Whitfield State School

2023 Annual Improvement Plan

2023 Key Enhancement Deliverables

Teaching & Learning Portfolio Initiatives

1. **Key Elements of Teaching & Learning (EIA)**
   a) *Plan well* (Moderation) – Assessment Literacy, Version 9 AC Unit co-design, greater focus on the general capabilities.
   b) *Teach well* (Explicit Differentiation) – Low Variation Routines, Cognitive verbs & maker model, Pedagogy of student agency
   c) *Learn well* (Application) – 5 step application learning sequence
1. **Early Years pathway support**: K-12 CARF engagement and Strong Start Network
2. **Science of Reading culture:** Reading Signpost agenda
3. **Visible learning**: Student Agency Independent & Collaboration Levels

Student Services Portfolio Initiatives

1. **Inclusive Practices**:
   a) *Inclusive Culture* & Identity Co-design
   b) *Co-teaching and Co-planning* models
   c) *Highly Individualised Environment:* Placement, Planning & Teaching
   d) *RAR model* – planning & resource re-design (cross-function & equity focus).
2. **Case Management:** Quality conversations - facilitating accountability and actions, Student skill development planning focus
3. **Resilient skilled student supports**: Menu of provisions - Psychologist and Youth Engagement Mentor, review SEL alignment in academics, Investigate Agile play opportunities.

Learning Futures Portfolio Initiatives

1. **World of Opportunities:** Enhance engagement and purpose for Peak Clubs/ FASA. Make community connections that strengthen Peak Academies
   Precinct Pathways Support: Enhance transition partnerships
2. **Contributive learning approach:** Student agency – Student self-understanding & Knowledge development in Mathematics
3. **Digital Learning Plan:** 4-year plan development – infrastructure & capability building

School Operations & Strategy Portfolio Initiatives

1. **Organisational effectiveness**: Alignment, impact & clarity of leadership roles, partnerships & business practices driven by coaching. Leverage integrated partnerships to support schools & increase revenue.
   High performing teams: Development of leadership, planning practices & relational skills.
2. **School master planning enhancements**: Key facility plans are enhanced & delivered to prioritise safety, future-readiness, functionality & opportunities for indoor/outdoor learning, play & performance.

Classroom Focus
- A-C English & Maths 85%+
- Reading – Writing Passport
- 98% Lessons Positive Behaviour for Learning
- 90%+ Attendance

School Focus
- Year 3 (430 MSS) NAPLAN Reading
- Year 3-5 (70+ MSS) NAPLAN Writing gain
- Year 5 (500 MSS) NAPLAN Numeracy
- 80% Years 3-6 in Peak Academy or Extra-curricular activity
- Inclusive Education Signposts

Operational Focus
- WHS incident trends
- Strategic infrastructure plans
- Key Deliverables Matrix/ Role Descriptions
- Financial and operational audit
- Planned vs actual expenditure

Student Agency

Science of Reading

Meaningfully applying learning

Digital Learning

Inclusive Practices

Key Drivers
- **Precision Curriculum** – Collaboratively designed and enacted curriculum that lifts standards and differentiates to meet needs.
- **Differentiated Capability Development** – Career phase driven quality teaching & learning enhanced through collegial engagement
- **Deep Learning** – Teaching focused on shifting content acquisition to application, strengthened by deep thinking & self-talk
- **Solution Focussed Management** – Student behavioural, emotional, social & academic needs are planned & responded to through an inclusive, solution focused case management approach.

What we will do	Drivers of Coherence, Capability & Accountability	
Connected *through vibrant and positive experiences that develop our strengths.* **TL1.1** - Continue to enhance the quality of **Explicit & Differentiated Teaching Practice** (through planning and coaching) in everyday learning (e.g. LVRs, maker model, Cognitive verbs) focussing on building and children demonstrating their knowledge and skills to application (deep) & transference levels. **TL1.2** - Enhance **partnerships and support with early childhood providers** to generate stronger transition, alignment (K-12 CARF) & school preparedness for our future enrolments.	**See Explicit Improvement Agenda Document** EIA organisers underpinned by moderation practices to ensure substantive conversations support the building of staff Curriculum Mastery, Data Literacy, & Progressive teaching elements. **See Transition Program & project board** Allocation - YL team meetings, Staff meetings & Coaching, HOD-EY, ECCN	
SS1 - Develop a **Whole school shared vision of Inclusive Practices**. A culture defined by a collective understanding of relevant legislation & the moral imperative of inclusion for all. Use **demonstration classrooms**, external supports, review of our ways of working with & resource allocation practices for learners with diverse support needs to underpin this work.	**See Signposts for Inclusion Document -** Staff capable of making adjustments to ensure accessible learning and precision in planning and data usage to enable this. Allocation – SWD team meetings, Parent Reference Groups, Master classes & Coaching, Project consultant/ critical friend	
LF1.1 - Refine & enhance '**World Of Opportunities**' & high-quality events to increase intentionality of connections inside & outside the school gate; as well as a clear focus on performance & the attributes of a high performing team member. Grow opportunities for students below year 4. **LF1.2** - Strengthen partnerships that support a more cohesive school community, student successful learning & **seamless transitions** to secondary school.	See **Peak Academies Programs, Transition Program & project board** Measurable increase in productive partnerships, participation and performance of/for students. Marking guides and overviews include a focus on personal and social capabilities of students. Allocation: Specialist and playground duty timetables. Peak Academy cost centres.	
SO1 - Strengthen organisational effectiveness by enhancing coherence, relational skills & **collaborative culture of teams**. Expand **future resources** to enable sustainability of roles & future investments critical to the improvement of student achievement, culture & wellbeing.	See **School Organisational Effectiveness Framework.** Investigate & develop integrated partnerships to increase long term sustainability of programs to support school & its students. Allocation: Team Meetings & HOD x 2	
Empowered *to achieve greater meaning and success in our learning.* **TL2** - Implement **science of learning** based approach to reading & writing using a **structured literacy approach** based on Scarborough's rope skilled reading approach. Establish & share practice within & beyond school through FNR partnership & signpost tool.	**See Explicit Improvement Agenda Document & Reading – Writing Signpost Document** P-4 100% classes – Word Recognition, Language Comprehension (100% intentional routines) Allocation – HOD-EY, FNR PATaL, HOD-LF, Team meeting and purchased planning time	
SS2 - Lift the impact and efficiency of **solution focussed Case management** to better facilitate identification of unsolved needs, goals, stakeholder accountability and development of lagging skills for and where/when appropriate with students.	See **Case Management Tracker & record.** Productive action & stronger partnerships with caregivers,& connected organisations as valued partners. Improved capability of staff to facilitate case management. Allocation: Significant leader time & professional learning	
LF2 - Develop a culture of **contributive learning** inside the school through adjustments in practice and learning programs. Dual purpose of improving student **well-being** (fulfilment) **through learning** and lifting the level of active citizenship (collective agency)	See **Learning Culture Rubric** Allocation: Learner first Consultancy costs & teacher release	
SO2 - Key facility plans are enhanced & advocated for delivery to improve student **learning, play and performance**. Safety, Future-ready learning, Public/ user interface & opportunities for outdoor/ environmental connection are prioritised to support the equity & access for **amenities that create a vibrant place for children's learning and development**.	See **Mini Master Plan – SSIP & other facility planning/ Submissions.** Planning completed/ continuing, enrolment growth monitored & advocacy for school and community in place. Allocation: Maintenance funds to ensure safety and respond to breakdown.	
Prepared *for our future of learning, employment and an ever changing world.* **TL3.1** - Prioritise and **enhance delivery of the Australian Curriculum** (underpinned by our School's Key Elements of Teaching and Learning) to ensure the continual improvement in our children's achievement, culture and well-being. **TL3.2** - Enhance our approach to data and increasing our children's **assessment literacy** to maximise their performance & their level/s of learner agency. School-wide model for Pedagogy of agency developed to complement agreed design elements of learning walls.	**See Explicit Improvement Agenda Document.** Renovation of units in line with roll out of AC V9 – General capability focus & towards 2026 values. Students will be using learning walls and marking guides individually and collaboratively to improve their learning by goal setting, tracking and celebration. Allocation – HOD-LF, Team meeting and purchased planning time, Learner First consultancy.	
SS3 - Enhance student well-being through the **embedding of social & emotional capabilities in learning** practices at the universal level & supplemented by provisions for targeted & intensive levels. Supported by skill building & classroom management practices.	See, Menu of provisions, SRDs & Learning Culture Rubric. **Well-being through learning** is a focus of unit design. Psychologist , BSO, SET, Youth Mentor etc. are coherently allocated work and have clearly defined roles and responsibilities.Allocation – Psych, BSO, SET, YM, GO	
LF3 - Design & drive a '**Digital Learning' plan**. Utilise universal & targeted approaches through: prioritized IT infrastructure investments; increased capability & confidence of staff to embed ICTs in their teaching; and connecting students to digital learning opportunities including assistive technology, augmented reality & daily access to devices/technology to enhance their learning.	**Digital Learning Plan** developed to provide roadmap for prioritised investment in school's digital capability to meet future trends in digital teaching & learning. Including the strategic themes – Differentiated teaching & learning, flexible learning & work, collaboration, digital literacy. Digital technology specialist focus future trends in coding, augmentation, robotics, internet of things. Allocation: HOD – LF, ARPB, IT Cost centres, Staff & masterclasses.	

WSS 2023 EIA -Reading

Moderation

Content Mastery

By end of T2 teachers will:
- Build knowledge & investigate scope & sequences for word recognition in 3-6 team meetings.
- P-6 whole class Vocabulary LVRs reviewed & established to align to contemporary reading research.

By end of T3 teachers will:
- Apply knowledge of General Capability: Literacy & ACv9 to make connections to marking guides & teaching sequences in P – 6 team meetings
- Build knowledge, develop reading data collection schedule, develop scope & sequence for word recognition / language comprehension in 3-6 meetings.
- Select tier vocabulary based on high quality texts that align to units of work to study using whole class LVRs
- P-6 whole class responsive (spontaneous) Vocabulary LVRs reviewed & established to align to research.

By end of T4 teachers will:
- Use whole class vocabulary LVRs in other areas.

By end of T4 students will:
- P-6 student directed (driving) Vocabulary LVRs reviewed & established to align to reading research.

Data Literacy

By end of T2 teachers will:
- Analyse P-2 Phased Phonics data to inform LVRs & teaching sequences
- Interrogate data collection for reading in 3-6 team meetings.

By end of T3 teachers will:
- Years 3-6 select data sets for reading
- Interrogate data collection for spelling in 3-4 team meetings.
- P-2 planning to integrate language comprehension through high quality texts that align to English units
- Analyse reading data to inform LVRs and teaching sequences

By end of T4 teachers will:
- Use the metalanguage of reading signpost to articulate their practice

Substantive Conversation

By end of T2 teachers will:
- Using language of General Capability: Literacy to inform next steps for marker students in P-6 team meetings and links to visible learning artefacts.
- Prioritisation of learning occurs to identify important learning intentions and success criteria

By end of T2 students will:
- Use the metalanguage of reading (word recognition) to articulate their learning

By end of T3 teachers will:
- Use the metalanguage of reading (language comprehension) to articulate their practice
- Intentionally plan for teacher assistants to support implementation of LVRs.
- Plan for explicit teaching of vocab across learning areas
- Commence creating marking guides informed by ACv9, Scarborough's rope & Sedita's writing rope & well-being

By end of T4 teachers will:
- Marking guides and tasks developed for term 1 2024 in English & Maths

Progression Teaching

By end of T2 teachers will
- Set individual learning goals for marker students reflecting the language of the General Capability: Literacy & the marking guide (writing) – embed in visible learning displays for aspects of word recognition (reflected in student action)

By end of T3 teachers will
- Set individual learning goals for marker students reflecting reading & the marking guide – embed in visible learning displays for aspects of word recognition (reflected in student action)
- Share vignettes of LVRs to refine practice

By end of T4 teachers will
- Strengthen alignment of visible learning to classroom responsive teaching (e.g. LVRs)

Pedagogy

Content Mastery

By end of T2 teachers will:
- P-2: 80% teachers enacting LVRs (word recognition and vocabulary)
- 3-6 80% teachers enacting LVRs (vocabulary) in English

By end of T3 teachers will:
- P-2: 100% teachers enacting LVRs (word recognition and vocabulary)
- 3-6 100% teachers enacting LVRs (vocab) in English
- P-6 Early adopter teachers: developing language comprehension routines & planning template
- Years 3-4: developing word recognition LVRs

By end of T4 teachers will:
- 100% P-6 enacting LVRs with intentional selection of content to meet differentiated student need.

Data Literacy

By end of T2 teachers will:
- Identify the scope of cognitive verbs and develop visible learning artefacts that are required to apply these process steps.
- Collect informal/ formal diagnostic application data to begin informing teaching

By end of T3 teachers will:
- Collect informal/ formal diagnostic application data to inform teaching and meet student needs.

By end of T4 teachers will:
- Ensure cognitive verbs are embedded in visible learning artefacts being applied by students through the identified process steps.
- Use in time and across time data to inform explicit differentiation within lessons

Substantive Conversation

By end of T2 teachers will:
- Align the elements of a lesson to the purpose of learning and the evidence of its impact.

By end of T3 teachers will:
- Deliberately develop and refer to learning intentions and success criteria throughout and across lessons which link to the purpose of the learning.
- Teacher directed collegial engagement activities are driving innovation and performance

By end of T4 teachers will:
- P-2: 100% teachers using & applying the metalanguage
- Articulate and justify their choices of adjustments to LVRs (content/ process) in the lesson based on data and student need.

Progression Teaching

By end of T2 teachers will:
- Years 3-6: Lead teachers – Visible Learning – student created 'I Can' statements linked to cognitive verbs
- Model for teacher assistants to support implementation of LVRs.

By end of T3 teachers will:
- Engage with visible learning walls during lessons as the 3rd teacher to inform learning choices, goal setting next steps.
- Effectively utilise teaching assistants to intentionally respond to lift the impact of LVRs

By end of T4 teachers will:
- Alignment of teaching to visible learning elements is an embedded part of every lesson sequence.
- Intentional feedback is provided to students in alignment with regularly reviewed student goals
- Maximise the opportunities for practice of application e.g. during transitions
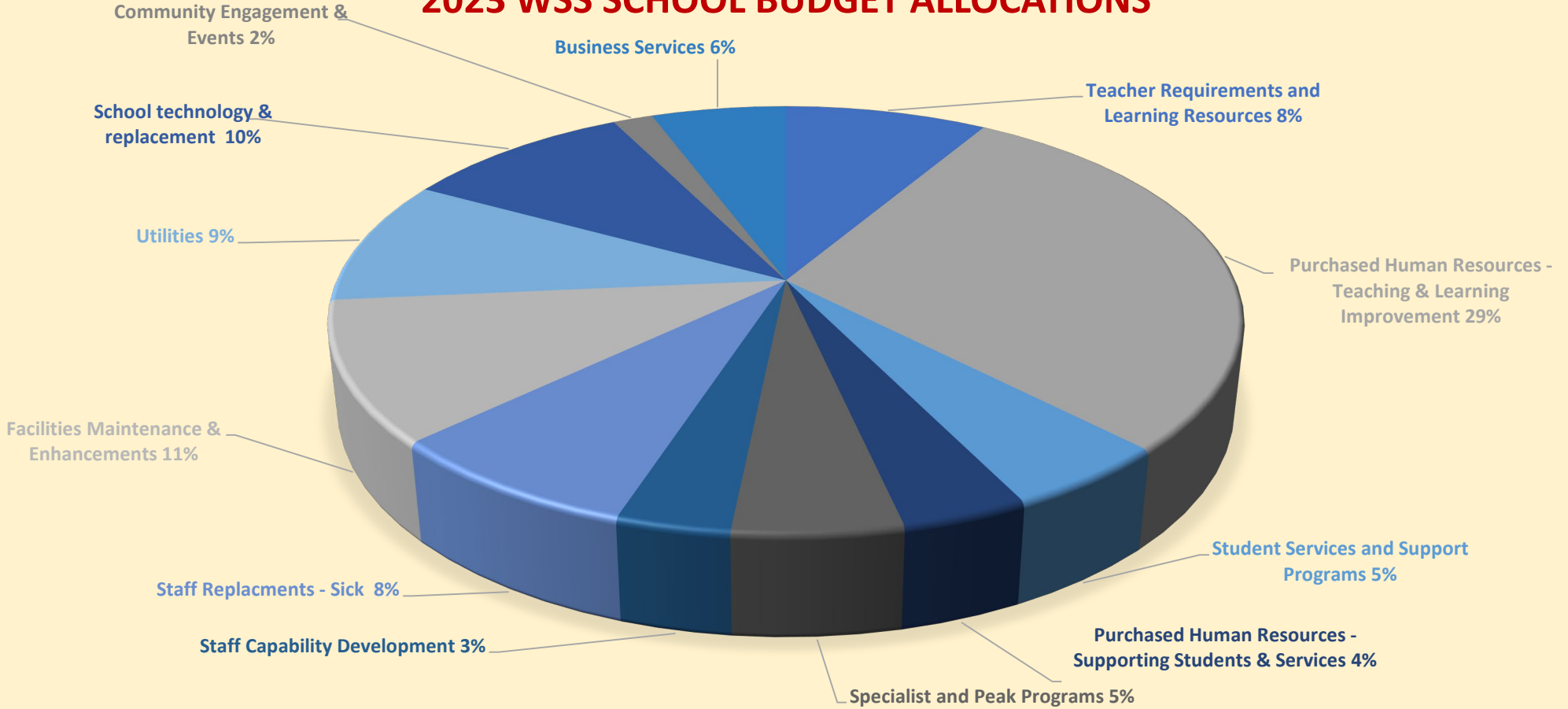
2023 WSS SCHOOL BUDGET ALLOCATIONS

Community Engagement & Events 2%

Business Services 6%

Teacher Requirements and Learning Resources 8%

School technology & replacement 10%

Purchased Human Resources - Teaching & Learning Improvement 29%

Utilities 9%

Facilities Maintenance & Enhancements 11%

Student Services and Support Programs 5%

Staff Replacments - Sick 8%

Staff Capability Development 3%

Purchased Human Resources - Supporting Students & Services 4%

Specialist and Peak Programs 5%

Total Planned Expenditure
$1,723,812
112% of Expected Revenue