



Woodridge State School

Annual Implementation Plan and School Improvement Priorities 2019

Key Priority	Actions	Targets	Responsible Officer
1. A Focus on Learning for 21st Century			
Strategy : Engage and Explore the 21st Century Fluencies in our Curriculum and Pedagogical Frameworks	Mentor teaching staff to review and enhance our knowledge and skills related to Global Citizenship and the ACARA General Capabilities of: Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and Ethical Understanding.	General Capabilities included in all class Unit planning & implementation. 100% teacher engagement; Sem.1	Hoc- Mentor Global Citizenship, DP
	Using the 5 E's -Engage, Explore, Explain, Elaborate and Evaluate, where possible (especially in Science) and enhancing Critical and Creative Thinking and the Inquiry approach to learning throughout the curriculum,	Included in all class Unit planning & implementation. 100% teacher engagement; Term by Term	DP & HOC
	Use of Critical and Higher Order Thinking, Visible Thinking Routines, digital devices and adaptive technologies are supported by HOCs, ICT coordinator and ICT committee members. The use of iPad, graphic outlines, and other visual supports are encouraged. School Opinion Survey Students- S2047, S2057 & S2058; School Opinion Survey Parent- S2003, S2004 & S2020; School Opinion Survey Staff- S2079, S2072 & S2087	>90% ; On-going Nov.'19	HOC, DP and Principal, HOSES SWD & HOSES EAL/D
Strategy: Enhance the Facilities and Workforce for 21st Century Learning through a Collaborative Inquiry Approach	Use the Developing Performance Framework as a tool to align teacher and Leadership capability development with school priorities. Present the Australian Standards linked through QCoT to show the expectations for growth over time of teacher capacity.	>95% satisfaction Nov. '19	Principal and Leadership team
	Administration, Facilities and Grounds planning implemented with a focus on current and future needs of the Community, Workforce and Teaching & Learning.	>90% satisfaction Nov. '19	Principal and Leadership team
2. Differentiated Implementation of the Australian curriculum via sound Learning and Wellbeing and Pedagogical Frameworks			
Strategy: Use of School approved Assessment and Learning Strategies to Support Individual Progress	All class planning to clearly articulate differentiation measures in place with student targets included All teachers to have scheduled conferences every term with every student to provide appropriate feedback, to encourage continual improvement and to monitor individual goals SOS – Students – S2059, S2060, S2039 and S2040 (encouraged to do best / explain what's required / do my best / feedback) Parents – S2005, S2006, S2028 (child to do best / provided feedback – student and parent)	All >95% ; On-going Nov.'19	Principal and Leadership team
Strategy: Provide Opportunities for Applying Learning to the Students' Real World	Continue the implementation started for the Humanities (History, Geography, and Civics & Citizenship) and consolidate the establishment of our Health & Physical Education Programme in conjunction with other well established programmes for Well-being and the State Inclusive Framework	All Documents up to date; Term by Term	DPs, HOSES & HOC Wellbeing
	Consider feedback from participants in programs such as: Sporting Schools (previously Active Afterschool Sports), Interschool Sports, Volleyball Cup, Camps and Excursions. Are they engaging the targeted group/ audience?	90% positive Feedback Term by Term	HOC Wellbeing
Strategy: Student Engagement and Attendance are Positively affecting Learning	School attendance and Same Day Notification to be maintained to assist individual learning progress. Teachers to monitor attendance and to make contact with parents on the 3rd day of absence. Use of SET/ MST, DP and CLOs for assistance. G.O and other agencies may be called upon where necessary. Review the School's Student Code of Behaviour & Responsible Behaviour Plan for 2019-2022 Community elders, mentors and regional support to be arranged when & wherever necessary to assist with engagement.	> 95% attendance Term by Term Renewal of Code May '19	SET and DPs HOC Wellbeing & DP
	Through our Learning and Well-being framework including BeYou, You Can Do It and PBL these staff will engage in leadership roles to progress engagement, learning and well-being. Action Plans are developed budgeted for and managed by these officers. School Opinion Survey Students- S2044, S2037 & S2063; School Opinion Survey Parent- S2002, S2027 & S2012; School Opinion Survey Staff- S2074, S2092 & S2106	>90% satisfaction Term by Term	Principal, DPs and HOC Wellbeing
3. Embedding Key Signature Strategies for English, Mathematics, Health, Science and H.A.S.S.			
Strategy: Language and Literacy support	Teachers will continue to embed with the support of the Leadership Team BID structured units and their implementation and assessment. The Literacy Continua and Early Start- Literacy for Prep & Year 1 will be gradually implemented and supported. (Year 2 implementation will be undertaken in 2020)	Year3 Reading: NMS 96% Writing NMS 95% Year 5 Reading: NMS 90% Writing NMS 90% Term by Term	DP- L&L HOC- EAL/D

	Implement the Investing for Success Strategies for Language and Literacy including for example, Teacher aides to assist with Guided Reading in a more structured way and increasing the percentage of students in the Upper two bands in Year 3 and Year 5 for Reading	Increase the percentage of students in Year 2 mainstream classes attaining a C rating or above (with a Level 19 or higher) in reading to 55%. Year 3 to 30% and Year 5 to 20%. Term by Term	DP- L&L HOC- EAL/D
Strategy: Mathematics and Numeracy coaching and support	Teachers are to use the school's Mathematics program and peer coaching approach to develop the practices stated. Inquiry, Natural Maths along with other signature strategies will be emphasised too. Implement the Investing for Success Strategies for Mathematics School Developed Diagnostic tool, Early Start-Maths, NAPLAN and PAT Maths used to guide Maths Planning, Teaching & Learning	Yr3 NMS 95% Yr5 NMS 95% Term by Term	HOC Ped. & DP M&N
Strategy: Science , Health, H.A.S.S and Technologies coaching and support	Teachers are to use a similar approach to review the Science, Health, H.A.S.S and Technologies Programs as used for the review of the school's Mathematics program and use a peer coaching approach to enhance the good practices stated for Science, Health, H.A.S.S and Technologies teaching.	Fair Testing is consistently undertaken from Prep- Year 6 Twice per year	HOC & DPs
	Embed the use of English, Maths, Science and Behaviour Must Dos. Refine the Humanities, HPE and Technologies Must Dos to confirm "the Woodridge Way".	>90% satisfaction S.O.S Term by Term	HOC & DPs

Priority Learning Areas: As can be seen the Priority Learning Areas for 2019 focus on 21st Century Language, Literacy, Numeracy and Special Needs & Behaviour support. All staff and our community will focus our time and efforts on the three targeted Improvement Agenda Initiatives through our Priority Learning Areas.

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



Garry Molloy

Principal



Ita Bredhauer

P and C President



Kate Bentley

Assistant Regional Director