



# Wondall Heights State School

## Annual Implementation Plan 2019

### School Improvement Plan 2019

#### School Context

Wondall Heights State School is a band 9 school with a current enrolment of 702 students. It is an Independent Public School. Wondall Heights State School has a strong, supportive community and achieves excellent outcomes for students. We have high expectations for achievement, attendance and behaviour. At Wondall we “Strive to Excel’ through knowing our students - we differentiate and we strive to meet needs: social, emotional and academic.

**Working the Wondall Way:** The values of Working Responsibly, Working Respectfully, Working Safely underpin the school.

Our Actions include the focus areas of:

Precision for Student Learning	Alignment: Leadership, Teaching and Learning	Intentional Collaboration
<p>We ensure school performance through an on-going focus on making learning visible.</p> <p><b>Great Teachers:</b> continually developing the capacity of the teaching team to ensure we share the belief that all students can and will learn.</p> <p><b>Evidence based teaching practice:</b> participation of staff in PD and coaching focusing on Student Engagement, the teaching and learning of reading and writing and Australian Curriculum.</p> <p><b>Analysis and Use of Data:</b> Data from a range of sources is used determine student progress and for the development of plans and planning to inform differentiation for continual student improvement.</p>	<p><b>Every student succeeding:</b> Every student has the potential to succeed. Teachers will develop and implement teaching, learning and assessment cycles to improve student progress and provide feedback on learning. Teachers are required to continually monitor student progress.</p> <p><b>High Quality Curriculum:</b> Our curriculum reflects the expectations of the Australian Curriculum. Our approach to Science, Technology, Engineering and Maths across the school through Digital and Design Technologies ensures that our students are preparing for the future.</p> <p><b>Leadership</b> centered on student learning and achievement. Providing systems processes and resources to support and enhance outcomes</p>	<p><b>Better To-Gether:</b> A school wide focus motto and belief of staff Collective Efficacy around reflection of pedagogy and where to next. Providing key time through year level meetings and instructional leadership</p> <p><b>Collaboration:</b> Working intentionally in the WMSEA cluster of schools through the WMSEA Curriculum Leadership team on Moderation, Curriculum and Thinking</p>

**Equity:**

**Inclusion:** Equal and Equitable access to learning for all students facilitated through case management and differentiated practice.

**Student and Staff Well-being:** Student and Staff sense of belonging is paramount. The school through the understanding and implementation of the well-being and learning framework will work to ensure that all develop resilience and self belief.

**Communication:** Communication with our parents and community is essential and happens in a number of ways. The school values the active involvement of our parent body.

The Annual Implementation and School Improvement Plan is everyone’s responsibility, lead by:

- Principal
- Deputy Principals
- HOC
- Head of Inclusion
- STLaN’s
- Master Teacher
- Pedagogical Coach
- Innovation Leader

Providing shared leadership and support: Curriculum Teaching and Learning Team, Student Wellbeing Action Team, Behaviour Management Committee

Focus Area	Reading Comprehension	Writing Practices	Student Engagement	Curriculum	Well-being
Strategies	<ul style="list-style-type: none"> <li>• <b>Embed</b> the whole school approach to the teaching of reading comprehension, utilising Guided Reading and the QAR strategy</li> <li>• <b>Continue</b> to provide PD on the pedagogy of reading to further build staff capacity</li> <li>• <b>Utilise</b> coaching to continue to build teacher capacity in the pedagogy of reading</li> <li>• <b>Analyse</b> reading data and complete a data wall.</li> <li>• Timetable Data Conversations</li> <li>• <b>Embed</b> the school Early Years Intervention Program</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Embed</b> the whole school writing program, Writing the Wondall Way including: <ul style="list-style-type: none"> <li>○ Variety of strategies</li> <li>○ Vocabulary</li> <li>○ Text types</li> </ul> </li> <li>• <b>Embed</b> the STRIVE vocabulary program across the school</li> <li>• <b>Build</b> staff capacity in the teaching of writing using the Master Teacher</li> <li>• <b>Embed</b> regular writing practice within the classroom through Daily Writing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Embed</b> Anita Archer student engagement strategies of: <ul style="list-style-type: none"> <li>○ 8 big ideas</li> <li>○ 16 elements of explicit instruction</li> </ul> </li> <li>• <b>Provide</b> PD to staff on student engagement using Anita Archer research</li> <li>• <b>Implement</b> Reflective Practice utilising Anita Archer</li> <li>• <b>Embed</b> Success Criteria and Learning Intentions</li> <li>• <b>Embed</b> Heggerty instruction for Early Years Phonics</li> <li>• <b>Explore</b>, through coaching, Feedback and Higher Order Questioning</li> <li>• <b>Implement</b> – Hattie and Fisher Mindframes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teach</b> Australian Curriculum V8</li> <li>• <b>Plan and Timetable</b> year level meetings for every second Wednesday with an Instructional Leader and intentional collaboration</li> <li>• <b>Build</b> staff curriculum knowledge and planning capacity through planning meetings, year level meetings and provision of common NCT time</li> <li>• <b>Strengthen</b> and sharpen the focus of the Curriculum, Learning and Teaching Team</li> <li>• <b>Embed</b> the role of lead teachers</li> <li>• <b>Timetable</b> moderation</li> <li>• <b>Implement</b> Design and Digital Technologies</li> <li>• <b>Explore/Implement</b> use of ICT's for student engagement and differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Implement</b> Staff well-being framework</li> <li>• <b>Continue</b> to Implement Growth Mindset, Raise The Bar and Kindness</li> </ul>
Targets/Performance Measures	<p>NAPLAN reading data:  98% yr 3 and 5 students above NMS  65% yr 3 students U2B  50% of yr 5 students U2B  90% of students receiving an A – C for English  60% of students receiving B or higher  100% data conversations  Data Wall  100% staff involved in data conversations  100% staff accessing coaching</p>	<p>NAPLAN writing data:  98% yr 3 and 5 students above NMS  65% yr 3 students U2B  20% yr 5 students U2B  90% of students receiving an A – C for English  60% of students receiving B or higher  90% of classrooms using Daily Writing</p>	<p>100% of teachers participating in Reflective Practice  100% of teachers implementing selected Anita Archer elements  Mindframes reading given to and unpacked by all staff</p>	<p>100% of teachers involved in planning days  Lead teacher appointed to each year level  Unit plans reflecting the Australian Curriculum  Use of One Note  Moderation planned and completed  Digital and Design Technologies implemented</p>	<p>Well-Being framework actioned  Well-Being committee active</p>

