



Waterford State School

School Improvement Priorities 2021

(Strategies, Actions, Targets and Timelines are in line with WSS Explicit Improvement Agenda 2020/2021, I4S funding, WWS 201 Sharratt and Writing EIA Action Plan and WWS Strategic Plan)

1. Improvement Priority – KNOW YOUR STUDENTS – Australia Curriculum (Writing Focus) – quality teaching in every classroom.

1.1 Strategy – Embedding Knowledgeable Others – high impact teaching practices.			
Actions	Targets	Timelines	Responsible Officer/s
Implement Teacher Leader Program (TLP). TLP aims to develop Collective Teacher Ethnicity, deliver professional development, implement high impact teaching strategies and align the classroom to systemic strategic goals.	English LOA A-C – 80% A-B – 50%	End of Semester 1 and 2	Principal HODC
Professional Development of key Teacher Leaders in building trusting relationships, knowing self and others and facilitating professional learning.	100% growth Teacher Leader Survey results	Ongoing	Leadership Team
1.2 Strategy – Staff engage in professional learning for self and school improvement.			
Actions	Targets	Timelines	Responsible Officer/s
Align the English AC between curriculum, assessment tasks and pedagogy through the use of learning intentions, success criteria and learning walls.	English LOA A-C – 80% A-B – 50%	End of Semester 1 and 2	Principal HODC
Engage all staff in Annual Performance Review process with goals directly related to improvement in teaching practices in English.	100% of Teachers feel that students receive a good education at this school (S2122/S3241) 100% of Teachers feel confident engaging all students in learning at this school (S2118/S3239)		Leadership Team

2. Improvement Priority – CONSISTENCY OF PRACTICE – every student is a reader and writer

2.1 Strategy – Focus on the teaching of Writing and the explicit links between Reading and Writing			
Actions	Targets	Timelines	Responsible Officer/s
Embed teaching practices as outlined in the P-10 Literacy Continuum and WSS EIA Action Plan – Reading and Writing and the implementation of the Hochman Method.	English LOA A-C – 80% A-B – 50%	End of Semester 1 and 2	Leadership Team

	100% teachers identifying and applying high impact teaching strategies at the sentence level.		
	Increase the % of NMS in Writing for year 3 and 5		
Deepen teacher knowledge and data literacy about the teaching of Writing with the continued implementation of team meetings, planning days and mapping of the Literacy Continuum.	100% Students on the Literacy Continuum – Writing Critical Aspect. 80% - students working on appropriate year level cluster Increase the % of NMS in Writing for year 3 and 5	End of Semester 1 and 2	Leadership Team
2.2 Strategy – Implement the Leading Learning Collaborative Project (LLC – “Sharratt”)			
Embed the Instruction and Assessment Waterfall – Big Ideas, Learning Intention, Success Criteria, Descriptive Feedback, Peer and Self-Assessment, Individual Goal Setting, Ongoing data collection and Assessment literacy	English LOA A-C – 80% A-B – 50% 100% staff strongly agree on feeling confident applying my knowledge of evidence-based teaching and learning practices (S3237)	Ongoing	TLPs HODC Principal
Embed the Gradual Release of Responsibility Model – Modelled Writing, Shared Writing, Guided Writing and Independent Writing	English LOA A-C – 80% A-B – 50%	Ongoing	Leadership Team
Prioritise meetings to examine pre-test and post-test data and year level moderation with a focus on writing	100% of Teachers feel confident using student assessment data to improve student achievement at any school (S2116/S3238)	Ongoing	Leadership Team

3. Improvement Priority – STUDENT ENGAGEMENT – consistent approach to Positive Behaviour for Learning, attendance and culturally safe classrooms.

3.1 Strategy – Attendance – Everyday counts			
Actions	Targets	Timelines	Responsible Officer/s
Implement WSS Attendance policy / program and implement intervention programs at a whole school, cohort and individual case by case level. The policy / program will have direct links to PBL and Wellbeing programs	Attendance Rate – 93% Below 85% - Less than 12.5% Closing the Gap – Less than 2%	Semester 1 and 2	Leadership Team
3.2 Strategy – Relaunch and Embed Waterford SS Universal Expectations – PBL and Well-being			
Actions	Targets	Timelines	Responsible Officer/s
Enact the new PBL system for WSS – Waterford Warriors that clearly articulates the school’s universal expectations – all staff, students and community members are respectful, responsible and learners.	100% Teachers feel student behaviour is well managed at this school (S2074) 100% Students feel student behaviour is well managed at this school (S2044) EBS Data – 80% or above SET Data – 90% or above	Ongoing	Leadership Team PBL Team

Provide professional development for all staff around PBL, Trauma, Functional Behaviour, Cultural Competency and child centred best practice to ensure a calm, cultural safe environment for all students.	100% of staff feel they have access to quality professional development (S2086) 100% of staff feel this is a good school (S2108) 100% of students feel their teachers care about them (S2063)	Ongoing	Leadership Team PBL Team
Implement the Resilience Project – a program teaching the strategies of Gratitude, Empathy, Mindfulness, and Emotional literacy.	100% staff and student engagement 100% Parents feel teachers at this school are interested in their child’s wellbeing (S2021) 100% of students feel their teachers care about them (S2063)	Ongoing	Leadership Team Wellbeing Team

Endorsement

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



Rob McCullough
Principal



Terry Cornish
Assistant Regional Director