



Wynnum State School Annual Implementation Plan 2016



School Improvement Priorities 2016

Improvement priority – Learning to Read and Reading to Learn – Cracking the Code

Strategy – Phonological and phonemic awareness, word study and high frequency words			
Actions	Targets	Timelines	Responsible Officer/s
Continue to embed Phonological and Phonemic awareness in Prep and beyond to support reading	at or above a score of 24 (SPATR) PM Benchmarking Year level targets	Mid and end of year	Sue Sutton
Continue to embed in practice, spelling strategies through the implementation of Words Their Way and David Hornsby's strategies, into writing	5% increase in the % of students attaining expected features for that year level	Term 3	Sonya Wilson
Explicit teaching of Wynnum Words (high frequency words) for automaticity	Year level targets for Prep, Year 3, Year 5	Mid and end of year	Juleen Baxter
Strategy – Explicit Teaching of decoding, fluency and comprehension			
Actions	Targets	Timelines	Responsible Officer/s
Implementation of quality guided reading instruction in all year levels	5% increase in PM Benchmark levels, PATR and TORCH	Term 2 and 4	Sue Sutton Sonya Wilson
Explicit teaching of comprehension thinking skills – utilising the Big 8 (placemat)	5% increase in PM Benchmark levels, PATR and TORCH	Term 2 and 4	Glenyce Hadfield Sue Sutton
Utilise Reciprocal Teaching strategies to consolidate the thinking skills for comprehension	5% increase in PM Benchmark levels, PATR and TORCH	Term 2 and 4	Sonya Wilson
Embed in practice Loving Literature across the school	5% increase in PM Benchmark levels, PATR and TORCH	Term 2 and 4	Glenyce Hadfield
Strategy – Oral language and Vocabulary development			
Actions	Targets	Timelines	Responsible Officer/s
Develop Prep oral literacy program through explicit and shared practice	80% success rate level assessment	Term 4	Megan O'Farrell
Explicit teaching of tier 2 and 3 vocabulary employing the strategies of STRIVE into reading, oracy and writing		Term 4	Sonya Wilson

Improvement priority– Mathematics, problem solving and fluency

Strategy – Number Understanding & Fluency			
Actions	Targets	Timelines	Responsible Officer/s
Consolidate teaching of number concepts and processes in whole number (whole school) and fractions (Yrs 4,5,6)	Students at 'C' and above Whole Number 70%	August 2016	Helen Lentakis
Develop capacity in the teaching of mental computation strategies to improve fluency	70%	End of year	Helen Lentakis
Strategy – Problem Solving			
Actions	Targets	Timelines	Responsible Officer/s
Consolidate whole school approach for the explicit teaching of problem solving using POLYA model (See, Plan, Do, Check)	70%	End of year	Helen Lentakis Cheryl van Fleet
Reinforce comprehension skills in problems (SEE)			Helen Lentakis Cheryl van Fleet
Continue to embed in practice problem solving (higher order thinking) to extend students' understanding of concepts			Helen Lentakis Cheryl van Fleet

Improvement priority– Building Capacity (Mentoring and Coaching)

Strategy – Data In Use			
Actions	Targets	Timelines	Responsible Officer/s
Develop staff capacity in data analysis to inform targeted teaching of literacy and numeracy (Data wall, collaborative data inquiry)	5% or more C and above results	End of year	Helen Lentakis Sonya Wilson
Refine the three tiered approach to differentiation through Student Support and Data Group	Individual student improvement	Ongoing	Lara Collingwood
Strategy – Field Knowledge and Pedagogical Practice			
Actions	Targets	Timelines	Responsible Officer/s
Develop pedagogical practices eg gradual release of responsibility, learning intentions, student goal setting	Evidence in walk throughs and observations		Glenyce Hadfield
Investing in staff development through instructional leadership – Reading and Number, year level coordinators			Sonya Wilson Helen Lentakis
Feedback and feed forward on explicit teaching instruction - (Walk throughs and observations)			Literacy Team Numeracy Team
Strategy – Social and Learning Behaviours			
Actions	Targets	Timelines	Responsible Officer/s
Embedding the Habits of Mind	Report card behaviour and effort	End of semester 1 and 2	Glenyce Hadfield Ron Van de Brande

Endorsement

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



Principal

P and C / School Council

Assistant Regional Director

