



## MANLY WEST State School Annual Improvement Plan 2018



### School improvement priority 1. Read to Make Meaning – Growing a Reading Culture

Strategy – embed whole school approach to reading comprehension							
Actions	Growth measures	Timelines	Who	Budget			
<ul style="list-style-type: none"> <li>- Use 9 key strategies (Ref: Sheena Cameron) across all learning areas to grow student competency in <b>reading comprehension (RC)</b>;</li> <li>- Embed <b>Words Their Way spelling program</b>;</li> </ul>	100% students achieve growth in RC strategies & WTW features. Effective RC and WTW is evident in observations.	Data analysis – every 5 wks, Teacher Triads – feedback/ obs	Teachers, Program Team, Pedagogical Coach	SCC 207012 .4 master teacher, I4S coach/triads, resources			
Strategy – embed whole school pedagogical framework (Reading to Learn – R2L) <a href="https://www.readingtolearn.com.au/">https://www.readingtolearn.com.au/</a>							
Actions	Targets	Timelines	Who	Budget			
<ul style="list-style-type: none"> <li>- Year level teams plan and teach full <b>R2L cycle</b> from Week 1 (see Learn2Learn Unit);</li> <li>- <b>Differentiate levels of questions</b> in R2L cycle;</li> <li>- Plan <b>spelling and handwriting</b> in R2L cycle;</li> <li>- <b>Teachers set own learning goals</b> for R2L e.g. sentence making, writing stages, etc...</li> <li>- <b>English/Maths/Science</b> taught by R2L cycle;</li> <li>- Rehearse R2L cycle (intervention, new student)</li> </ul>	NAPLAN	Terms 1 – 3 reading  Term 4 – language of mathematics	Teachers, Program Team, Pedagogical Coach, School leaders – P-3 Lisa, 4-6 Petra	SCC 207010 .6 FTE coach I4S – coach, triads, new staff R2L  Bookwork Posters			
	R				W	N	
	Yr3 U2B				55	45	35
	Yr3 NMS				95	96	95
	Yr5 U2B				45	20	25
Yr5 NMS	95	96	94				
	Effective, differentiated teaching and learning is evident in triad feedback.						
Strategy – grow the reading skills and knowledge of every child (BUILD OUR READING CULTURE)							
Actions	Growth measures	Timelines	Who	Budget			
<ul style="list-style-type: none"> <li>- Create <b>home reading program</b> - Prep-Yr 6;</li> <li>- <b>Independent Reading</b> (Book Box for every class): students engage in footprinting, use RC toolkit, stamina reading, peer/buddy reading;</li> <li>- <b>Teacher completes 3-5 PM running records each week</b>– i.e. use as regular formative assessment to identify next learning needs;</li> <li>- <b>Trial one person to do PROBE determiner</b> for all Yr 3 and new students;</li> <li>- <b>NAPLAN plan focus</b> –reading, paragraphing, punctuation, and text structure</li> <li>- <b>P-2 home reading &amp; sight words</b> begin Wk1;</li> <li>- <b>Author visits</b> linked to 60<sup>th</sup> year of MWSS</li> <li>- <b>Buddy Reading Program</b> – P-Yr1 and Yr 5/6;</li> <li>- <b>Engage community</b>: e.g. Workshops, library monitors, Indigenous story teller, 60<sup>th</sup> year competitions, Book Week, Premier's RC, Book rewards, Rug n' Read picnic, Mystery Readers at lunch breaks, MBEEC Young Writers' program, Books4Babies program, local Library.</li> </ul>	100% students achieve a year of growth in PM and PROBE levels  100% of students at PROBE level 20 achieve A-B in English, Maths, Science  Effective teaching of R2L, reading, paragraphing, punctuation, and text structure is evident in triad feedback.	As per Assessment schedule, Term review  On-going	Teachers, Literacy Program team, Pedagogical Coach  NAPLAN team – Yr 3 and 5 teachers, Jane, Petra, Tammy, Lisa  Parent groups, Early Years  Wynnum Library staff	I4S – coach and triads  SCC 203700 subscriptions Matific + Ac reader,  I4S – school programs Class Book Boxes,  SCC English Home readers, Books for awards & prep parents,			
	100% students achieve a year of growth in PM and PROBE levels						
	100% of students at PROBE level 20 achieve A-B in English, Maths, Science						
	Effective teaching of R2L, reading, paragraphing, punctuation, and text structure is evident in triad feedback.						
SOS 100% parents satisfied this is a good school.							

### School improvement priority 2. Create Digitally Savvy Learners

Strategy – implement effective digital teaching and learning strategies.				
Actions	Growth measures	Timelines	Who	Budget
<ul style="list-style-type: none"> <li>- <b>Staff PD for ICT general competencies &amp; digital technologies learning area</b> in Year level planning, pilot programs (e.g. Little Bits), 'teacher feature' at staff meetings, Curriculum Café, school visits; Cybersafety - parents.</li> <li>- Use the <b>SAMR model</b> to devise digital tools and software purchase and PD <b>plan</b>.</li> </ul>	85% students achieving an A-C in digital technologies area  SOS staff satisfaction with access to tools and digital learning – 100%.	Year Level plan full day per term, Data conversation session- 5 <sup>th</sup> wk	Digital Learning Program team, Teachers, Tech Officer, parents, Industry experts	SCC 203412 Tech – 3 day SCC 202710 – resources PD
Strategy – enable creative, tech-savvy student-led learning				
Actions	Growth measures	Timelines	Who	Budget
<ul style="list-style-type: none"> <li>- Identified staff <b>trial new technology tools and inquiry learning strategies</b> (Genius Hour or MakerSpace) to enable critical thinking. Share learning with year level team &amp; staff meetings.</li> </ul>	SOS satisfaction with access to tools and digital learning – 95% students, 90% parents.	Pilot programs and PD – as per Term overview	Program team, Tech support, Industry experts,	SCC 203412 Tech wages SCC 202710 Resources


**School improvement priority 3.** *Grow a Collaborative, Empowered Community of Learners*

Strategy – teach the children to resolve conflict and self-regulate behaviour.				
Actions	Growth measures	Timelines	Who	Budget
<ul style="list-style-type: none"> <li>- Embed <b>Bridge Builder's and Life Education strategies through A.C. Health</b> learning area;</li> <li>- <b>Teach core values</b> – be a Bridge Builder, Collaborator, Learner and Meaning Maker.</li> <li>- <b>Communicate</b> growth stories to community.</li> </ul>	SOS 5% decrease in absence / disciplinary reports. SOS 10% growth - behaviour is well managed.	Review every 5 weeks  SOS July	Pos. Pathways Program team, all staff, Melinda (Absence)	SCC 200400
Strategy – develop the belief that feedback is a gift that helps us to learn and grow.				
Actions	Growth measures	Timelines	Who	Budget
<ul style="list-style-type: none"> <li>- A whole school <b>goal setting and feedback loop with Learning intentions, Success Criteria</b>, and student feedback to teachers.</li> </ul>	90% improve from a C to a B or B to A in English/ Maths and Science	Review each Term	Teaching staff, Principal, DP, Ped. Coach	SCC 207012
Strategy – continue to grow a team culture of effective, efficient, collaborative teams.				
Actions	Growth measures	Timelines	Who	Budget
<ul style="list-style-type: none"> <li>- Create <b>2018 Team structure, systems and protocols</b> to enable respectful relationships;</li> <li>- Engage with <b>Growth Mindset, The 3<sup>rd</sup> Space and The Ladder of Inference</b> as tools for positive relationships and time management;</li> </ul> NB – A 2018 School Council focus is marketing through the 60 <sup>th</sup> Year and fete events.	SOS 5% growth in satisfaction that opinion is valued and they are listened to. SOS 5% growth in staff identify positive life balance.	SOS July  Term 1, implement on-going	Staff, year level teams, Program teams, P&C, student teams.  Community partners	SCC 204400 professional learning and resourcing

**School improvement 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
<ul style="list-style-type: none"> <li>- <b>Classroom climate:</b> What do our high expectations look like, feel like, sound like?</li> <li>- Embed <b>authentic moderation</b> process;</li> <li>- <b>Data Wall growth teachers</b> analyse + update;</li> <li>- Create and use <b>'A' exemplars</b> - all C2C tasks;</li> <li>- Prep use <b>Brigance data to identify learning starting points</b> + (purchase Version 3)</li> </ul>	90% improve from a C to a B or B to A in English/ Maths and Science	Term 2 and 4	Teachers, Principal, DP, Pedagogical coach	SCC 207012
<ul style="list-style-type: none"> <li>- Embed pedagogical framework <b>gradual release of responsibility model</b> &amp; high impact strategies (Fisher, Frey, Hattie, Dweck, Rose);</li> <li>- Embed the <b>Differentiation Plan</b> to support all teachers to learn how to teach every child.</li> </ul>	45% children achieve an A or B in English or Maths. SOS 100% of teachers confident to teach every child.	Term 1 – ongoing  Term 1 - GEM online training	STL&N, SEP, TAides, GEM, Teachers, GO, Principal, DP, Ped. coach	SCC 204400 GEM training, TAide time,
Strategy – develop staff annual growth development plan, responsibilities and processes				
Actions	Growth measures	Timelines	Who	Budget
<ul style="list-style-type: none"> <li>- <b>Annual Performance Review</b> – staff develop and enact a <b>growth plan</b> with bi-annual review;</li> <li>- <b>2018 Team structure, systems and protocols, roles and responsibilities</b> to create clarity and accountability;</li> </ul>	SOS 100% staff satisfied with access to PD and skills to do their job	SFD and on-going as per meeting guidelines	Refer to 2018 Team Structure Overview - P-3 Lisa - 4-6 Petra	SCC 204400 PD, TRS for review meetings
Strategy – measure student learning growth and respond with key improvement strategies.				
Actions	Growth measures	Timelines	Who	Budget
<ul style="list-style-type: none"> <li>- Teachers engage in <b>collegial coaching in Teacher Triads to reflect on their own teaching, accept and give clear feedback</b>, and then <b>plan and action teaching goals</b>.</li> <li>- Teachers <b>analyse student learning data using cycles of inquiry</b> to improve student growth, teaching practice and school programs;</li> <li>- Staff use <b>regular student learning check-ins</b> and the <b>MWSS Assessment Schedule</b> to monitor student learning growth.</li> </ul>	MWSS Assessment and Reporting schedule – growth targets, standards and timelines.  Reading data wall Prep/Yr 1 - Early Start  Differentiation Plan	Refer Assessment and Reporting Schedule  One day per term Yr Level Plan, Data conversation – Twice per term	Teachers, SEP, STL&N, Pedagogical coach, Data coach, DP, Principal	SCC 207011 Data coach, TRS for Data Conversations  14S Year Level Planning days – 1 full day per term per year level

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

  
Principal

  
School Council Chair

  
Assistant Regional Director

