



# Whitfield State School

## Improvement Targets 2016

### NAPLAN:

	2014		2015		2016 Target	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
% NMS	82.9%	85.9%	87.4%	88%	90.0%	90.0%
% U2B	40.0%	18.6%	31.5%	23%	40.0%	30.0%
MSS	404	464	381	484	410	495

% NMS = average percentage of students who achieved above National Minimum Standard in all literacy and numeracy strands.

% U2B = average percentage of students who achieved in the upper two bands in all literacy and numeracy strands.

MSS = average of the Mean Standard Score achieved by students in all literacy and numeracy strands.

### ENGLISH, MATHS, SCIENCE ACHIEVEMENT:

	2014	2015	2016 Target
% students achieving standard A, B or C	75%	78%	80%

### STUDENT ATTENDANCE:

	2014	2015	2016 Target
School average attendance %	92.5%	92.5%	93%
% of students who attend less 85%	15%	15%	10%

### BEHAVIOUR:

	2014	2015	2016 Target
Student Short Suspensions (1 – 10 days)	88	32	27
Student Long Suspensions (11 – 20 days)	2	6	4
Student Exclusions	0	1	0

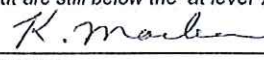
### SCHOOL COMMUNITY SATISFACTION:

% Positive response on all survey items in school opinion survey	2014	2015	2016 Target
Staff Response	85.2%	86.8%	90%
Parent Response	92.1%	96.4%	97%
Student Response	92.8%	96.4%	97%


### FIVE WEEKLY STUDENT LEARNING OUTCOME DATA:

	Support Group Benchmark Target	'At Level' Group Benchmark Target	Extension Group Benchmark Target
Each Year Level Average	>95%	>60%	>30%

Every half term, teachers collect English and Maths achievement data for each student in their class and track student progress against the school-determined Benchmark Targets for their year level. 'At level' students achieve at the level prescribed by the Australian curriculum, 'extension' students perform one year level above the Australian curriculum standard while 'support' students achieve above the National Minimum Standard but are still below the 'at level' Australian curriculum standard.

  
Principal

  
P&C / School Council

  
Assistant Regional Director



## Annual Improvement Plan 2016 Whitfield State School (WSS)

### Leadership of an explicit improvement agenda

- Year level teams of teachers regularly focus on collaborative inquiry to maximize student learning outcomes.
- Develop an ICT portal to organize school system information, programs and school policy documentation.
- Enhance leadership capacity and behaviours to drive school reform and student achievement.

### Analysis and discussion of data

- With year level teacher teams, establish an enhanced process with data walls to track individual student learning outcome data every five weeks. Learning goals to be developed for individual students.
- Increased staff accountability to ensure students attain yearly benchmark targets.

### A culture that promotes learning

- Implementation of Phase II of *Positive Behaviour for Learning* program including *Functional Behaviour Assessment*.
- Attendance Support Officer to work proactively with the families of students who attend less than 85%.

### An expert teaching team

- Develop and implement a whole-of-school professional learning plan including support for beginning teachers, induction process for new staff, performance and development planning for leaders and non-teaching staff, and a Teacher Review process based on the AITSL framework.
- Employment of a Pedagogical Coach to work intensively with Early Years teachers.
- Audit current practice to ensure alignment to the three new EQ/QTU joint statements on *Collegial Engagement in Classrooms*, *Master Teachers*, and *Planning, Preparation, Differentiation and Planning for Individual Students*.

### Systematic curriculum delivery

- Literacy and numeracy will continue as the school's priority learning areas.
- Implementation of an enhanced NAPLAN preparation strategy.
- Align current curriculum offerings against the new requirements outlined in ACARA.
- Develop school processes to ensure a consistency in curriculum delivery across all classrooms in the school.

### Differentiated teaching and learning

- Implement individual curriculum plans to support the learning of students working below their age expectation level and those students identified with a learning disability or difficulty.
- Support the students achieving below National Minimum Standards in literacy and numeracy with an intervention program.
- Implement the School's excellence programs in Gifted Education and Sport.

### Effective pedagogical practice

- Enhance teacher capacity in Maths and English consolidation, the teaching of writing and reading comprehension.
- Support teacher aide capability to delivery intensive instruction around the priority learning areas to identified students.
- Improve the explicit teaching of the Maths curriculum across all year levels.
- Implement the *Investment for Success* agreement in the Early Years classroom.
- Review the School's program of assessment to ensure compliance with Australian Curriculum requirements.
- Further evolve the moderation process to confirm accurate teacher A-E judgment of assessment tasks for all subject areas.

### School community partnerships

- Establish strong partnerships with feeder Kindergartens and surrounding High Schools.
- Support Aboriginal and Torres Strait Islander student engagement and achievement.
- Implement the International Student Program.
- Support the Parent Engagement Reference Committee to drive enhanced parent and community access and participation.