightly meetings.
- Capacity Building of staff for early identification, staff involvement once per term.
- Partnerships with Allied Health services/ ED Lisa with stakeholders on an as needs basis.

## Outcome indicators

- 2020 Term 3 SEL wellbeing Personal Capabilities survey student data on SharePoint.
- Staff feedback (once per month) via NESLI staff wellbeing program training.

## Outcome measures

| Whole School Data: 0% of students not able to demonstrate skill and 0% of students requiring adult support (75%) is reduced by half. That 30% of staff and students demonstrate skill independently or sometimes require adult support. |

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**Principal** date 26/2/20

**P & C President** date 19/2/20

**Council Chair** date 25/2/20