



WELLERS HILL STATE SCHOOL

2023 - 2026



VISION

Everyone Connected
Everyday Striving to Succeed
Everywhere Learning

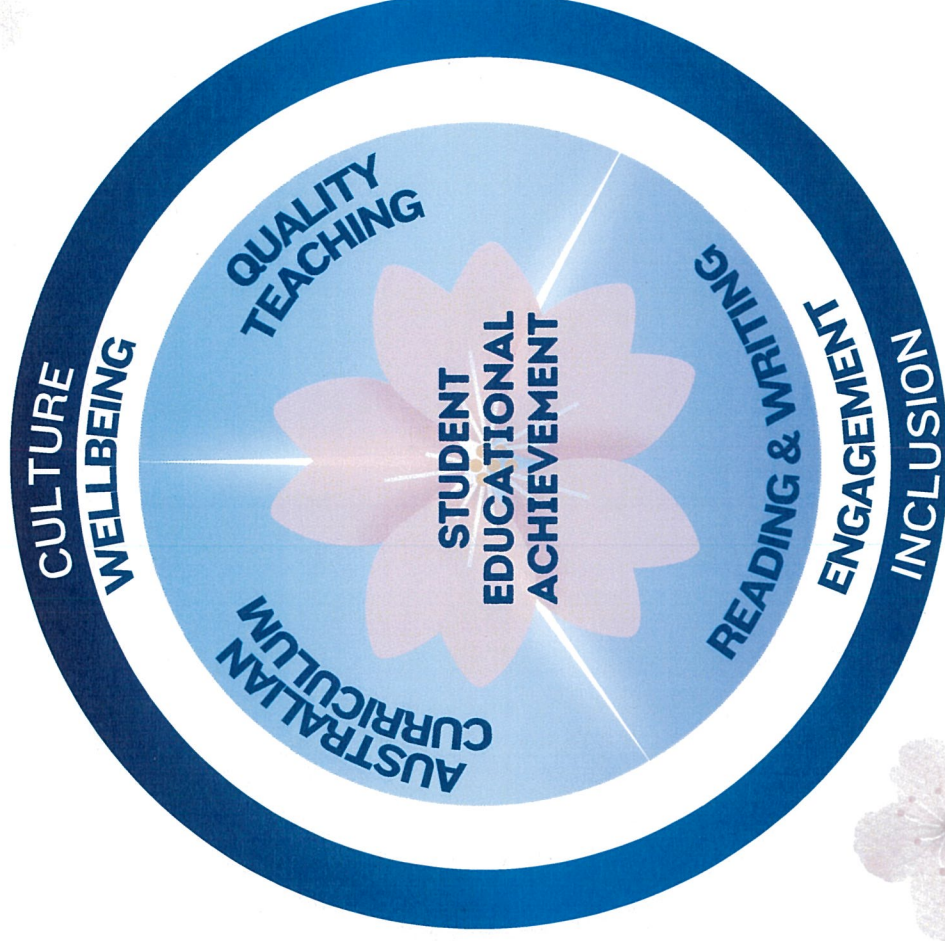
VALUES

Independent, resilient students who are empowered to take risks.

Highly skilled teachers who transform, inspire and nurture personal and academic development.

Inspiring, empathetic leaders who instil a culture of high expectations, collaboration and professional growth.

A connected community fostering a sense of belonging.



Australian Curriculum

Alignment and quality assurance
Moderation
General Capabilities
Cross-curriculum priorities
Differentiation
Provision of whole school curriculum

Quality Teaching

Collegial Engagement Framework
Collaborative Learning Communities
Data Inquiry Cycles

Reading & Writing

Reading Framework
Writing Framework

EQUITY AND EXCELLENCE

WELLERS HILL STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN

School priority 1	Excellence in teaching and learning	Phase	School priority 2	Wellbeing and engagement, culture and inclusion	Phase
Link to school review improvement strategy:	An expert teaching team Systematic curriculum delivery Effective pedagogical practices		Link to school review improvement strategy:	A culture that promotes learning School-community partnerships	
Strategy/ies	To build teacher capability in pedagogy and curriculum to deliver the Australian Curriculum V9 and sustain the improvement in student outcomes		Strategy/ies	To know each member of our community and understand what they need to achieve the best results for our learners	
Actions			Actions		
Reading - Continue professional development on shared and dialogic reading (implementing reading through the Australian Curriculum) - Formal and informal observations to monitor next steps for ongoing development of shared and dialogic reading - Review / Implement Reading handbook - V9 English - Align decodable reading (DRA) and Spelling through Jocelyn Seamer to V9 achievement standards ensuring consistency in vertical and horizontal curriculum. - Develop consistent data collection for reading across P-6 - Train staff in DIBELS administration - Use data to inform next teaching steps – building a bank of strategies. Version 9 - Implement a consistent approach to writing so that students are able to communicate thinking using evidence and metalanguage. - Construct/develop the Literacy framework and Writing handbook - Build staff capability and knowledge of the K-12 CARF and V9 AC (general capabilities, cross curriculum priorities and other learning areas through teacher engagement with CLCs - Refine three levels of planning process in CLCs to ensure staff capability and knowledge in curriculum delivery and differentiation. - Develop structured literacy sessions which include spelling, robust vocabulary, fluency, comprehension, phonemic awareness and phonics and oral language related to all curriculum areas Pedagogy - Explicit instruction – professional development to develop capacity and understanding of explicit instruction - Roll out 4 TLAC strategies (V3) in staff meetings and CLCs - Develop a process for WOW time so that staff have opportunities to observe champions - Refine visible learning practices – learning walls, goal setting and feedback to foster independence in learning - Revise the school's data plan to align with the AIP, ensuring timely and effective utilisation of data - Build pedagogical practices through a lens of critical and creative thinking within Mathematics - Refine Whole School Approach to Pedagogy (WSAP) to incorporate (for example) Age-Appropriate Pedagogies and development of critical and creative thinking across the curriculum - Align walk-throughs and observations with WSAP - Create a process for early identification for students who require extension.			To support and enhance our students' outcomes - Review our Student Learning and Wellbeing Framework - Consider the efficacy of current inputs - Include Respectful Relationships Education - Develop and enhance staff understanding of the Framework - Assess the efficacy of teaching practices on student outcomes (A-E) and school culture (School Opinion Survey, pulse checks, Queensland Engagement and Wellbeing Survey) - Review and align the cultural work of our AC-J team members with First Nations priorities to maximise our community's sense of belonging. - Identify and address the barriers students experience and develop strategies to support in collaboration with student families and community. - Implement a consistent and rigorous approach to monitoring, tracking and evaluating outcomes in relation to the use of targeted resources. To support and enhance our community connectedness - Establish proactive supports with the input of Chaplain and Guidance Officer for families in need. - Hold events which are inclusive and foster relationships between the school and parents (eg Wellers Hill SS 100th Anniversary: Grandparents' Day, Curriculum Expos, Science Gala Night). - Promote student achievement to foster a positive school environment. To support and enhance staff wellbeing - Review our Staff Wellbeing Framework - Continue to maximise opportunities found in the annual performance review process. - Continue to upskill staff with learning about neuroscience, trauma aware education, inclusive education, and student wellbeing.		

Measurable outcomes	- Students identifying areas of improvement and setting goals - Improved spelling scores in NAPLAN - Increased staff capability and knowledge in new reading programs and formative assessments of reading (Dynamic Indicators of Basic Early Literacy Skills - DIBELS) 99% A – C Achievement	Measurable outcomes: - Increase in attendance and reduction in students attending - Improvement in School Opinion Survey data in relation to following statements: Parents: - The school keeps me well informed (84.3% → 90% The school asks for my input (83.7% → 90%) - The school has a strong sense of community (88.7% → 90%) - This is a good school (93.4 → 97%) Students: - I can talk to my teachers about my concerns (68.4 → 75%) - I feel safe at school (86.6 → 90%) This is a good school (86.2 → 75%) Parent attendance at school events, e.g. sports carnivals, music performances Queensland Engagement and Wellbeing Survey <table><tr><td>Relationships</td><td>69</td><td>71</td></tr><tr><td>Resilience</td><td>46</td><td>50</td></tr></table> Attendance * current data A-E Data * current data Intervention Outcomes * current data	Relationships	69	71	Resilience	46	50
Relationships	69	71						
Resilience	46	50						
Success criteria	Behaviourally: Students can/will: - Independently set goals and act on feedback - Explain how they solved a problem - Use learning walls to identify next steps and areas for improvement in their learning - Build resilience and confidence to take “risks” in their learning - Work independently and collaboratively to share and improve learning. - Answer Sharratt’s 5 questions to articulate their learning journey (teaching students how to know what these questions Teachers can/will: - Articulate the pedagogical and resourcing choices using data to ensure address group or individual needs - Demonstrate leadership and expert teaching (deliver engaging lessons to initiate creative and critical thinking) - Articulate examples of differentiated (esp. extension), focussed and intensive teaching - Use Sharratt’s 5 questions in their own planning Leadership team can/will: - Build capability of teachers (through CLCs, WOW, collegial engagement) and empower them to make appropriate pedagogical and resourcing choices for their students - Be consistent in strategic direction - Promote use of key pedagogical strategies - Foster a culture of continuous improvement through CLCs and evaluative feedback - Foster a shared belief in what constitutes pedagogy and that every student can achieve given the appropriate pedagogical choices - Ensure there is clarity in roles and responsibilities for each priority and ensuring that everyone is focussed on the priorities - Conduct a pedagogical stocktake each term	Success criteria	Behaviourally: Students can/will: - Describe what they are working on, both academically and personally. - Articulate how they are feeling and what steps to take to regulate (if required); - Be engaged in learning. - With supporting resources, describe how the Five Keys to Success (Confidence, Persistence, Organisation, Getting Along and Resilience) can help them achieve what they are working on. - Access and participate in school activities and events. Teachers can/will: - Use current school practices and resources to document what students are working on (e.g., curriculum planning, Student at a Glance, digital portfolios, Student Support Goals). - Use available You Can Do It! Education resources, including visuals, to support students’ development of and engagement with plans for what they are working on next. - Use SafeMinds NIP (Notice, Inquire, Plan) process effectively - Deliver the Respectful Relationships Education. - Build their capacity to embed inclusive practices via co-teaching with ILC team. - Provide opportunities for staff to develop capacity to manage their own wellbeing - Enable planning time for the delivery of the Respectful Relationships Education. - Leverage communication channels (e.g., newsletter, online platforms) to connect with community - Monitor, analyse and respond to the learning progression of students across priority groups and cohorts.					
Artefacts		Artefacts						
Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements. Principal	P&C/School Council	School Supervisor R. Lawrence						