



2015 Annual Implementation Plan

WOODSTOCK STATE SCHOOL

Key Priorities for 2015

- Improvement of all children's reading skills
- Improvement of all children's writing skills
- Embedding of School Curriculum Framework facilitating alignment of ACARA curriculum, planning, assessment and reporting processes to improve student learning in all Key Learning Areas.
- Embed practices of evidence based decision making particularly in developing reading skills.
- Ensure human and physical resources are allocated to support improved learning.
- Embed Collegial / Peer Coaching of all teachers and Aides
- Implement adoption of National Standards for Teachers
- Integrate Full School Review and Quadrennial School Review from Semester 1 into School Plan

Documents attached include

- The Budget Overview Report

Certification

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

Principal

P and C/ School Council

Assistant Regional Director

State and Regional Priorities

Department of Education Training and Employment Strategic Plan 2014-2018

- Successful Learners
- Great People
- High Standards
- Engaged Partners

Every Student Succeeding State School's Strategy 2014-2018

- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

NQR Key Drivers 2015

- Building Principal and other school leader's instructional leadership within each school
- Building the capability of every teacher and leader to be an expert in the teaching of reading
- Developing sophisticated collaboration between individual schools and regions
- Systematic delivery of curriculum, teaching and assessment across a school site.

SUCCESSFUL LEARNERS

'Successful Learners'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> Develop and implement/improve/develop strategies for targets for English, Mathematics and Science as priority areas 	<ul style="list-style-type: none"> Explicitly teach I4 'CARS' Framework Reading Comprehension skills Continue to screen all students for their comprehension skills' weaknesses and strengths using 'CARS' Framework. Continue short term data cycles with comprehension skill interventions. Continue to prioritise automaticity of basic Mathemat cal facts Embed standard approach to the teaching of reading across all classes. Embed standard approach to the teaching of spelling across all classes. Collect regular student reading level data to track progress. Present all staff with whole school data and school foci. Teachers utilise OneSchool to interrogate student data. Direct specific resources to CTG with Indigenous students. Embed and refine quarterly Individual Differentiation Plans for all students. 	<p>CARS/STARS framework embedded as basis for targeted reading intervention</p> <p>Percentage of Yrs. 3,5 students achieving \geq National Minimum Standards in Reading, Writing, Spelling and Numeracy in NAPLAN</p> <p>NAPLAN Individuals' Numeracy Relative Gain 3-5</p> <p>U2 B for YR 3/5 to increase to 30% in reading, writing and numeracy</p> <p>Staff can show /discuss student data</p> <p>Teachers use OneSchool data</p> <p>Plans exist and in use</p>	<p>100%</p> <p>$> .8$ Relative Gain</p> <p>Above 30%</p> <p>All</p> <p>All</p>	<p>Term 4</p> <p>Continuous</p> <p>Continuous</p> <p>NAPLAN</p>	Principal and Teachers	<p>On-going data sets</p> <p>Classroom Observations</p> <p>NAPLAN results</p> <p>Budget allocation</p> <p>Plans updated quarterly</p> <p>SOS - S2090, S2087, S2052</p> <p>Behaviour records in OneSchool</p>
		<p>SOS S2090, S2087, S2052</p> <p>Percentage of students & staff satisfied with ICT information and communication technology devices are well-maintained.</p> <p>Staff and students have appropriate system access to ICTs to "do my job well".</p> <p>All Behaviour records and parental contacts are recorded in</p>	100%	Term 3		
		<ul style="list-style-type: none"> Ensure functionality and connectivity of all ICT equipment. Ensure appropriate staff / student accessibility to system folders. Utilize network and web-based ICT resources to support individualized student learning. Embed Recording of Positive and Negative behavioural incidents in OneSchool. 		Continuous		

<ul style="list-style-type: none"> • Ensure resources are allocated to support school improvement 	<ul style="list-style-type: none"> • Link school budget expenditures to school priorities 	<p>OneSchool</p> <p>Reading and Spelling Foci Reflected in Budget</p>	<p>Completed Budget</p>	<p>Term 1</p>	<p>Principal</p>	<p>Budget / OneSchool</p>
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GREAT PEOPLE

‘Teaching Quality’ and ‘Principal Leadership and Performance’

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> High quality and informed teaching practices characterised by Professional Learning Plans, mentoring and setting high student expectations to meet school improvement targets and timelines- 	<ul style="list-style-type: none"> Enact Revised Whole School Improvement Plan using the 14 ‘Sharrett Parameters’ Embed Personal Professional Development plans for all staff, based upon Australian Standards for Teachers that reflect systemic and personal areas of foci. Use individual staff Professional Development Plans to develop whole school Professional Development Plan. Embed “Fountas & Pinnell”® Reading Bench Marks & Use of Reading Data Walls Embed Principal Coaching using Explicit Teaching checklist, including class visits and feedback Embed Principal & Peer Coaching processes Continue PD to teachers & aides on high quality strategies eg catering to learning styles Staff continues to maintain Professional Development logs. Principal to complete PPDP process Principal to participate in PLC meetings Provide on-going Professional Development in the teaching of Reading and Spelling. Provide Professional Development to Staff as needed in use of ICTs 	<p>Plan compiled and implementation in process</p> <p>All staff have PD plans</p> <p>School Plan compiled</p> <p>Teacher logs of coaching events</p> <p>SOS – S 2071 - “I receive useful feedback regarding my work “</p> <p>SOS- S 2086- “ I have access to quality professional development”</p> <p>Staff Prof Development Logs maintained</p> <p>PPDP process Completed</p> <p>Principal attends all PLC Meetings</p> <p>Appropriate PD sourced and implemented.</p> <p>ICTs effectively used</p>	<p>Completed Plan</p> <p>100%</p> <p>Completed Plan</p> <p>Continuous</p> <p>100% Staff</p> <p>Continuous</p> <p>Continuous</p> <p>100% staff</p> <p>Complete PD</p> <p>100% staff use ICTs as needed</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 4</p> <p>Term 4</p> <p>Term 4</p> <p>Term 4</p> <p>Term 2</p> <p>Continuous</p>	<p>Principal and staff</p> <p>Principal and staff</p> <p>Principal</p> <p>Principal and staff</p> <p>Principal and staff</p> <p>Principal & ARD</p> <p>Principal & ARD</p> <p>Principal</p> <p>Principal</p>	<p>Professional Development allocation in Budget.</p>

HIGH STANDARDS

'School Performance'

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> Alignment of curriculum, planning, assessment and reporting processes and practices within the curriculum, incorporating ACARA, to improve student learning in all Key Learning Areas 	<ul style="list-style-type: none"> Embed School Curriculum Framework, including C2C units, in all classes Embed Teachers in C2C assessment moderation processes Ensure all aspects of the Woodstock Curriculum Framework are fully implemented in all classes. Implement 'Great Results Guarantee' Plan 	Percentage of students reaching a C or greater in English, Maths and Science	80%	Term 4	Principal and Teachers	OneSchool A-E results
		Percentage of teachers participating in Cluster Moderation meetings	100%	Continuous		
<ul style="list-style-type: none"> Develop and implement whole school systemic and internal monitoring and recording 	<ul style="list-style-type: none"> Maintain school's Database to track and collate students' whole school assessment data including short term data cycles of comprehension skills. Continue entering Annual Standard Testing data in OneSchool Embed revised Whole School Assessment Program Student reading ability benchmarked with PM levels (P-3) and Fountas and Pinnell benchmarks (Yrs 4-6) Teachers provided with regular print-outs of collated data on students' progress All children assessed as per programme 	Percentage of teachers implementing Curriculum Framework	100%	Term 1	Principal and Teachers	All students have an ongoing reading benchmark tracking card
		As per Great Results Guarantee Plan Implemented	Plan Implemented	Continuous		
<ul style="list-style-type: none"> Evidence based decision making: use of school data to inform classroom pedagogy 	<ul style="list-style-type: none"> Embed and refine short and long term intervention programmes based upon student data. Utilise short term data cycles to direct resources to improve student reading comprehension and spelling. 	Current results entered into the Data Base by all staff	Continuous	Principal	Principal and Teachers	Programmes and data cycles implemented
		Prep-PM 8 F&P C Year 1 PM 18 F&P H Year 2 PM 24 F&P L Year 3 PM 30 F&P O Year 4 F&P S Year 5 F&P V Year 6 F&P X - Z	90% of students achieving benchmark levels	Term 4		
		School Plan exists and acted upon	100% students improve NAPLAN results as compared to National Avg	Continuous	Principal and Teachers	
		Increased relative gain for students NAPLAN 3-5 & 5-7		>8% relative gain		
		% of staff responses on opinion survey :		>30% U2B Yr		

	<ul style="list-style-type: none"> • Embed & Coach 'Explicit Teaching Pedagogical Framework' through Peer and Principal Coaching of teachers. • Continue to reinforce standard student bookwork setting out methods across the school. • Continue providing children with explicit feedback on their work to improve standards. • Embed the use of Students' 5 questions • Embed Student short and long term goals based upon data. • Continue the use of Data walls in all classrooms and the Principal's office • Embed standard approach to the teaching of reading with modelled, guided, shared and independent reading lessons. 	<p>S2061 – My teachers help me with my work when I need it</p> <p>S2100 – This school encourages me to participate in professional development activities</p>	<p>100%</p> <p>100%</p>	<p>3&5 Reading, Writing and Numeracy</p> <p>Term 3</p>	<p>School Opinion Surveys</p> <p>– S2061</p> <p>– S2100</p> <p>Classroom observations</p>
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ENGAGED PARTNERS

‘Regional Support’ and ‘Local Decision Making’

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/Evidence
		Description	Target	Date		
<ul style="list-style-type: none"> Student, staff and parent community confidence in the school's performance characterised by informed and collaborative involvement 	<ul style="list-style-type: none"> Keep community informed of current issues at the school through detailed weekly newsletters. Provide the P&C with monthly written reports of the progress of the school. Increase community involvement through community events. Embed Learning and Wellbeing Framework Embed community involvement processes in terms of the Community Engagement Framework Embed all major policies following 2013 Revision Embed student attendance policy and procedures Continue to transition Year 6 students into Secondary schooling 	% of Parents responses in opinion survey –	92%	Continuous	Principal, P&C & Student Council	SOS 2015
		S2026 – This school encourages me to take an active role in my child's education,	92%			
		S2027 – This school encourages me to participate in school activities.				
<ul style="list-style-type: none"> Conduct QSR (Discipline Audit has been completed November 2014) 	<ul style="list-style-type: none"> Engage staff and community to Co-ordinate QSR process. Engage the broader community in providing opinions and future directions for the school 	Attendance > 92.4%	≥ 92%		Principal	Completed 2016-2019 Strategic Plan
		QSR completed	Plan Implemented	26 th August 2015		
<ul style="list-style-type: none"> Develop and implement strategies to build capability of learners to be Active, Responsible and Respectful Citizens 	<ul style="list-style-type: none"> Involve students in aspects of SEMP to reduce the school's environmental footprint. Engage student leaders in Leadership Activities 	Year 5 & 6 Students involved	100%	Continuous	Principal & Teacher Aide supporting Student Council	Active Student Council