



# Woree State School

## 2017 Annual Implementation Plan

### Improvement Priority 1. An Explicit Improvement Agenda

#### Targets

Annual implementation plan articulates an explicit improvement agenda based on evidence.  
Systematic evaluation systems are evidenced in practice.  
Data reflects high level of staff and community confidence.

**Strategy:** Maintain the school leadership team's sharp focus on the current improvement agenda to embed school wide understanding and commitment to existing identified priorities and targets.

Actions	Timeline	Responsible Officer(s)
Leadership continue to communicate a clear, focussed vision for improvement including associated explicit, measurable targets to staff and school community. (Evidence Based Decision Making - EBDM)	Ongoing	Principal, Deputy Principal, HOSES
Continue to clearly identify and rigorously action targets and benchmarks, maintaining a focus on high expectations for all student's success. (EBDM)	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES
Evaluate the effectiveness of strategic decisions associated with improvement priorities, resource alignment and actions implemented. (EBDM)	Term 4	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Continue to use research, data and a range of evidence to inform and monitor improvement priorities and actions. (EBDM)	Ongoing	Principal, Deputy Principal, HOSES

**Strategy:** Maintain commitment to and implementation of Systems Leadership Theory (SLT) in practice to ensure organisational effectiveness and efficiencies.

Actions	Timeline	Responsible Officer(s)
Agreed roles and accountabilities are clearly articulated and routinely reviewed to ensure alignment with school priorities. (EBDM)	Ongoing	Principal, Deputy Principal, HOSES
Continue implementation of line management structures, performance and accountability reviews and feedback cycles. (EBDM)	Ongoing	Principal, Deputy Principal, HOSES
Annually review and evaluate organisational effectiveness and ensure school wide understanding of Systems Leadership Theory (SLT) and associated practices. (EBDM)	Term 4	Principal, Deputy Principal, HOSES





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### Improvement Priority 2. Analysis And Discussion of Data

Targets		
Evidence exists that processes are embedded in practice for the review, interrogation and analysis of data at all levels of the school. (APE, SPSC, QT, QTG)		
Responses to data trends are evident in practice. (EBDM)		
Progress towards or exceeding of improvement targets is evident. (EBDM)		
Strategy:		
A whole school data schedule and system for monitoring and review is evidenced in practice.		
Actions	Timeline	Responsible Officer(s)
Measurable benchmarks and targets are known, published and systematically monitored. (EBDM)	Ongoing	Principal, Deputy Principal, Guidance Officer, HOC, HOSES
Maintain practices for the systematic analysis, interpretation and use of data to regularly monitor progress towards individual and school wide achievement benchmarks and targets. (EBDM)	Ongoing	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Strategy:		
Further develop and consolidate collaborative engagement opportunities that prioritise time for in-depth discussion of data to further enhance the data literacy skills of all staff.		
Actions	Timeline	Responsible Officer(s)
Evidence exists that developing teacher capabilities to collect, collate, analyse and respond to data to improve student outcomes is a school wide priority. (Quality Teachers - QT)	Ongoing	Principal, Deputy Principal, HOD, HOC, HOSES
Continue to invest in year level collaboration to further develop and enhance teacher's professional knowledge, professional practices and professional engagement. (Quality Teaching - QTG; QT)	Ongoing	Principal, Deputy Principal, HOC





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### Improvement Priority 3. A Culture That Promotes Learning

#### Targets

Focus on increasing the attendance of students attending 70-90% to achieve > 90% attendance.  
 An improved profile for higher levels of student attendance, engagement and participation is evident. Focus on improving P-3 attendance from 85% to 90%.  
 Reduce the gap in student absence (Indigenous and Non-Indigenous student data) from 12.8% to < 10%.

**Strategy:** Build student capacity to know and understand personal aspirations and identify goals for learning.

Actions	Timeline	Responsible Officer(s)
Implement consistent school wide processes for student goal setting, monitoring, analysis and reporting. (QTG)	Ongoing	Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Practices are implemented that provide evidence of a whole school culture that prioritises learning.	Ongoing	Principal, Deputy Principal, Guidance Officer

**Strategy:** Maintain and strengthen PB4L processes to develop teacher expertise and student capability to positively engage in classroom programs.

Actions	Timeline	Responsible Officer(s)
Refine roles and accountabilities of the Student Services Team. (Safe & Positive School Culture - SPSC; Attendance Participation & Engagement - APE; EBDM)	Term 1	Principal, Deputy Principal
Maintain and further embed consistent PBL systems and procedures. (SPSC)	Ongoing	Principal, Deputy Principal, Guidance Officer, HOD, HOSES
Develop a PBL capability development and renewal model aligned with school wide models for staff capability development. (SPSC; QT)	Term 2	Principal, Deputy Principal, HOD
Continue to strengthen Intensive Student Support Committee (ISSC) processes (Tier 2 & 3), monitor and evaluate effectiveness. (SPSC)	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES
Further develop Third Space systems (e.g. 260 system; Rest, Reflect, Reset actions) (SPSC)	Ongoing	Deputy Principal, HOD, HOSES





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 An improved profile for higher levels of student attendance, engagement and participation is evident. Focus on improving P-3 attendance from 85% to 90%.  
 Reduce the gap in student absence (Indigenous and Non-Indigenous student data) from 12.8% to < 10%.

**Strategy:** Continue to implement, monitor and review initiatives to affect improved student attendance, engagement and participation of identified students.

Actions	Timeline	Responsible Officer(s)
Continue to systematically implement the whole school attendance system. (APE)	Ongoing	Principal, Deputy Principal, HOD
Implement targeted actions that focus on improving attendance. (APE)	Ongoing	Principal, Deputy Principal
Fully implement activating wellbeing, relationships and attendance initiatives daily as scheduled. (APE)	Ongoing	Deputy Principal
Increase student engagement activities and events throughout the year, linking with Leadership Program and opportunities to connect with parents and caregivers. Focus opportunities on Friday. (APE)	Ongoing	Deputy Principal







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### Improvement Priority 4. Targeted Use Of School Resources

#### Targets

School budget reflects resource allocations that are well aligned with school improvement priorities. A range of evidence exists (ISR, HLI, SPP) to demonstrate improved school performance outcomes. High levels of stakeholder satisfaction are evidenced and sustained over time.

**Strategy:** Continue to commit and evaluate the allocation of financial and human resources to supporting school improvement priorities.

Actions	Timeline	Responsible Officer(s)
Develop a strategic plan that supports the development of staff and student capabilities in implementing Digital Technologies and STEM related curriculum that enhances student learning. (QTG)	Ongoing	Principal, Deputy Principal, HOC
Continue to commit to inclusive practices that maximise the allocation of SEP human resources to optimise student learning outcomes. (QTG)	Ongoing	Principal, HOSES

**Strategy:** Develop a strategic approach to the improvement of school infrastructure.

Actions	Timeline	Responsible Officer(s)
Commit annual financial resources to school improvement. (SPSC)	Term 4	Dennis Swenson
Implement scheduled actions aligned with the Strategic Infrastructure Improvement Plan. (SPSC)	Ongoing	Dennis Swenson

**Strategy:** Maintain Annual Internal School Review processes to evaluate and report school performance outcomes.

Actions	Timeline	Responsible Officer(s)
Systematically implement annual internal review processes to inform evidence based school improvement priorities.	Term 4	Principal, Deputy Principal, HOSES

### Improvement Priority 5. An Expert Teaching Team

#### Targets

A range of evidence exists (ISR, HLI, SPP) to demonstrate improved performance standards of students. High levels of stakeholder satisfaction (SOS).

**Strategy:** Continue to develop a strong culture of professional learning and accountability for continuous improvement aligned with school improvement priorities.

Actions	Timeline	Responsible Officer(s)
Continue investment of resources to further develop staff capabilities. (QT)	Ongoing	Principal
Align and implement a differentiated school wide teacher capability, development and renewal framework. (QT)	Term 1	Principal, Deputy Principal, HOC, HOSES





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### Improvement Priority 5. An Expert Teaching Team

#### Targets

A range of evidence exists (ISR, HLI, SPP) to demonstrate improved performance standards of students.  
High levels of stakeholder satisfaction (SOS).

<b>Strategy:</b>	Further develop and monitor systematic implementation of school wide pedagogies and evaluate the effectiveness of these on student progress and achievement standards.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Continue to implement line management systems, feedback and performance reviews. (QTG)	Ongoing	Principal, Deputy Principal, HOSES	
Continue to implement annual internal school review processes. (EBDM)	Term 4	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES	
<b>Strategy:</b>	Partner with Woree SHS to access expertise to broaden opportunities for students, strengthen teacher knowledge and develop expertise in implementing STEM initiatives.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Develop a strategic plan for the implementation of STEM related initiatives inclusive of capability development, curriculum alignment and resource allocation. (QTG,QT)	Ongoing	Principal, Deputy Principal, HOC	
Expand implementation of Digital Technologies curriculum. (QTG)	Ongoing	Deputy Principal, HOC	





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### Improvement Priority 6. Systematic Curriculum Delivery

#### Targets

Continue to improve and sustain the % of students achieving a 'C' or above year level standard in English, Maths and Science P-6 to > 80%.  
 Increase the % of students achieving NAPLAN NMS or above (Reading, Writing & Numeracy). Targets as articulated in 2017 Investing for Success Plan.  
 Increase the % of students achieving in the upper two bands (NAPLAN). Targets as articulated in 2017 Investing for Success Plan.

**Strategy:** Review continuity and the progressive implementation of the Australian Curriculum and general capabilities.

Actions	Timeline	Responsible Officer(s)
Systematic implementation of school wide instructional routines for the teaching of reading, writing and mathematics. (QT,QTG)	Ongoing	Deputy Principal, HOC
Continue to invest in year level collaboration to further develop and enhance teacher's professional knowledge, professional practices and professional engagement. (Quality Teaching - QTG; QT)	Ongoing	Principal, Deputy Principal, HOC

**Strategy:** Develop a strategic plan for the systematic teaching of mathematics, writing and digital technologies competencies (P-6), inclusive of staff training and development.

Actions	Timeline	Responsible Officer(s)
Research, design and implement a STEM strategic implementation plan. (QT,QTG)	Ongoing	Principal, Deputy Principal, HOD
Task Teaching and Learning Team to lead the design and systematic implementation of curriculum priorities. (QT, QTG)	Ongoing	HOD, HOC

### Improvement Priority 7. Differentiated Teaching And Learning

#### Targets

A range of evidence exists (ISR,HLI, SPP, school based data) to demonstrate improved outcomes of students.  
 A systematic approach to intensive intervention is evidenced in practice.

**Strategy:** Continue to assist teachers to develop skills in the use of data to inform interventions and adjustments that meet student learning needs.

Actions	Timeline	Responsible Officer(s)
Continue to commit to inclusive practices that maximise the allocation of SEP human resources to optimise student learning outcomes. (QTG)	Ongoing	Principal, HOSES
Practices are implemented that provide targeted student intervention and support that is systematically monitoring, reviewed, enacted and achievements celebrated. (EBDM, PSC, QTG)	Ongoing	Deputy Principal







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### Improvement Priority 7. Differentiated Teaching And Learning

#### Targets

A range of evidence exists (ISR,HLI, SPP, school based data) to demonstrate improved outcomes of students.  
A systematic approach to intensive intervention is evidenced in practice.

<b>Strategy:</b>	Continue to further develop and embed a school wide evidence based system for the identification and implementation of intensive student support provisions for students.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
A systematic approach to intensive intervention is evidenced in practice. (EBDM, SPSC, QTG)	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES	
Continue to strengthen Intensive Student Support Committee (ISSC) processes (Tier 2 & 3), monitor and evaluate effectiveness. (SPSC)	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES	
<b>Strategy:</b>	School wide expectations and processes for goal setting and feedback for staff and students are further developed and implemented, aligned with school improvement priorities.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Implement actions to build student capacity to know and understand personal aspirations and identify goals for learning. (PSC)	Ongoing	Deputy Principal	
Develop teacher's capabilities to provide timely, targeted instructional feedback to students.	Term 4	Principal, Deputy Principal, HOSES	

### Improvement Priority 8. Effective Pedagogical Practices

#### Targets

Continuous improvement is evidenced in Annual School Review performance indicators.  
Improved trends in Headline Indicator and School Performance Profile Data as applies to student performance standards.

<b>Strategy:</b>	Implement strategies to provide regular feedback to teachers aligned with the schools professional learning, development and renewal framework.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Continue to implement line management systems, feedback and performance reviews. (QTG)	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES	
Continue to invest in year level collaboration to further develop and enhance teacher's professional practices through a culture of collaboration and feedback. (Quality Teaching - QTG; QT)	Ongoing	Principal, Deputy Principal, HOC	







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### Improvement Priority 8. Effective Pedagogical Practices

#### Targets

Continuous improvement is evidenced in Annual School Review performance indicators.  
Improved trends in Headline Indicator and School Performance Profile Data as applies to student performance standards.

<b>Strategy:</b>	Further develop and renew teachers competencies in implementing a repertoire of research based effective pedagogies to teach targeted curriculum to clientele with diverse learning needs.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continue to invest in year level collaboration to further develop and enhance teacher's professional knowledge, professional practices and professional engagement. (Quality Teaching - QTG; QT)	Ongoing	Principal, Deputy Principal, HOC
Align school wide teacher capability, development and renewal initiatives.	Ongoing	Deputy Principal
Task Teaching and Learning Team to lead the systematic implementation of research based instructional practices aligned with curriculum priorities. (QT, QTG)	Ongoing	Principal, Deputy Principal, HOC

### Improvement Priority 9. School And Community Partnerships

#### Targets

High level of confidence as reflected in school opinion survey data.  
Evidence of parent engagement in the learning progress of their children.

<b>Strategy:</b>	Further develop comprehensive transitioning initiatives that clearly identify partner roles and deliverables (Prep, Junior secondary).	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Continue to further develop partnerships with relevant stakeholders to ensure successful transitions. (APE, SPSC)	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES
Review the effectiveness of current practices and identify improvement opportunities for further development and implementation. (SPSC, EBDM, APE)	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES

#### Endorsement

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

