



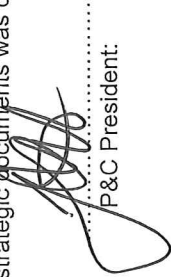
# DDSW Region Wyreema State School – Annual Implementation Plan – 2015

EQ Strategic	Key Priorities •Strategies	Performance Measures	Targets	Timeline				Personnel Responsible	Budget Link
				T1	T2	T3	T4		
<b>Objectives</b> <ul style="list-style-type: none"> <li>Quality teaching and learning</li> <li>Student, family and community engagement</li> <li>Positive schools that enhance student well-being, promote social inclusion and reduce educational disadvantage</li> <li>Improved attainment and transitions from school to further study</li> <li>Capable, agile and sustainable organisation</li> </ul>	<b>School and student performance in ... (eg Reading Or Numeracy)</b> <ul style="list-style-type: none"> <li>Improved student outcomes as outlined in the school's GRG document.</li> <li>Continue to implement and reflect on Whole School Programs.</li> <li>Focus energetically on the Whole School Maths Program with agreed strategies, terminology and high priority.</li> <li>Ensure that all Discipline Audit recommendations are being implemented.</li> </ul>	<b>NAPLAN</b> <ul style="list-style-type: none"> <li>Percentage of students at or above National Minimum Standard in Year 3, 5, and 7</li> <li>Percentage of students in the Upper 2 bands of each domain in Year 3, 5, and 7 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy</li> <li>Mean Scale Score in Year 3, 5, and 7 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy</li> <li>The gap between Indigenous and non-Indigenous Mean Scale Scores – with a significant focus on Year 3 Reading and Year 3 Numeracy</li> </ul> <b>ATTENDANCE AND RETENTION</b> <ul style="list-style-type: none"> <li>Average attendance rate for students</li> <li>The gap between Indigenous and non-Indigenous attendance rates.</li> </ul>	<ul style="list-style-type: none"> <li>All students above NIMS</li> <li>30% of students in U2B.</li> <li>Average and above mean score in all areas.</li> <li>Baseline gap data to be collected.</li> <li>Above 93%</li> <li>Baseline data to be collected.</li> </ul>	X	X	X	X	Principal Teachers Teacher Aides Parents Students	Curriculum Literacy and Numeracy GRG Funding
<b>Deliverables</b> <ul style="list-style-type: none"> <li>Literacy, Numeracy and Science</li> <li>Quality Teaching and Curriculum</li> <li>Attendance, Retention and Attainment</li> <li>Close the Gap- indigenous / non-indigenous students.</li> <li>School Performance &amp; Improvement</li> </ul>	<b>Implementation of National Curriculum</b> <ul style="list-style-type: none"> <li>Continued successful implementation of the all National Curriculum</li> <li>Ensure that School Curriculum remains aligned with National Curriculum.</li> <li>Ensure that all Curriculum Audit recommendations continue to be implemented</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of teachers successfully implementing English Maths and Science curricula in 2014</li> <li>Percentage of teachers successfully implementing all other National curriculum subjects eg: History.</li> <li>Percentage of recommendations implemented.</li> </ul>	<ul style="list-style-type: none"> <li>100%</li> <li>100%</li> <li>100%</li> </ul>	X	X	X	X	Teachers Principal Pedagogical Coach Curriculum and Teaching Team	Curriculum Literacy and Numeracy
	<b>Staff Development &amp; Performance</b> <ul style="list-style-type: none"> <li>Completion of DPP with all staff.</li> <li>On-going PD including explicit teaching</li> <li>Regular meetings examining data to improve student outcomes (purposeful use of data)</li> <li>Coaching and Feedback using Pedagogical Coach expertise, Principal and peer observations - including colleagues from other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of staff with a Developing Performance Plan in place</li> <li>Percentage of school workforce satisfied with access to quality PD opportunities (S076)</li> <li>Percentage of school workforce satisfied that they receive helpful feedback on their work (S024)</li> <li>Percentage of school staff members satisfied with morale in the school (a composite measure based on S016, S018, S019 &amp; S020)</li> </ul>	<ul style="list-style-type: none"> <li>100%</li> <li>Above 95%</li> <li>Above 95%</li> <li>100%</li> </ul>	X	X	X	X	Teachers Principal Pedagogical Coach Curriculum and Teaching Team SV Cluster	PD
	<b>Community confidence</b> <ul style="list-style-type: none"> <li>Continued and heightened, high emphasis on community communication as outlined in the Parent and Community</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of parents/ caregivers satisfied with their child's school (S100)</li> <li>Percentage of parents/ caregivers satisfied that their child is getting a good education at school</li> </ul>	<ul style="list-style-type: none"> <li>Above 95% in all areas.</li> </ul>	X	X	X	X	Community All staff ARD	Administration Facilities

	<p><i>Engagement document.</i></p> <ul style="list-style-type: none"> <li>Using School Opinion Survey data to drive successful parent and community engagement eg: publicising through the newsletter information on behaviour management in the school.</li> <li>Continued high priority given to the school playgroup - enabling Pre-Preps to become familiar with the school and staff.</li> <li>Continued rigorous consultation with P and C and other significant parties.</li> </ul>	<p>(S109)</p> <ul style="list-style-type: none"> <li>Percentage of students satisfied that they are getting a good education at school (S110)</li> </ul>			Playgroup
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This Annual Implementation Plan and associated strategic documents was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

  
 .....  
 Principal:

  
 .....  
 P&C President:

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 ARD:

**Appendices:**

- o The financial component\* of the Annual Implementation Plan incorporates 2 components:
  - The Annual Financial Report
  - Progressive Cash flow Printout – from Budget Template

*(The BOR & ARS will be accessed via OneSchool – no requirement for schools to submit electronically)*

\* Contact your Senior Finance Officer for support if required