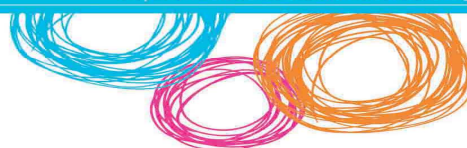




MANLY WEST SS

Annual Improvement Plan for 2019

We commit to ...



16/02/2019

Priority 1. Grow a Reading Culture that creates expert and engaged young readers.							
Strategy – embed whole school approach to decoding and reading comprehension							
Actions	Growth measures	Timeline	Who	Budget			
<ul style="list-style-type: none"> Teach all children to effectively use decoding strategies and 9 reading comprehension strategies (Sheena Cameron); Expand each child's vocabulary through specialist lessons, co-constructed word walls, non-fiction texts, STRIVE; Teach each child to spell accurately during the R2L cycle, using 'Words Their Way' resources and homework practice; Parent Workshop - Reading Comprehension 	100% students achieve growth target. Data wall: Term 1/3 targets, Term 2/4 growth. Evident in walk-throughs	As per Assessmt Schedule and Year level plans	Teachers, Coach - Rebekah, Principal, DP	.8 FTE coach SCC 207012 I4S - TRS for planning, data conversation			
Strategy – embed whole school pedagogical framework – Gradual Release of Responsibility Model and Reading to Learn							
Actions	Targets	Timelines	Who	Budget			
<ul style="list-style-type: none"> Year level teams collaborate to plan and teach the AC learning areas using pedagogies supported by the GRRM (Fisher and Frey) and R2L methodology (David Rose). Target paragraphing, text structure and handwriting/bookwork in R2L cycles (requires consistent practice school-wide); Parent Workshops – R2L cycle and Spelling 	NAPLAN	On-going	Juncture teams: P-2 Lisa, Yr 3-4 Rebekah, Yr 5-6 Leigh	.8 FTE coach SCC 207010 I4S – data coach, peer coaching, R2L training - new staff x 3			
	R				W	N	
	Yr3 U2B				60	45	50
	Yr3 NMS				98	96	98
	Yr5 U2B				45	30	50
Yr5 NMS	98	96	98				
	Engagement / growth as per Ass. Schedule &SOS						
Strategy – grow the reading skills and knowledge of every child and teacher							
Actions	Growth measures	Timelines	Who	Budget			
<ul style="list-style-type: none"> Strengthen oral language: structured play, Read It Again; Teach sight word acquisition method to children and parents; Ensure each child achieves their reading goals thru regular feedback in 7 Steps to Feedback Model (James Nottingham); Teach skills and knowledge through buddy and home reading, independent reading (+ own book box) and Accelerated Reader online for Yr 3-6 and P-2 enrichment; P-2 - PM Benchmarking: plan for approx. 3-5 running records per week to identify next learning needs; Administer PROBE determiner: Yr 3 + new Yr 3-6 students; Key front-foot strategies: rehearse R2L cycle, ELF, 'Key Into' resources, QAR, Reading Rockets (Sem 1-Year 1, Tm 3-Year 2, Tm 4-Prep), Little Readers (pre-prep); Enrich reading and writing with: Premier's Reading Challenge, visits to Janoah Gardens', Silky Oaks and the Wynnum Library. Indigenous story teller, mystery readers at breaks, WMsea Young Writers' program, office book awards, library monitors, Book Week, Book Fair, rug n' read picnic, Books4Babies on parades. 	100% students achieve growth targets. 100% of students at PROBE level 20 achieve A-B in English, Maths, Science Peer coaching improves pedagogies for teaching reading (Survey) SOS 100% parents satisfied this is a good school.	Data inquiry - every 5 weeks As per Assessmt schedule Little Reader – Wed, Tammy Book Wk Tm 3 Book Fair Tm 4	Teachers, Ped Coach, Specialists NAPLAN team: Yr 3/5 teachers, Jane, Lisa Petra, Parent groups, Early Years Wynnum Library staff	.8 Ped Coach, I4S – data coach, triads SCC 203700 subscription Ac reader, I4S – programs Book Boxes, SCC home readers, book awards			

Priority 2. Create digitally savvy learners.				
Strategy – implement effective digital teaching and learning strategies and programs.				
Actions	Growth measures	Timelines	Who	Budget
<ul style="list-style-type: none"> Embed ICT general competencies and the digital technologies learning area - identify and practice new digital pedagogies in year level teams supported by Tech Officer and Digital Tech Team; Continue resourcing linked to curriculum planning for digital tools/software purchase and professional learning; NEW – NAPLAN online to develop digital skills/knowledge Link with industry experts – solar power, water and paper recycling (link to EcoMarines' whole school recycling) 	90% students achieving A-C digital technologies + 2017, 2018, 2019 growth; SOS 100% staff satisfied with access to tools and digital learning	Year Level plan – half day per term Wednesday tech play time	Program team, Teachers. Technician parents P&C	SCC 203412 Tech – 3 day SCC 202710 – resources PD P&C funding
Strategy – enable creative, tech-savvy student-led learning				
Actions	Growth measures	Timelines	Who	Budget
<ul style="list-style-type: none"> NEW – upgrade resource centre to incorporate makerspace Continue to trial new technology tools; Explore thinking routines and mathematical problem-solving including the vocabulary to support this learning. 	SOS satisfaction with access to tools and digital learning – 95% students, 90% parents.	Pilot programs and PD – Term overview	Program team, Tech support, Industry experts,	SCC 203412 Tech wages SCC 202710 resources

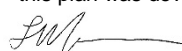


Priority 3. Grow a collaborative, connected community of learners				
Strategy – teach the children to self-regulate behaviour and resolve conflict.				
Actions	Growth measures	Timelines	Who	Budget
Grow 'step by step' each child's ability to self-regulate: - NEW co-construct classroom & school-wide CLIMB understandings Teach (AC) Health Learning Area concepts using resources from C2C, Bridge Builder program (with parent and student workshops) and Life Education; - Staff actively engage in playground supervision – ie. organise routines, resources and games for your supervision area; - reduce student absence, late arrival & early departure: 100% certificates, calendar, parent communication, office support;	SOS, 10% growth for - behaviour in this school is well-managed (related to playground time) 10% improvement in students attending <85% of the year.	SOS July Term 1 Weekly review – Principal, DP, Liz	Teachers, Positive Pathways, Sport team Principal & DP, Liz	SCC 200400
Strategy – develop the belief that feedback is a gift that helps us to learn and grow.				
Actions	Growth measures	Timelines	Who	Budget
- Teach each child that 'Struggling = Learning' to build their resilience, ownership and learning stamina with pedagogies including effective feedback, 'YET' and a GRR - adult to child; - Share student achievement stories with community; - Use consistently high quality routines and tools for Student-Led Conferences, support parents with SOBs booking online.	90% improve from a C to a B or B to A in English/ Maths and Science 100% parents booked in SOBs for conferencing	Review each Term Term 1 and 3	Teaching staff, Principal, DP, Ped. Coach, Technician	SCC 207012 YET – pink posters
Strategy – continue to grow a team culture of effective, efficient, collaborative teams – 2019 = "Everyone Belongs At Manly West"				
Actions	Growth measures	Timelines	Who	Budget
Use 4 P's to effectively manage - people (roles and responsibilities), purpose, protocols and processes; - Introduce the The Ladder of Inference to grow effective teams through awareness of self and others; - School Council focus: digital technologies, sustainable living. - NEW Tangalooma EcoMarines replaces Student Council. - Student leaders – termly projects with key focus 'everyone belongs at Manly West'.	SOS 5% growth - parents satisfied opinions are valued & listened to. SOS 5% growth - staff positive life balance. Reduced energy usage and photocopying SAR	SOS July Term 1, implement on-going	Staff and student teams, School Council, Community	SCC 204400 professional learning and resourcing Student Leadership Challenge text

Priority 4. Excellent Practice is the Standard Practice at MWSS				
Strategy – raise the bar with high expectations and individualised learning pathways for all learners				
Actions	Growth measures	Timelines	Who	Budget
- Strengthen confidence in 'whole of Year Level' A-E results through regular and accurate moderation; - Implement the MWSS Assessment Schedule; - Introduce each unit by explaining the summative task/s and marking guide (with an 'A' exemplar) to every student; - NEW practice pedagogies that make thinking visible and support students to move from surface to deep to transfer learning where students can explain their thinking.	SOS - 10% growth - behaviour in this school is well-managed and students feel safe. 90% improve from a C to a B or B to A in English, Maths and Science Instrumental music %10+	Term 2 and 4 SFD Jan – PD + text	Teachers, Principal, DP, Ped. coach	SCC 207012 PD - Peter Ellerton WMsea, 'Making Thinking Visible' texts
- NEW 'Many Cultures' team – indigenous education focus; - Enact the MWSS Differentiation Plan and seek timely support from the Student Support Team; - Communicate all intervention/enhancement with parents; - Share growth learning stories with parents/ wider community.	U2Bs Reading – 60% for Yr 3, 45% for Yr 5 SOS 100% teachers can teach every child.	Term 1 – ongoing	Teachers, Student Support Team	SCC 204400 TAide support.
Strategy – develop staff annual growth development plan				
Actions	Growth measures	Timelines	Who	Budget
- Staff a personal learning plan to enable growth that supports our work; (Teachers consult AITSL tool, HAT, LT) - Mid-year review and timely supervision with line manager; - 'Just in time' professional learning related to staff goals.	SOS 100% staff satisfied with access to PD and skills to do their job. Evident in walk-throughs.	Term Overview	2019 teams. Line managers	SCC 204400 PD, TRS for review meetings
Strategy – measure student learning growth and respond with key improvement strategies.				
Actions	Growth measures	Timelines	Who	Budget
Implement updated ' peer coaching ' model to support teachers: - time to reflect on their work, share high-yield pedagogies, grow the skills to give and receive effective feedback and use this feedback to plan and action students' next learning; Pedagogies Project analyse student data in cycles of inquiry to: - support student growth, select the most effective pedagogies and engage in timely student conferencing to monitor growth.	Pedagogies Project survey – confidence in feedback, GRRM, R2L, WTW, teaching reading MWSS targets. Reading data wall	Assessmnt Schedule Term Overview	Teachers, Pedagogic al coach, Data coach, DP, Principal	SCC 207011 I4S – peer and data coaching includes TRS.

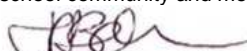
Endorsement - this plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Lisa Morrison



Principal

Joanne Baker



School Council Chair

Karen Howes

Assistant Regional Director