



Maleny State School Annual Implementation Plan 2018

School Improvement Priorities 2018

Improvement priority - Writing

Strategy – Build leadership capacity.

| Actions | Targets | Timelines | Responsible Officer/s |
|---|--------------------------------------|------------------|--------------------------|
| Lead interested schools on developing a best practice writing pedagogy by means of hosting an open day. | At least 10 schools attending. | Semester 1, 2018 | Principal, Deputy, Coach |
| Use I4S funding to support a Literacy Coach position to focus on writing. | I4S funding expended by end of year. | 2018 I4S funding | Principal and BSM |

Strategy – Build teacher quality

| Actions | Targets | Timelines | Responsible Officer/s |
|---|---|---|--|
| Develop a shared understanding and commitment to developing writing stamina and typing stamina with reference to the general capabilities in the Australian Curriculum and across all Key Learning areas. | Student portfolios demonstrate improvement in every student's writing samples. | Staff meetings – at least twice for the year plus memo articles | Coach, Innovation Teacher Teaching Staff |
| Refresh and enhance teacher knowledge of the Seven Steps to Writing Success through deepening knowledge of the program and its links to the Australian Curriculum and C2C plus how to implement it through the Gradual release of Responsibility model. | Majority of classes implementing keyboarding skills. | Pupil Free Days, Staff Meetings, Twilights and Memo | Literacy Coach |
| Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in writing | 90% of students can clearly articulate their class Writing Learning Goal and individual goal for punctuation. | Planning Meetings | Literacy Coach Teachers |
| Provide time for teaching staff to plan effectively for Writing using data to inform the teaching and learning program aligned to the Australian Curriculum through the Seven Steps to Writing Success resource. | 90% of students can clearly articulate their class Writing Learning Goal and individual goal for punctuation. | Planning Meetings | Literacy Coach, DP, Teachers |
| Use peer observation, feedback, coaching and PLTs to improve teaching practices. | Survey data indicates 85% satisfaction staff knowledge has increased. | Ongoing | Literacy Coach, Principal, DP |
| Provide opportunities for staff to engage in moderation within the school in relation to the two writing diagnostic tasks provided during the year. | 85% staff achieving writing goal as identified in DPP by end of year. | 1 per semester | Literacy Coach, Teaching Staff |
| Deepen staff knowledge understanding and pedagogical practice of the writing procedures focussing on guided writing, using ASOT strategies of providing feedback and using individual learning goals with a focus on punctuation and grammar. | Survey data indicates 85% satisfaction staff knowledge has increased. | Pupil Free Day, Staff Meetings and Twilight Meetings | Literacy Coach, DP, Teaching Staff |
| Align DPP for staff to the writing strategy | 85% staff achieving writing goal as identified in DPP by end of year. | Planning Meetings | |
| Develop a deeper understanding of synthetic phonics and spelling and the Get Reading Right Approach to phonics to inform the teaching and learning approach to spelling and put this understanding into production in the classroom. | DPP Meeting – Semester 1 and 2 | Principal | |
| | 100% of P-2 teachers are incorporating GRR in their classroom. | Ongoing | Literacy Coach, Literacy Consultant, Administration. |

Strategy – Successful Learners

| Actions | Targets | Timelines | Responsible Officer/s |
|---|--|--|---------------------------------------|
| <p>Consolidate SWPBL consistency of routines and procedures to align school writing and reading school processes using analysis of data to guide implementation.</p> <p>Provide challenging learning opportunities for students to demonstrate their potential through quality samples of writing.</p> <p>Develop student competence in the Seven Steps to Writing Success and providing peer feedback. Using ASOT strategies develop a student's ability to set individual goals focusing on punctuation and grammar.</p> <p>Identify, differentiate and support (special focus SWD students) all students (using assistive technology) challenged in the area of writing.</p> | <p>Improved writing diagnostic results from previous years.</p> <p>100% of classes using feedback and individual learning goals.</p> | <p>One Diagnostic per semester plus other samples linked to the 7 Steps.</p> | <p>Literacy Coach, Teaching Staff</p> |
| <p>Analyse student data from Writing Diagnostics and NAPLAN to inform improvement, guide teaching practices and prompt early intervention.</p> | <p>80% of teachers using data to inform planning.</p> | <p>1 Planning Meeting per semester to focus on this.</p> | <p>Literacy Coach, Teachers</p> |

Strategy – School Performance

| Actions | Targets | Timelines | Responsible Officer/s |
|---|--|---|--|
| <p>Collect and triangulate Writing data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.</p> | <p>75% of students achieving a – C or better in Writing.</p> | <p>Week 10 Semester 1 Week 9 Semester 2</p> | <p>Principal and leadership team</p> |
| <p>Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings.</p> | | <p>Week 2 Planning Meeting each term</p> | <p>Principal, Deputy, Coach and Teachers</p> |

Strategy – Local Decision Making

| Actions | Targets | Timelines | Responsible Officer/s |
|--|--|-----------------------|----------------------------|
| <p>Promote awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletter, website and parades.</p> | <p>100% of parents aware of Writing as the main focus.</p> | <p>ongoing</p> | <p>Principal All Staff</p> |
| <p>Strengthen school writing culture by providing opportunity for parents to engage with writing pedagogy through identified whole school events such as a writing round-up.</p> | <p>20% of parents attend events.</p> | <p>1 annual event</p> | <p>Coach, All staff</p> |



Improvement priority – Positive School Culture

Strategy –

| Actions | Targets | Timelines | Responsible Officer/s |
|---|---|--------------|---|
| Develop staff capacity in PBL leadership to ensure as a school PBL processes are consistently implemented. | Increase PBL team knowledge and leadership. | PFD, ongoing | Principal, Deputy, Coach |
| Explore further digital communication platforms for parent/community groups. | Evaluate /implement a school Facebook page. | Sem 2 | Innovation Teacher/ Principal |
| Design, implement and document a comprehensive well-being program throughout the school for all students and staff. | A well-being program is in place and documented throughout the school for all students and staff. | Sem 1 | G.O , Engagement and Well-Being Teacher |
| Provide ongoing PD opportunities for all staff members to strengthen curriculum delivery and develop curriculum leadership density. | 100% staff provided essential literacy PD. | Ongoing | Deputy Principal, Literacy Coach |

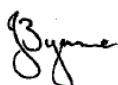
Improvement priority – Differentiation

Strategy –

| Actions | Targets | Timelines | Responsible Officer/s |
|--|--|-----------|--------------------------|
| Strengthen school-wide feedback processes between teachers and individual students – focus writing. | 100% of teacher's feedback and individual writing goals. | Sem 1 | Literacy Coach |
| Focus on lifting the academic progress of students with disabilities ensuring students are engaged, involved in deep learning and provided with classroom support/extension. | Expected effect size gain shown by all students over one year is equal to or above one year of learning. | Sem 1 | SEP teacher |
| Explore and embed strategies for the systematic differentiation of learning in all classrooms for the full range of students, including Individual Curriculum Plans for identified students. | A systematic process is in place across the school for setting and monitoring individual student goals and is evident in all classrooms. | Sem 1 | Learning Support Teacher |

Endorsement

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



Principal



P and C



Assistant Regional Director

