



Annual Improvement Plan 2018

Whitfield State School

Leadership of an explicit improvement agenda

- Year level teams of teachers regularly focus on collaborative inquiry to maximize student learning outcomes.
- Collaborate with school community to develop EIA, ensuring artefacts and espoused values align with actions.
- Enhance leadership and aspiring leaders' capacity and behaviours to drive school reform and student achievement.

Analysis and discussion of data

- With year level teacher teams, refine process with data walls to track individual student learning outcome data using five data collection tools. Develop a process with data walls to track individual student learning outcome data for Writing. For identified students in this process, learning goals will be developed.
- Build a culture of useable data and high capability in analysing data.

A culture that promotes learning

- Attendance Support Officer to work proactively with the families of students who attend less than 85%.
- Engage staff in Inquiry Cycle on Student Behavior identifying root causes and high leverage solutions before developing an action plan and implementation plan.
- Build a culture of high expectations in both academic and behavior arenas, utilising goal setting, feedback and standards.
- Reflect on our school culture using 12 Norms of culture in order to identify elements which are at the core of our culture and articulate a preferred future.

An expert teaching team

- Improve existing Developing Performance Plan process to cater for different career pathways; classroom teacher developing proficiency in school priority areas, teachers aspiring to HAT/LT status, aspiring leaders, leaders teacher aides, office and grounds staff
- Employment of a Pedagogical Coach to support teacher capability development.
- Staff to further develop their capacity to support students to undertake higher order thinking and complex applications of knowledge across the P – 6 curriculum.
- Build staff capacity to use "Self Talk" across all WSS pedagogies.
- Establish baseline data on teacher capability in writing through writing inquiry process, use Professional development, collaboration and coaching to respond to identified capability needs.

Systematic curriculum delivery

- Literacy and numeracy will continue as the school's priority learning areas.
- Implement actions from 2017 Writing Inquiry and review T4 2018.
- Implement Technology curriculum
- Plan the implementation of the ACARA Arts curriculum in 2019.

Differentiated teaching and learning

- Implement and refine the process of developing individual curriculum plans (ICP's) 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 intensive support program.
- Implement the School's excellence programs in Gifted Education and Sport.
- Implement actions from 2017 Writing Inquiry and review T4 2018.
- Develop EAP and verification processes to ensure accuracy of profiles and teacher support to improve outcomes for SWD students

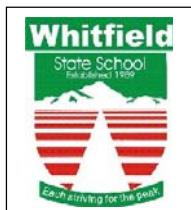
Effective pedagogical practice

- Continue to improve the explicit teaching of the Maths curriculum across all year levels, including refinement of consolidation pedagogy and standard, problem solving and unpacking C2C into explicit teaching pedagogy.
- Implement actions from 2017 Writing Inquiry and review T4 2018.
- Implement the *Investment for Success* agreement in the Early Years classroom.
- Embed the moderation process to confirm accurate teacher A-E judgment of assessment tasks for English and Maths.

School community partnerships

- Establish strong partnerships with feeder Kindergartens and surrounding High Schools.
- Support Aboriginal and Torres Strait Islander student engagement and achievement, expand enrolment in Solid Pathways Program and enter Global Tropics of the Future program.
- Implement the International Student Program.
- Explore options to celebrate and recognize the cultural diversity of our students.
- Further develop the school website to showcase our school to international students.
- Build enhanced partnerships with the parent community

(School Improvement Targets – next page)



Whitfield State School

Improvement Targets 2018

NAPLAN:

	2017		2018 Target	
	Year 3	Year 5	Year 3	Year 5
% NMS	92.8%	94.5%	95%	95%
% U2B	50.12%	24.3%	60%	55%
MSS	417.6	486.54	430	530

% 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.

MATHS, SCIENCE ACHIEVEMENT:

	2017	2018 Target
% students achieving standard A, B or C		87.5%

ENGLISH:

	2017	2018 Target
% students achieving standard A, B or C		87.5%
% students achieving A		

STUDENT ATTENDANCE:

	2017	2018 Target
School average attendance %		
% of students who attend less 85%		

BEHAVIOUR:

	2017	2018 Target
Student Short Suspensions (1 – 10 days)		
Student Long Suspensions (11 – 20 days)		
Student Exclusions	0	0

SCHOOL COMMUNITY SATISFACTION:

	2017	2018 Target
% Positive response on all survey items in school opinion survey		
Staff Response	85.3%	90%
Parent Response	91.25%	95%
Student Response	87.6%	95%

FIVE WEEKLY STUDENT LEARNING OUTCOME DATA:

	Support Group Benchmark Target	'At Level' Group Benchmark Target	Extension Group Benchmark Target
Each Year Level Average	>95%	>85%	>60%

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.