



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.	Survey data indicates 85% satisfaction staff knowledge has increased.	Planning Meetings	Literacy Coach, DP, Teachers
Use peer observation, feedback, coaching and PLTs to improve teaching practices.	85% staff achieving writing goal as identified in DPP by end of year.	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.		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.		Pupil Free Day, Staff Meetings and Twilight Meetings	Literacy Coach, DP, Teaching Staff
Align DPP for staff to the writing strategy		Planning Meetings	
		DPP Meeting – Semester 1 and 2	Principal
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.	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

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Assistant Regional Director