



Woree State School

2019 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 including annual internal school review. 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, sharp and narrow vision for improvement including associated explicit, measurable targets to staff and school community.	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.	Ongoing	Principal, Deputy Principal, HOSES
Evaluate the effectiveness of strategic decisions associated with improvement priorities, resource alignment and actions implemented.	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)
Implement initiatives focussed on evidence of high levels of professional practice, teacher efficacy and professional conversations.	Ongoing	Principal, Deputy Principal, HOSES
Continue implementation of line management structures, performance and accountability reviews and feedback cycles.	Ongoing	Principal, Deputy Principal, HOSES

Improvement Priority 2. Analysis And Discussion of Data

Targets

Evidence exists that systematic data management processes are embedded in practice for the review, interrogation and analysis of data at all levels of the school. Progress towards or exceeding of improvement targets is evident. Decision making is informed by evidence including data trends.

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.	Ongoing	Principal, Deputy Principal, HOSES





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Improvement Priority 2. Analysis And Discussion of Data

Targets

Evidence exists that systematic data management processes are embedded in practice for the review, interrogation and analysis of data at all levels of the school.

Progress towards or exceeding of improvement targets is evident.

Decision making is informed by evidence including data trends.

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)
Maintain collaborative engagement initiatives that provide opportunities to further develop data literacy skills.	Ongoing	Deputy Principal, HOD, HOC, HOSES





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Improvement Priority 3. A Culture That Promotes Learning

Strategy:	Build student capacity to know and understand personal aspirations and identify goals for learning.		
Actions	Timeline	Responsible Officer(s)	
Consistent school wide processes for student goal setting, monitoring, analysis, feedback and reporting are evidenced in practice.	Ongoing	Principal, Deputy Principal, HOSES	
Inform staff on breadth of leadership development opportunities.	Term 1	Deputy Principal	
Practices are implemented that provide evidence of a whole school culture that prioritises lifelong learning.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES	
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 with fidelity.	Ongoing	Deputy Principal, Guidance Officer, HOD, HOSES	
Embed activate wellbeing, positive relationships and attendance initiatives daily as scheduled.	Ongoing	Deputy Principal, Guidance Officer, HOD, HOSES	
Embed positive acknowledgement systems.	Ongoing	Deputy Principal	
Ensure common understandings associated with behaviour systems data.	Ongoing	Principal, 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.

Strategy:	Continue to commit and evaluate the allocation of financial and human resources to supporting school improvement priorities.	
Actions	Timeline	Responsible Officer(s)
Continue to commit to inclusive practices that maximise the allocation of SEP human resources to optimise student learning outcomes.	Ongoing	Principal, Deputy Principal, HOSES
Continue to systematically implement annual internal school review processes to evaluate impact, continuity, consistency, scalability, cost effectiveness and improvement priorities.	Term 4	Principal, Deputy Principal, HOSES
Enact a strategic approach to the improvement of school infrastructure including resources for school improvement. Implement scheduled actions aligned with the Strategic Infrastructure Improve	Ongoing	Principal
Strategy:	Maintain Annual Internal School Review processes to evaluate and report school performance outcomes.	
Actions	Timeline	Responsible Officer(s)
Continue to systematically implement annual internal school review processes to evaluate impact, continuity, consistency, scalability, cost effectiveness and improvement priorities.	Term 4	Principal, Deputy Principal, HOSES





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Improvement Priority 5. An Expert Teaching Team

Targets

A range of evidence exists that demonstrate higher standards of professional practice (proficient or higher).
Staff retention, health and wellbeing data.

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)
Align and implement differentiated school wide teacher capability, development and renewal initiatives.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Design and action staff wellbeing initiatives.	Ongoing	Deputy Principal, Guidance Officer
Engage professional expertise (Helen Timperley) to develop 'Spiral of inquiry' capabilities.	Term 1	Principal, Deputy Principal, HOSES

Strategy: Further develop and monitor systematic implementation of school wide pedagogies and evaluate the effectiveness of these on student progress and achievement standards.

Actions	Timeline	Responsible Officer(s)
Systematically implement school wide instructional routines for the teaching of reading, writing and mathematics.	Ongoing	Deputy Principal, HOD, HOC, HOSES
Monitor implementation of Positive Behaviour for Learning expectations and associated systems and processes.	Ongoing	Deputy Principal, HOD, HOSES
Continue to invest in year level collaboration to further develop and enhance teacher's professional knowledge, professional practices and professional engagement.	Ongoing	Principal, Deputy Principal
Teaching and Learning Team to lead the design and systematic implementation of viable curriculum priorities.	Ongoing	Deputy Principal, HOD, 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 targets NMS or higher and upper two bands achievement.

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)
Design and systematically implement school wide instructional routines for the teaching of reading, writing and mathematics aligned with Australian curriculum year level standards.	Ongoing	Deputy Principal, HOD, HOC
Maintain quality time for collaboration, coaching and feedback to enhance professional learning and development of proficient capabilities to ensure implementation with fidelity.	Ongoing	Deputy Principal, HOD, HOC

Improvement Priority 7. Differentiated Teaching And Learning

Targets

A range of evidence exists (ISR,HLI, SPP, school based data) to measure and evaluate improved outcomes of all students.

A systematic approach to intensive intervention (Tier 2 & 3) continues to be 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)
A systematic approach to intensive intervention is evidenced in practice.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES
Develop adaptive expertise of teachers to ensure differentiated, inclusive, equitable access for all students to enable success for all.	Ongoing	Principal, Deputy Principal, HOSES
Staff Professional Learning and Development with Helen Timperley (Spiral of Inquiry).	Term 1	Principal, Deputy Principal, HOSES

Strategy: Continue to further develop and embed a school wide evidence based system for the identification and implementation of intensive student support provisions for students.

Actions	Timeline	Responsible Officer(s)
Strengthen Intensive Student Support Committee (ISSC) processes (Tier 2 & 3), monitor and evaluate effectiveness.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOSES





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Improvement Priority 7. Differentiated Teaching And Learning

Targets

A range of evidence exists (ISR,HLI, SPP, school based data) to measure and evaluate improved outcomes of all students.

A systematic approach to intensive intervention (Tier 2 & 3) continues to be evidenced in practice.

Strategy: School wide expectations and processes for goal setting and feedback for staff and students are further developed and implemented, aligned with school improvement priorities.

Actions	Timeline	Responsible Officer(s)
Implement actions to build student capacity to know and understand personal aspirations and identify goals for learning and evaluate progress towards goals.	Ongoing	Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Develop teacher's capabilities to provide timely, targeted instructional feedback to students and monitor impact.	Ongoing	Deputy Principal, HOD, HOC, HOSES
Implement assessment literate learner processes P-6.	Ongoing	Deputy Principal

Improvement Priority 8. Effective Pedagogical Practices

Targets

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

Strategy: Implement strategies to provide regular feedback to teachers aligned with the schools professional learning, development and renewal framework.

Actions	Timeline	Responsible Officer(s)
Continue to implement line management systems, feedback and performance reviews.	Ongoing	Principal, Deputy Principal, HOSES
Monitor implementation of Positive Behaviour for Learning expectations and associated systems and processes, based on data and evidence.	Ongoing	Deputy Principal, HOSES
Further strengthen coaching and feedback aligned with school improvement priorities.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOD, HOSES





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Improvement Priority 8. Effective Pedagogical Practices

Targets

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

Strategy: 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.

Actions	Timeline	Responsible Officer(s)
Invest in year level collaboration, further develop and enhance teacher's professional knowledge, practices and engagement, established culture of collective responsibility, collaboration, feedback.	Ongoing	Principal, Deputy Principal, HOD, HOC, HOSES
Invest in professional learning opportunities to further develop teacher pedagogical knowledge and repertoire of practice.	Ongoing	Deputy Principal, HOD, HOC, HOSES

Improvement Priority 9. School And Community Partnerships

Targets

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

Strategy: Evaluate the effectiveness of priorities and initiatives implemented to increase parent connection with their children's learning.

Actions	Timeline	Responsible Officer(s)
Continue to further develop partnerships with relevant stakeholders to ensure successful transitions (Prep, Secondary)	Ongoing	Principal, Deputy Principal, Guidance Officer, HOD, HOSES
Further invest in communication and marketing initiatives.	Ongoing	Principal

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

