



# 2018 Annual Implementation Plan THE WILLOWS STATE SCHOOL

## Explicit School Improvement Agenda 2018

- **Literate and Numerate Learners** - Reading – progress and achievement in fluency and comprehension (PM, PAT, LOA English)
- **Effective delivery of Australian Curriculum through quality** pedagogy enacted through Pedagogical Framework and measured through LOA across Key Learning Areas with a focus on English, Maths and Science.
- **Positive Behaviour Learning** - measured through aligned data sets
- **Positive Partnerships** – build the links from The Willows to Kirwan SHS and ECE

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: *Anna McIlroy*  
P and C President: *Susan*

## State and Regional Priorities

Every Student Succeeding State Schools Strategy 2018-2021

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

### NQR Priorities 2018

- Build Principal and other Leaders' instructional leadership
- Build the capability of every teacher and leader to be an expert in the teaching and assessing the curriculum
- Developing strong collaboration between schools/regional teams and other agencies to develop effective practice and drive improvement.



## Successful Learners

School Strategies	Actions	Performance Measures			Responsible Officer	Resource/ Evidence
		Description	Target	Date		
Embed collaborative processes to achieve clarity of Curriculum – consistent delivery of Australian Curriculum and monitor enactment of intended curriculum through clear whole school curriculum and assessment framework	Monitor Systematic Curriculum Delivery through collection of student learning data and teacher professional reflections including moderation and collaborative planning data check ins	All Teaching Staff	100%	Term 1-term 4	HoC – T and L Deputy Principals Principal	Whole School Curriculum, Assessment and Reporting Framework Pedagogical Framework Moderation Processes Annual Performance Development Plans Website
Implement school Pedagogical Framework that facilitates fair in pedagogy to support Assessment Literate Learners	Raise levels of student achievement in English, Mathematics, Science through co-instructional coaching models and use of a range and balance of age appropriate pedagogies	All staff	95% or more of Students achieving A-C in learning areas Increase A and B Standard in each year level (differentiated)	Term 1-4	HoC – T and L STLAN's Deputy Principals x 3	Pedagogical Framework Evidence of Age Appropriate Pedagogies Consistent curriculum delivery Consistent LOA indicative and confirmed data Alignment of LOA, Reading and NAPLAN Walkthroughs / Learning Walls
Continue to support and refine the gradual release of responsibility in early phase (Prep-3) where learning to read and write is critical to cross curricula success	All teachers in Early Phase and Support Staff trained and supported to deliver reading and writing within the curriculum using consistent and research based teaching and learning strategies	Master Teacher, STLAN's, HOSE, SEP Teachers, Classroom Teachers	95% or better of students in each year level achieving minimum or above Regional Benchmarks for reading	Term 1-4	Master Teacher Deputy Principals x 3 STLAN's HoC's x2	Reading Data Targets and LOA Data Targets (IFS) Data Wall and Alignment One School Reading Data
Continued monitoring of reading and writing in middle phase	Monitoring reading and comprehension regularly throughout each term and updating student learning data regularly	Teachers	95% or better of students in year levels achieving school based benchmarks or above	Term 1-4	Master Teacher Deputy Principals x3 STLAN's HoC's x2	Middle phase reading and writing data aligns to other school data sets (LOA, NAPLAN)
Focus on the three dimensions of curriculum (Standards, Capabilities and Cross Curricula Priorities) with a focus on Literacy, Numeracy, ICT's	Using departmental tools for monitoring learning and influence planning (capabilities, Early Start and continuums)	All staff	100% Staff	Term 1-4	Master Teacher HoC T and L HOSE	Early Start Data Readiness for online NAPLAN 2019 (ICT Capabilities) Improvement in general literacy and numeracy capabilities evidenced in student work samples
Familiarisation of Technologies curriculum through a coaching framework and Technology Ambassador initiatives	Implementing new curriculum area and reporting on Unit 1	All teachers and leaders	2019/2020 – full implementation	Term 1-4	HoC – T and L Deputy Principal (ICT Initiative) Teachers	Whole School Curriculum, Assessment and Reporting Plan Pedagogical Framework Professional Learning Schedule

<p><b>Implement Positive Behaviour Learning through rigorous Tier 1 systems being implemented consistently</b></p>	<p>Launch and implement Positive Behaviour Learning Framework Tier 1 and focus on whole of school systems</p>	<p>All staff</p>	<p>95% Tier 1 5% Yellow/Red Tier</p>	<p>Terms 1-4</p>	<p>HoC – SS Deputy Principals PBL Team</p>	<p>One School Behaviour Data School Opinion Data Classroom Management Plans</p>
	<p>Develop the skills, capability and capacity of staff to manage student behaviour and increase student engagement through the Positive Behaviour Learning Framework</p>	<p>All staff BST Deputy Principals</p>	<p>100% Staff</p>	<p>Terms 1-4</p>	<p>HoC – SS Deputy Principals PBL Team</p>	<p>One School SDA and Behaviour Major/Minor Data PBL SET data and implementation plan</p>
<p><b>Realign staff knowledge, understanding and practices around inclusive education including strong case management approach through Putting Faces on the Data for every learner for Academic, Social, Behaviour and Attendance</b></p>	<p>Cater for individual student's academic, social and emotional needs through strong response to ongoing data</p>	<p>Principal Deputy Principals Guidance Officer Master Teacher / HOSE</p>	<p>Student Referral Process refined and delegated responsibilities clear</p>	<p>Ongoing</p>	<p>GO Student Support Services Team All teachers (case managers) Deputy Principals</p>	<p>Meeting Minutes Data Wall Student LOA, Behaviour and ICP data</p>
	<p>Implement ICP's through differentiation coaching by SEP HOSE and SEP teachers</p>	<p>All Teaching Staff</p>	<p>Inclusive Practices are evident with students on ICP's</p>	<p>Term 1-4 and review each Semester</p>	<p>HOSE GO Student Support Services Team All teachers (case managers) Deputy Principals</p>	<p>Student Referrals Endorsed ICP's LOA for subject areas Support Provision information Evidence of coaching One School Support Provisions</p>
<p><b>Protect teaching and learning time</b></p>	<p>Employ 1.0 Guidance Officer to prioritise testing, social emotional support and facilitate case management intra and inter-agency for prioritised students</p>	<p>GO</p>	<p>Student/Family support Updated processes</p>	<p>Term 1-4</p>	<p>Principal</p>	<p>One School documented Information Weekly Guidance Summaries</p>
	<p>Identify, investigate and implement instructional research based strategies and initiatives to support the intervention and extension of all students (including students who are high performing)</p>	<p>SSS Team Classroom Teachers</p>	<p>Teachers Involved in the case management process</p>	<p>Term 1-4</p>	<p>GO Student Support Services Team All teachers (case managers)</p>	<p>Differentiated teaching and learning evidence</p>
<p><b>Protect teaching and learning time</b></p>	<p>Raise the profile of Aboriginal and Torres Strait Islander Community to Close the Gap in attendance and intervention in Early and Extension Reading and cultural connections</p>	<p>IEW's Class Teachers Section Deputies</p>	<p>Close the 17% gap in attendance</p>	<p>Term 1-4</p>	<p>Principal HoC – SS Indigenous Education Workers Deputy Principals Master Teacher</p>	<p>Attendance/ LOA Data Identification of intervention needs as a result of non- attendance Partnerships with families Extended partnerships through IEW's and local elders</p>
	<p>Continue to support over-allocation of music to maintain the high quality additional learning offerings</p>	<p>Music Teachers</p>	<p>Maintain and grow numbers of students in choirs, bands and instrumental</p>	<p>Term 1-4</p>	<p>Principal Deputy Principal</p>	<p>Staffing allocation Timetable Budget</p>
<p><b>Protect teaching and learning time</b></p>	<p>Select, prioritise and implement engaging student learning initiatives that support the Australian Curriculum but are within the extra curricula activities offered at The Willows (including initiatives to support Reading (Book Week, Gala Sports Days (5-6),</p>	<p>All teachers All Leaders</p>	<p>Clear plan and implementation of initiatives that support curriculum</p>	<p>Term 1-4 ongoing</p>	<p>Principal Deputy Principals</p>	<p>Senior Teacher Agreements Senior Experienced Teacher Agreements School Plan of initiatives Evidence from each initiative reported to staff, parents</p>

**'Regional Support' and 'Local Decision Making'**

<p><b>Strengthen the partnerships with local businesses and parents innovation in the area of technologies</b> <b>Curriculum</b> <b>Successful transitions</b></p>	<p>Support P and C as partners to the learning context with a focus on systemness through PBL</p>	<p>All staff</p>	<p>100%</p>	<p>Ongoing</p>	<p>Principal</p>	<p>P and C Reports and Meeting Minutes</p>
<p>Align school business and promotional practices to 21<sup>st</sup> Century Digital Technologies to enhance and improve communications (digital newsletter, QAPP, Social Media, Parent Teacher Interviews)</p>	<p>All Staff</p>	<p>100%</p>	<p>Term 1</p>	<p>Deputy Principals (Community Connections)</p>	<p>Promotional materials Website QAPP Social Media SOS satisfaction (Student, Staff and Parent) NAPLAN online readiness</p>	
<p>Support students and families through increased Guidance Hoc SS support</p>	<p>GO</p>	<p>100%</p>	<p>Term 1-4</p>	<p>Principal</p>	<p>Increased proactive support <u>Referral Process</u></p>	
<p>Actively engage partnership with A&amp;TSI community to form partnerships to close the attendance gap</p>	<p>Hoc SS Deputy Principals Indigenous Education Workers</p>	<p>Close gap by 5% per semester</p>	<p>Term 1 ongoing</p>	<p>Principal</p>	<p>A&amp;TSI Reference Group initiated and consistently meeting to problem solve Close the attendance gap data</p>	
<p>Create Maker Space for learning and engagement activities</p>	<p>Deputy Principal (ICT's and Technologies)</p>	<p>Tech LOA</p>	<p>Term 1 ongoing</p>	<p>Principal</p>	<p>Maker Space – physical facility LOA data in Technology Literacy/Numeracy capabilities in Technology Additional curricula offerings</p>	
<p>Increase partnerships with local feeder (early years) and secondary transitions</p>	<p>Deputy Principal 5-6 Deputy Principal P-1</p>		<p>Term 2-4</p>	<p>Deputy Principals</p>	<p>Documented transition programs Media Streamlined enrolment processes continued</p>	
<p>Support regional alignment strategies through ongoing walkthroughs and regional directed initiatives Principal autonomy and leadership supported through relevant Professional Learning Communities within and beyond region</p>	<p>All Leaders All Staff Regional Services CAPS team</p>	<p>100%</p>	<p>Term 1-4</p>	<p>Principal Assistant Regional Director</p>	<p>Demonstration Classrooms Alignment of work at TWSS to NQR Age Appropriate Pedagogy coaching</p>	
<p><b>Continue to develop regional and departmental partnerships that add value to the work of The Willows around the National School Improvement Tool (with a focus of effective pedagogical practices)</b></p>						

	Student Leadership Initiatives and PBL reward Incentives)						Newsletter articles Variations Time allocations as per Whole School Curriculum Plan and P-12 Framework enacted
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**'Teaching Quality'**

<b>Support quality teaching and learning through investing in staff capacity and capability to deliver high quality teaching and learning of Australian Curriculum</b>	Embed collaborative planning processes focussed on clarity of and consistent delivery of Australian Curriculum to include the gradual release of responsibility to Senior Experienced Teachers to lead planning and data processes	Hoc's Senior Experienced Teachers Senior Teachers	100% of Teachers 100% Senior Experienced Teachers	From Unit 2 onwards	Hoc - T and L Deputy Principals	Professional Learning Schedule Professional Development logs and cost centre reports Unit planning LOA indicative and confirmed data (consistent data sets across P-6) Senior Teacher Agreements Senior Experienced Teacher Agreements Annual Performance Development Plans
	Deliver and/or extend their pedagogical practice through Age Appropriate Pedagogies and Gradual Release of Responsibility and monitor impact of student learning through walkthrough, classroom observations and feedback cycles and data analysis	Teachers	100% of Teachers working within the pedagogical framework and school based decisions around pedagogy	Ongoing	Deputy Principals Hoc - T and L STLAI's All teachers	Induction Plan Coaching/Mentoring Framework Feedback and observation cycles LOA Data CC: IFS - STLAI school purchased resource CC: Early Years Literacy Grant CC: MT Wage
	Monitor student learning of cross-curricula capabilities through the trial of Early Start and continuums to build data literacy	Teachers	Master Teacher Project Information and Reports	Ongoing	Master Teacher Deputy Principal P-1 Year 2 Line Managers	Early Start Data Evidence of literacy continua Data conversations
	Strengthen and extend moderation processes with a focus on partnerships with local feeder high school (Writing)	Year 5 and 6 Teachers	100% of teachers	End of each unit	Principal Deputy Principal Hoc's	Moderation Process Moderation capture sheets LOA Data
<b>Build data literacy skills of staff to respond to student learning data</b>	Strengthen response to lead data and school processes to promote differentiated strategies to support students	Teaching Staff	100% of teachers	Ongoing	Principal Deputy Principals Line Managers	School Data Assessment Schedule SOS LOA

**'Principal Leadership and Performance'**

<b>Continue to develop high performing school through systemness</b>	Build staff capacity, capability and confidence in their roles and aspirational roles through the use of DET pipelines	All staff All leaders	Identified staff	By week 4 Term 1	Principal BSM	School Governance Structure Team Structures Roles and Responsibilities
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	Develop school leaders capacity, capability and skills of coaching in curriculum areas and setting up strong systems	Deputy Principals HoC's HOSE GO	100% Deputies and identified future leaders	Ongoing	Principal HoC T and L	DET Capability Framework / AITSL reflections / Performance Conversations Walkthrough data Observation
<i>Increase quality service delivery within the administrative roles of the school to support and increase and facilitate instructional leadership at all levels</i>	Develop and monitor systems that support a professional client service delivery	Administrative Officers	Audit Rating – Effective Minimal disruptions to instructional leadership Minimal disruptions to learning time	Term 1-4	Business Service Manager	Audit Rating School Opinion Surveys Staff Opinion Surveys School Processes and Procedures
<i>Monitor the School Strategic Plan co-constructed through the Quadrennial School Review process</i>	Use key Twilight Professional Development Hours to monitor the effectiveness of key strategies through the Standards of Evidence Calibration Tools – build capacity of leaders to lead this work for identified strategies	All Staff P and C	Develop clear 4 year direction (2018-2022) through AIP and review regularly	Term 1-4	Principal	SIU feedback and reports Data Analysis and Review (qualitative and quantitative) Strategic Plan TWSS 2018-2022
<b>High Standards School Performance</b>						
<i>Build capacity, capability of collective team through high expectations and enacting evidence based strategies</i>	Continue to lead collaborative inquiries that directly relate to building staff capacity and capability in areas of the Explicit Improvement Agenda Provide transparent communication of systemic, regional and school agendas and school performance data Realign the operational and organisational systems, processes, procedures to support quality teaching and learning and school priority areas Implement the collection, collation and use of data to sharpen the triangulation of data in reading and writing and reading (English)	All staff  All LT members HoC's Deputy Principals Teaching Staff	100% of staff clear on the EIA  Systems implemented Audit Rating - Effective 100% of staff engaged	Ongoing  Ongoing Term 1 and Term 3	Principal Deputy Principals  Deputy Principals Deputy Principal – Response To Data (P/1)	Staff Meetings Strategic documentation Newsletters Staff communication and feedback  PBL School processes and procedures Annual Performance Plans Annual Reviews Professional Learning Logs and Staff sign ins Meeting agenda/minutes
	Provide a rigorous and ongoing support structure with a focus on the induction, Beginning Mentoring Teachers Programs to support new, returning and pre-service teachers in their early stages of re-entry or career	Principal Deputy Principals Beginning Mentors	100%	Term 1	Deputy Principal (5/6)	Meeting minutes, agendas Strong Induction programs aligned to system and contextualised to our school Retention of Beginning Teachers