



# Wynnum State School

## 2021 Annual Implementation Plan

### Improvement Priority 1. Deepen teacher understanding of the Australian Curriculum - planning, teaching, assessing, reporting and moderating.

#### Targets

Consistent set of GTMJ's aligned with the Australian Curriculum for English.  
10% improvement in A-C for English and Maths.

**Strategy:** Develop and review consistent marking criteria aligned with Australian Curriculum for Reading/Writing/Number.

Actions	Timeline	Responsible Officer(s)
Evaluate and refine developed template for use in all assessment tasks for English.	Term 2	Helen Lentakis, Brendan Vickers, Sonya Wilson
Provide teachers with time to plan each term within year level teams to review GTMJ's and collaboratively document backward mapping for English.	Ongoing	Helen Lentakis, Brendan Vickers

**Strategy:** Strengthen moderation processes to include pre-moderation, monitoring, calibration, reflection to inform future planning and student next step learning in Reading, Writing and Mathematics.

Actions	Timeline	Responsible Officer(s)
Develop a framework for moderation processes, documenting professional expectations - consistent structure, establish protocols and train facilitators.	Term 2	Helen Lentakis, Brendan Vickers
Gather and annotate student work samples for reading and writing to create a folio of student achievement.	Ongoing	Helen Lentakis, Brendan Vickers

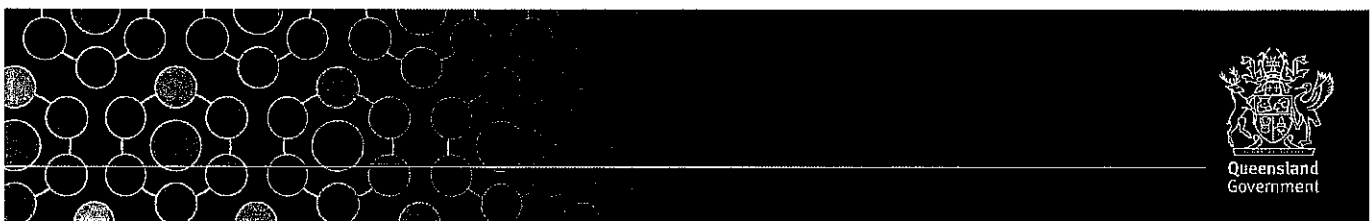
### Improvement Priority 2. Design a Wynnum State School Writing Program which consolidates the features of the Reading Program.

#### Targets

Document a collective vision statement for writing at Wynnum State School.  
Design a Wynnum State School Writing Program that builds on the processes and practices of the Reading Program.

**Strategy:** Research pedagogical practices to support the explicit teaching of writing from P-6.

Actions	Timeline	Responsible Officer(s)
Research 'high yield' pedagogical practices to support the explicit teaching of writing, deepening the understanding of the literacy continuum within Australian Curriculum.	Term 2	Megan Connell





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**Improvement Priority 3. Collaboratively enhance school-wide behaviour systems and associated teaching practices, as reflected in the Student Code of Conduct.**
**Targets**

Improved School Opinion Survey results relating to the management of behaviour from students, teachers and parents.  
Improved disciplinary absence data for all students, and specifically for students with a disability.

**Strategy:** Develop staff, student and parent understanding of the tiered strategies within the Student Code of Conduct and the alignment with the school's value system, Habits of Mind.

Actions	Timeline	Responsible Officer(s)
Mentor year level team on Student Code of Conduct and the strategies available in Tiers 1 and 2.	Ongoing	Lara Collingwood, Grant Henville, Brendan Vickers, Sonya Wilson
Processes and expectations regularly communicated to parents through formal and informal communication channels.	Ongoing	Sonya Wilson

**Strategy:** Enhance the Student Support and Data Group process to include a case management approach to develop Behaviour Support Plans, set goals, and identify strategies to respond to identified needs.

Actions	Timeline	Responsible Officer(s)
Document a case management process to direct support to students identified through SSDG requiring differentiated support.	Ongoing	Lara Collingwood, Sarah Round, Brendan Vickers, Sonya Wilson
Provide release of teachers to engage in Case Management process with precinct leader and support teachers.	Ongoing	Lara Collingwood, Megan Connell, Brendan Vickers, Sonya Wilson
Employ learning support teachers to deliver focused teaching or intervention in consultation with homeroom teachers.	Ongoing	Lara Collingwood, Megan Connell, Brendan Vickers, Sonya Wilson
Provide additional resources to support the management of complex cases through the purchase of a full time Guidance Officer.	Ongoing	Sarah Round, Sonya Wilson



# 2021 Annual Implementation Plan

## Improvement Priority 4. Strengthen inclusivity strategy to drive school improvement for the diverse range of learners.

### Targets

- Improvement in A-C academic performance for students with a disability.
- Improvement in disciplinary absences for students with a disability.
- Improved results in School Opinion Survey for parents of a student with a disability.

**Strategy:** Update and refine school's data sets to reflect strategic data discussions and students in identified target groups.


Actions	Timeline	Responsible Officer(s)
Introduction of Early Start Literacy and Numeracy in Prep at the beginning and end of year, and in Years 1 and 2 at the end of the year.	Term 4	Helen Lentakis
Support teachers to plan next step learning for targeted students using the Literacy Continuum.	Ongoing	Megan Connell, Helen Lentakis, Brendan Vickers
Review and update Data Plan for more strategic data gathering.	Term 4	Megan Connell

**Strategy:** Develop the confidence and capabilities of all teachers to implement a culture of inclusion to meet the diverse student learning needs, levels of readiness and learning behaviours.

Actions	Timeline	Responsible Officer(s)
Refine the school-wide approach for planning, recording, communicating and reviewing impact of reasonable adjustments (learning and wellbeing).	Ongoing	Lara Collingwood, Megan Connell, Brendan Vickers, Sonya Wilson

### Endorsement

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

  
Principal

  
P and C / School Council

  
Assistant Regional Director

