2020 Annual Implementation Plan
THE WILLOWS STATE SCHOOL

School Explicit Improvement Agenda 2020
- Every student is a Reader and a Writer
- Inclusivity: Everyone Counts!
- Collective Leadership
- Positive Behaviour and Partnerships

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: Helen McCullough
P and C President: Jason Curtis

Assistant Regional Director

State and Regional Priorities
Every Student Succeeding State Schools Strategy 2019-2023
- Successful Learners
- Teaching Quality
- Principal Leadership and Performance
- School Performance
- Regional Support
- Local Decision Making

NQR Priorities 2020
- Improving results and outcomes of students
- Improve the wellbeing of children and young people
- Capability building of our staff – NQ is a region of choice.
## Explicit Improvement Agenda: Every Student is a Reader and a Writer

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<th>Successful Learners School Strategies</th>
<th>Actions</th>
<th>Description</th>
<th>Measurable Outcomes</th>
<th>Timelines and Review</th>
<th>Leader and Team Members</th>
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| Deliver the pedagogical framework through coaching framework to deliver reading and writing across learning areas and a focus on:  
- Use of Maker Model for differentiation  
- Goal setting for students in Reading and Writing across learning areas  
- Planning includes strategies (data driven) to increase C/B/A standards  
- Range and Balance of pedagogy for engagement | Deliver full suite of V8 Australian Curriculum | Increased Positive Behaviour Reduction in Office Referrals Reduction in SDA and Major Data Attendance Increased proactive Tier 2 Programs through employing 2.0 Behaviour Support Teachers and 1.0 HoC Student Services | 90% SET Data 91.9% Attendance 98 SDA S2044 Student behaviour is well managed at my school St 77.8% P 85.5% | Termly planning and coaching cycles | HoC - Teaching and Learning Support Teacher Literacy and Numeracy SEP Teachers Classroom Teachers | Whole School Curriculum, Assessment and Reporting Framework Pedagogical Framework Moderation Processes Differentiations Placements Personalised Learning Plans Annual Performance Development Plans Website Evidence of Age Appropriate Pedagogies Consistent curriculum delivery Consistent LOA indicative and confirmed data Alignment of LOA Reading and NAPLAN Walkthroughs / Learning Walls Intentional Collaboration Team Meetings and Reports |
<p>| Embed a culture that promotes learning through Positive Behaviour Learning that supports engagement and focuses on every student successfully accessing and achieving in reading and writing in the curriculum | Deliver resources to support quality teaching and learning to support and develop student ICT capabilities in curriculum | ICT Access and Capabilities increased to facilitate engagement and learning across Prep-6 | Continual updates to ICT to respond to needs | Term 1 | Deputy Principal 4/6 Deputy Principal 3/5 HoC’s | |
| Implement with fidelity school wide agreed processes and evidence based instruction to focus on every student successfully accessing and achieving in reading and writing in the curriculum | Develop strong analysis of data practices through ‘Beyond Colours and Numbers’ processes to build data literacy that focuses on reading and writing across the curriculum | 100% of teachers Prep-3 coached in reading structure Targeted Use of Resources are being used at capacity Teacher planning to respond to reading behaviours Automaticity of sight words within levelled texts Increased reading and writing accuracy and automaticity Quality Assurance processes | Data sets indicate underachievement in achieving Reading Benchmarks [school data sets] 45% Upper 2 Bands Year 3 and 5 | Term 1-4 | HoC - Teaching and Learning Support Teacher Literacy and Numeracy Classroom Teachers P-3 Deputy Principals | |
| Use data processes (2019) and agreed strategies to develop and monitor consistent approach to writing through and within curriculum on a daily basis (planned and demand writing) | | Transferrable writing skills across the curriculum developed for learners: Text Structure; Sentence Structure; Ideas focus areas | Some evidence of Gradual Release to independent writing | Term 1-4 | Principal Deputy Principals HoC’s HoSE All teaching staff All non-teaching staff | |</p>
<table>
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<tr>
<th>Quality Teaching School Strategies</th>
<th>Actions</th>
<th>Description</th>
<th>Measurable Outcomes</th>
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| Creating a culture of high expectations, shared beliefs, accountability and responsibility through high Professional Standards for Teachers | Build deep understanding of inclusive education policy and data literacy to use student data to focus on every student successfully accessing and achieving in reading and writing in the curriculum | Strengthened Personalised Learning Plans, differentiation placemat utilised and increased capacity and capability of staff including: - PLP Professional Learning - PLP moderation processes (focus on evidence) - Maker Model to differentiate | ICP’s C or above 100%  
PLP’s developed and evidence collated termly | 100% of classes have the one page class profile developed | Term 1-4  
HoC - Teaching and Learning (Inclusion Focus)  
Principal | Signposts for Schools - 12 month progress data |
| Supporting evidenced based quality teaching and learning                                                                   | Build staff capacity and capability through inclusive coaching cycles to differentiate and make reasonable adjustments for students with disability including Auslan, Braille and Mobility and for those students represented in NCCD | All students with verified disability will be provided with reasonable adjustments and support to deliver curriculum | 6 teachers, 1 HOSE, 1 HOH and 2 SEP Teachers working within co-teaching model for inclusion  
3225: I can cope with the pressures of my workload 77.1%  
52075: Staff are well supported at this school 71.9%  
53208: I have a choice in deciding how to do my job 72.2% | Over 3 years (2019-2021) 100% of staff engaged in inclusive coaching cycles  
Responses at or above 80% for  
3225: I can cope with the pressures of my workload;  
52075: Staff are well supported at this school;  
53208: I have a choice in deciding how to do my job | HoSE  
Advisory Teachers  
Deputy Principals | AT Service Delivery  
Overviews  
Personalised Learning Plans  
Differentiation Planning Documents |
| Supporting quality teaching and learning through professional development                                                   | Embed case and complex case management processes using collaborative inquiry to support students to access learning | Tier 3 Complex Case Management Processes conducted using collaborative inquiry process | Modelled to Guided phase of CCM  
Move CCM to independent practice | HoC - Student Services  
Guidance Officer  
HoSE  
Deputy Principals | Case Management  
Meetings  
Student Data Profile |
| Deliver a professional learning schedule with direct links to the Professional Standards for Teachers and the Explicit Improvement Agenda to focus on every student successfully accessing and achieving in reading and writing in the curriculum | Deliver a professional learning schedule with direct links to the Professional Standards for Teachers and the Explicit Improvement Agenda to focus on every student successfully accessing and achieving in reading and writing in the curriculum | Line Managers to consider teacher/learner and differentiate according to APS4T standards where possible and practicable | SOS: Access to quality professional development 84%  
SOS: Access to quality professional development 90% | Term 1-4  
Support Teachers  
Year Level Leaders  
Classroom Teachers | Professional Learning Plan  
QCCIT Reports  
Coaching Information Teacher Retention Data  
Workforce Management Plan |
| Design and deliver Building Staff Capability and Capacity including consistent coaching and mentoring frameworks aligned to Annual Performance Development Plans | Design and deliver Building Staff Capability and Capacity including consistent coaching and mentoring frameworks aligned to Annual Performance Development Plans | Embedded culture of ‘Everyone Needs a Coach’ to continuously improve and model lifelong learning including:  
- 5 ECM’s will deliver strong coaching to Early Careers Teachers  
- Network of Mentors at The Willows State School embedded  
- All teachers Graduate 6 years have an assigned mentor | Identified 5 Pilot Teachers Early Careers  
Beginning Teacher Mentors Trained | Principal and Middle Leaders have opportunities of coaching (coach and coachee) | Term 1-4  
Principal  
Deputy Principals  
HoC’s  
HoSE  
Early Career Mentors |
| Deliver on undertakings of Senior and Experienced Senior Teacher/s                                                             | Deliver on undertakings of Senior and Experienced Senior Teacher/s | All Senior and Senior Experienced Teachers intentionally deliver undertakings in their entirety | Variable  
100% ST/SET | Term 1 and 4  
Senior Teachers  
Senior Experienced Teachers  
Deputy Principals | Senior Teacher and Experienced Senior Teacher Agreements aligned |
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<th>Provide clear structures, roles and responsibilities</th>
<th>Develop and communicate a clear leadership structure and associated resourcing</th>
<th>Stakeholders at The Willows State School have clarity of the school management model and intentional collaborations for strategic work and enact these models with fidelity</th>
<th>Structures in place for 3rd year</th>
<th>Line Management with fidelity and rigour with regular feedback</th>
<th>Ongoing</th>
<th>Principal</th>
<th>Leadership Models Principal monitoring and feedback</th>
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<td>Use collaborative inquiry as a leadership framework to respond to problems / challenges of practice</td>
<td>Develop and implement a culture of innovation through intentional collaborations led by middle leaders and Principal leadership</td>
<td>Staff receive opportunities to engage in strategic intentional collaborations to identify strategies to improve student-learning outcomes. Use of Inquiry Model and Standards of Evidence to measure impact</td>
<td>100% of teachers engaged in digging deep into data sets</td>
<td>100% of teachers following the data plan Intentional Collaborations celebrated</td>
<td>Term 1-4</td>
<td>Principal</td>
<td>Data Literacy Processes Collaborative Inquiry Reports and evidence Student LOA</td>
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<td>Identify, develop and support instructional leadership</td>
<td>Deliver a leadership framework aligned to Annual Performance Planning that promotes, differentiates and supports all staff</td>
<td>Embed processes such as Communities of Practice into intentional collaborations to provide for feedback</td>
<td>2019 SOS Responses: S2086: I have access to quality professional development 82.1% S53212: My school encourages me to undertake leadership roles 80.9%; S3214: I am satisfied with the opportunities available for career development 82.1% S3231: I would recommend my school as a good place to work 68.6%</td>
<td>Responses at or above 80% for S2086: I have access to quality professional development S53212: My school encourages me to undertake leadership roles; S3214: I am satisfied with the opportunities available for career development S3231: I would recommend my school as a good place to work</td>
<td>Principal</td>
<td>Principal Deputy Principal 3/5</td>
<td>Annual Performance Plans School Opinion Surveys</td>
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<td>Strengthen leadership capabilities through building understanding of and implementation of leaders intentional coaching, multiple opportunities for collaborations and feedback</td>
<td>Strengthen the student leadership of The Willows State School through the Student Wellbeing and Engagement Framework</td>
<td>Consistent leadership provided through multi-layers of large school including: - Principal and Leadership Team - Middle Leaders and Teams - Year Level Leaders and Teachers - Business Manager and Support Staff - Mentors and Mentees - Teachers and Students - Students and Students</td>
<td>The Student Council will develop and provide a clearly documented way of working and promote their events with appropriate</td>
<td>In place</td>
<td>100% of students and staff supporting student-led initiatives</td>
<td>School Captains HoC – Student Services Behaviour Engagement Team Year 6 Team Deputy Principal 4/6</td>
<td>Fundraising plans School Event Plans relevant to student initiative Ronald McDonald House Partnership</td>
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<td>School Performance, Local Decision Making and Regional Partnership School Strategies</td>
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<td><strong>Build a school community that is data literate and shares the accountability and responsibility of student learning</strong></td>
<td>Implement the Parent and Community Engagement Framework to embed culture of “Excellence is the Standard” through inviting participation in learning and celebrations of student learning successes</td>
<td>Provide opportunity for parents to engage through programs relevant to student learning and school matters (Reading, Writing, Behaviour for Learning, Safe T Committee)</td>
<td>100% of parents volunteering have induction requirements</td>
<td>Ongoing</td>
<td>Principal Business Manager Deputy Principals HoC's HoSE Guidance Officer</td>
<td>Three Way Reporting Open Classrooms Communications Committee Minutes PBL Minutes Safe T Committee Meeting Minutes</td>
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<td>Build capability and capacity of Parents and Citizens Association Executives to develop and enhance the governance structure of p and c managed businesses operated onsite</td>
<td>Accountability of multiple facets of Parents and Citizens Association</td>
<td>Structures in place for new committee 2020</td>
<td>Monitor structures with new committee</td>
<td>Ongoing</td>
<td>P and C Executive Principal Deputy Principal HoC's Business Manager</td>
<td>P and C Minutes</td>
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<td>Continue to implement the Staff Wellbeing Framework</td>
<td>All staff contributing to a positive, cohesive and collective team who takes ownership of and responsibility for work-life satisfaction and celebrates the achievements of others and our school</td>
<td>56.7% Staff Morale</td>
<td>80% or above Staff Morale</td>
<td>Term 1-4</td>
<td>Deputy Principal 3/5 Guidance Officer All Staff</td>
<td>School Opinion Survey Data Annual Performance Plans and discussions</td>
</tr>
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<td><strong>Implement the school’s parent and community engagement framework</strong></td>
<td>Implement additional opportunities to engage students in learning and belonging at school</td>
<td>STEM clubs through Maker Space Extra-Curricular Offerings across Music, Cultural and Sporting opportunities</td>
<td>Student participation low in extra-curricular activities</td>
<td>Increased participation in extra-curricular events that bring enjoyment and additional opportunities for students</td>
<td>Each term</td>
<td>Deputy Principals PE Teachers Music Teachers LOTE Teacher All staff</td>
<td>Promotional stories of students in wider community</td>
</tr>
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<td><strong>Maintain the high reputation of our school community</strong></td>
<td>Engage in the K-2 Communities of Practice to embed the Pre-Prep Willows Warriors program and other initiatives to deliver effective transitions</td>
<td>Embedded transition programs that support and respond to vulnerability data including Peek at Prep, Open Days and weekly pre-prep program Increased Kindy partnerships</td>
<td>Implemented Willows Warriors with 36 families, 0.2 Teacher allocation</td>
<td>Early Start Data implemented and used Increased numbers - Warriors</td>
<td>Ongoing</td>
<td>Principal Willows Warriors Leader and Aide Prep Teachers Deputy Principal P-2</td>
<td>AEDC Data sets School Readiness SOS</td>
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<td>Deliver a corporate services model in response to School Audit (2019) and follow up (2020) by resourcing corporate services to deliver high quality service</td>
<td>Embedded and aligned school processes, systems and policies</td>
<td>Support Required Audit Rating</td>
<td>Successful Audit Report</td>
<td>Ongoing</td>
<td>Business Manager Principal Administration Officers Cleaners School Officers</td>
<td>Audit 2020</td>
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<td>Engage a promotions officer to assist with the high level of communication across multiple school domains and promote The Willows in the wider community</td>
<td>Increased communication through multiple delivery methods including digital, email platforms, newsletter and external publications including Pak Mag</td>
<td>Successful marketing plan both in print and digitally</td>
<td>Continued branding of school with high standards</td>
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<td>Provide engaging and intentionally inviting learning and work spaces through partnerships with contractors and regional infrastructure</td>
<td>Trike Track; Front of School; Upgrade Playground; Classroom Refurbishments</td>
<td>Commenced facilities upgrades</td>
<td>Facilities Upgrades SOS Surveys Data</td>
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