

# 2013 ANNUAL IMPLEMENTATION PLAN

«SchoolLogoImage»

Woodridge State High School



## Key priorities for 2013

**Improvement Agenda** *(Related to student learning outcomes e.g. Reading, Numeracy. "Improvement is sought in student performances, is aligned with state-wide improvement priorities".)*

- Literacy
- Numeracy
- Indigenous Outcomes
- Post School Destination Success
- Attendance

**Priority Areas of Development** *(Operational or organisational e.g. Behaviour, Pedagogy, Well-being, Partnerships)*

- School-wide positive behaviour
- Teaching and Learning Framework
- Partnerships – community engagement

## Documents attached include

- The Annual Financial Report 2013
- The Budget Overview Report 2013
- School Improvement Targets for 2013

## Certification

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

.Principal

..... P and C/ School Council

..... Assistant Regional Director

## SCHOOL CURRICULUM

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Implement a seamless whole school curriculum plan	Development and rollout of a whole school curriculum plan	Whole school adoption of curriculum plan	Schoolwide implementation	End of Year	Deputy Principal	QSA & SER curriculum planning tools
Continue developing sporting teams across many disciplines	Provide coaching, resourcing and logistical support	Teams entered in all age groups and competitions	To be district champion school	Nov 2013	HOD - HPE	Sporting budget allocation/ Regional Sports Co-ordinator
Implement of the Australian Curriculum – History	Rollout of the ACARA school based curriculum for history across years 8-10	History teachers engaging and delivering ACARA units	Faculty wide implementation	Progressive	HOD – Sose & Deputy Principal	ACARA planning documents, teacher personnel
Implement a rigorous literacy and numeracy testing regime across the junior school	Design literacy and numeracy testing procedures, protocols and training for staff. Finalise and implement literacy and numeracy tests.	English, Maths teachers rolling out testing Of all year 8 and 9 students, with support from STL&Ns	100% of all year 8, 9, ILC & ESL students tested	Term 1 and 4	HOSES – ESL, STL&Ns, HODs: English & Maths, PLACE & KLA teachers	Testing instruments, personnel
Design a seamless transition program for students transitioning into/out of ILC/ESL	Implement a seamless transition program for ILC and ESL students, aimed at improving and solidifying retention and attainment	Clearly defined transitional processes Students progress seamlessly from transitional points to mainstream	All ESL/ILC students are placed in correct learning programs	Ongoing	HOSES – ESL, ILC/ESL teachers	Testing instruments, classroom resources to support learning, HR
Continue delivering the IUP program to improve the achievement of Indigenous students	Targeted intervention and support programs for identified Indigenous students around literacy, numeracy and KLA support	Students engaged in targeted intervention and support program	Every student improves one grade level in one subject	Ongoing	Principal, Teacher – Indigenous Support, Indigenous CEC & TA	Personnel: Indigenous Support, Indigenous CEC & TA
Establish implementation of the Teaching and Learning Framework: Curriculum design	Rollout the common unit design and assessment design templates for continuity across curriculum design and priorities.	Teachers transitioning to utilising the unit and assessment design templates across all KLAs	Unit templates are evidenced across all KLAs	By end of year	Deputy Principal, HODs, Teachers	Personnel, teaching & learning documents

## SCHOOL AND COMMUNITY

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Transition to tier 2 of Schoolwide positive behaviour	Design and implementation of a targeted intervention program to support tier 2 implementation	Intervention program designed to improve school community behaviour, school culture, support mechanisms – promoting improved student learning outcomes	School Community adoption of and utilisation of plan	Ongoing	Principal	SWPBS budget
To establish the school as a hub to access essential services	Partnership brokerage and provision of opportunities to position school as hub, cultural engagement, funding application	Progressively liaise and engage stakeholders to facilitate opportunities for community to access vital services	Establishment of the school as a community hub	Ongoing	Principal	Funding application, National Partnership funding, external providers and interagency support, school facilities
Strategies to improve senior schooling outcomes	Improving number of SATS, direct university entrance, completion rates, OP data and support services for community (families)	Targeted roles (HOD Futures, ILO) to provide leadership and support to gain direct improvements. Programs devised to support students and parents in SETP and careers counselling.	Continued improved number of direct entry to university and continued completion rates by 1%	Dec 2013	HOD – futures, ILO, Principal	National Partnerships funding
Facilitate the educational needs of a diverse multicultural, low SES school community	Targeted school-community programs for identified groups eg kids in care, Pacific Islander students, Refugee students,	Range of school-community services and programs on offer: homework programs, case management of students, extra-curricular activities, access to services	Meet the educational and social/emotional needs of the school	ongoing	Principal, Deputy Principal, HR support staff (CEC, PI liaison officer, PLACE staff)	National Partnerships funding Education QLD International funding

## TEACHING PRACTICE

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Continue to build the capacity of teachers through professional development	Design a whole school professional development plan for 2013	Staff engaging in a targeted school based PD program, with optional/additional PD sessions	All staff engaging with school PD	Ongoing	Principal & Deputy Principal	School and NP funding
Build a culture of collegial sharing of best practice	Utilise the skills of high performing staff and senior staff to share best practice	Embed sharing of practice as part of school wide PD program	All staff engaging with PD	Ongoing	Principal & Deputy Principal	HR: personnel
Provide opportunities across the school for teachers to engage in feedback on pedagogical practices	Implement the collegial engagement/classroom observation and feedback model	Teaching staff are watching others work, providing feedback on pedagogical practices	All staff provided with opportunity to provide and receive feedback	Ongoing	Principal, Leaders, Staff, LCC	School PD budget/TRS
Utilise expertise of key community stakeholders/groups to support the ongoing PD of staff	Community engagement committees/specialist personnel providing professional development for staff	Targeted PD programs to support the unique learning needs of our diverse student population	All staff involved in PD	Ongoing	Principal, Deputy Principal, community personnel, PLACE staff	School PD budget, NP funding of roles (PI Liaison officer)
Continued development in teachers' pedagogy in the use of digital literacies/ICT in the classroom	Inclusion of E-learning workshops as PD for staff	Variety of E-learning/digital literacy workshops available to staff. Teachers attaining their pedagogical licences.	All staff involved in PD	SFD, Term 1	Principal, HOD – BITE	PD funding for pedagogical licences
Teachers equipped with the skills to personalise learning for all students	Implement instructional match as part of teaching practice and curriculum design	Staff are engaged in pre and post testing of year 8 and 9 students and measuring student performance to make informed decisions about targeted instructional match strategies to employ to individual students.	All staff involved in PD	Term 1 and 4	HOSES – ESL, STL&N, teachers	PD, funding for literacy/numeracy, pre/post testing

## PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Continue the implementation of the school's National Partnership Program	Continued implementation of strategies to support the National Partnership priorities	Targeted roles, structures and strategies around the NP agenda	Continued NP improvements	By end of Term 3	Principal	National Partnerships budget
Continue to promote whole school engagement with Data aligned with the whole school data plan	Refine and publicise the whole school data plan, implementing data collection/strategies at identified junctures.	Data plan to reflect modifications to testing processes/procedures and be abreast of data protocols within the school	All staff engaging with data and data plan	Ongoing	Principal and Deputy Principal	Whole school data plan
Establish process to enhance KLA quality assurance processes across years 8-10 with explicit moderation processes	Implement an internal moderation process for years 8-10 across the school	Hods trial, share and design quality assurance and moderation processes. PD opportunities provided to all staff on how to give and receive feedback	All staff versed in feedback protocols. KLA's adopting moderation practices	PD T1 Internal moderation, ongoing	Principal, Deputy Principal, HODs and Teachers	Allocation of time for PD
Continue budget allocations and processes linked to learning outcomes	Continued use of budget process linking funding to learning outcomes. Implementation of faculty action plans with HODS linking budget to T&L framework, strategies and targets.	HODs completing faculty action plans linking budgets to learning strategies and targets	Compliant budget protocols. All HODs using faculty action plans	Ongoing	Principal, Deputy Principal, HODs and BSM	School Budget and National Partnerships budget
Continue leadership growth and capacity building of middle management teams	Continue to adopt a strategic approach to executive meetings with tailored professional development on leadership traits and capabilities with HODs.	Professional sharing of expertise, leadership capabilities and traits. Supported through line management meetings with DPs	Continued professional growth	Ongoing	Principal, Deputy Principals, HODs	PD Budget
Position the school (within school, with feeder schools and within community) for junior secondary	Continue to design and implement the junior secondary model and preparedness across the school	Consultation, engagement with stakeholders invested in the junior secondary process	School readiness for junior secondary	Ongoing	Principal, Deputy Principal, external stakeholders	School budget, HR
Continue implementation of the whole school teaching and learning framework	Co-ordinated implementation strategy devised to support the rollout of the T&L framework	Committee driving the rollout of the framework with staff	Teachers engaging with framework and meeting accountabilities	Ongoing	Principal, Deputy Principal, Committee, Teachers	School budget, HR

## OTHER REQUIREMENTS

School strategies	Actions	Performance Measures			Responsible Officer	Resources
		Description	Target	Date		
Continue to implement strategies addressing identified needs (NAPLAN, achievement, literacy, numeracy)	Engage in cyclic review of data (Naplan). Employ rigorous testing procedure of year 8 and 9 students to identify gaps/needs. Deliver a targeted strategy to enhance student achievement aligned to their needs. Map NAPLAN effect size for every year 9 student.	Revised NAPLAN preparedness strategy. Instigation of explicit testing procedures. Whole staff review of student data and identified needs. Employment of instructional match	Improve NMS in reading 5%, writing 5%, spelling 3%	May 2013	Principal, Deputy Principal, STL&Ns, Teachers	School budget, National Partnerships budget, HR
Continue to improve the attendance and retention rate for students	Continue targeted attendance strategies and transition to and within senior schooling	Continued roles, teams, SWPBS strategies to support improved attendance.	Increase attendance rate to 90%	By end of year	Principal, attendance team	School budget, National Partnerships budget, HR
Sustain and improve the satisfaction measures evidenced in the SOS survey	Continue to drive priorities that are aligned to AIP and SOS eg so76 (access to quality PD)		SO 76 to improve by 1%	By end of year	Principal	School budget, National Partnerships budget