

Priorities	Key Strategies (What is expected of me as a teacher at WPS)	Explicit links to Partnership Improve Plan	Explicit links to Annual Report and ESR recommendations	Explicit links to current resourcing/budgeting priorities	Evidence	Class targets	Whole School Targets
Numeracy	<p>Continue with Tierney Kennedy Mathematics program in particular:-</p> <ul style="list-style-type: none"> All teachers will scan for misconceptions appropriate to their year level and respond with interventions. All teachers will conduct at least one problem solving lesson per week including questions that are meaningful and unfamiliar All staff will use numeracy (& literacy) data to inform their teaching practice. <p>STEM focus from R-7 in particular:-</p> <ul style="list-style-type: none"> All teachers will work with the STEM coach to develop STEM units of work that require students to apply their skills in new ways using collaboration, problem-solving and interdisciplinary thinking. All teachers will trial the use of at least one of the 'new' technologies to support learning (ie. 3D printing, robotics or coding) MP Staff and STEM coach attend 'STEM Spaces' T&D to co-design the 'ideal' staff T&D around STEM. 	<p>All sites will collect, analyse and act on partnership agreed data sets to inform pedagogical shift at a site and partnership level.</p> <p>All Primary and Secondary teachers will engage in a partnership agreed targeted numeracy program.</p> <p>Continuity of learning will underpin the pedagogic shift direction.</p> <p>Every teacher will have pedagogic shift as part of their Performance Development Plan, providing evidence of how they have</p> <p>Making learning visible to parents and families.</p>	<p>ESR Direction 1: Improve numeracy achievement and retention in upper bands across the school through the consistent implementation of agreed evidence-based pedagogical approaches in numeracy teaching.</p> <p>ESR Direction 2. Develop a whole-school approach to having teachers observe colleagues in implementing and sharing the agreed evidence-based pedagogical practices to student achievement and growth in learning from R - 7.</p> <p>ESR Direction 4. Provide regular, ongoing and focussed P&D opportunities for staff to support the successful and consistent implementation of agreed, documented teaching practices and curriculum priorities across the school.</p> <p>ESR Direction 5b. Communicate the approaches and progress made to all stakeholders to foster community understanding and support for the changes being implemented.</p>	<p>All teaching staff released to participate in a PLC with a pedagogical shift focus but through a STEM lens</p> <p>All teachers observe TK modelling Maths approach, watch and respond to TK webinars & attend TK SFDs</p> <p>Junior Primary teachers released and funded to attend STEM/21st C teaching and Learning conference with 2 reps from Woodside Preschool.</p> <p>Middle Primary teachers involved in STEM spaces project with ASMS and other schools across the state.</p> <p>Upper Primary teachers released to jointly plan, teach, assess and moderate interdisciplinary STEM units of work</p> <p>10 staff released to attend the 3D printing in Primary Schools T&D</p> <p>Investment in STEM clean technologies and establishment of a makerspace.</p> <p>Numeracy, New Technologies and STEM coaches identified and released to work collaboratively with staff.</p>	<p>Misconception tests.</p> <p>Naplan and PAT numeracy data</p> <p>Moderated work samples via a portfolio in both Mathematics and STEM</p> <p>All staff to include engagement in TK Problem Solving approach and STEM in PDP</p> <p>Students to include improvement in Mathematics Problem Solving and progress in STEM as part of their Student Led Conference</p>	<p>6 out of 8 (75%) for SEA For Chris' Yr 3s 5 out of 10 (50%) for SEA For Andrea's Yr 3s 10 out of 11 (91%) for SEA For Sarah's Yr 3s</p> <p>9 out of 10 (90%) for SEA For Anne's Yr 5s 10 out of 14 (71%) for SEA For Meaghan's Yr 5s 8 out of 12 (67%) for SEA For Ben's Yr 5s</p> <p>0 out of 8 (0%) HB for Chris' Yr 3s 3 out of 10 (50%) HB for Andrea's Yr 3s 4 out of 11 (36%) HB for Sarah's Yr 3s</p> <p>6 out of 10 (60%) HB for Anne's Yr 5s 6 out of 14 (43%) HB for Meaghan's Yr 5s 3 out of 12 (25%) HB for Ben's Yr 5s</p> <p>6 out of 3 (200%) HB retention for Anne's Yr 3-5s 6 out of 8 (75%) HB retention for Meaghan's Yr 3-5s 3 out of 4 (75%) HB retention for Ben's Yr 3-5s</p> <p>12 months growth for every learner in PAT M</p>	<p>21 out of 29 (73%) for SEA Total at Year 3</p> <p>27 out of 36 (75%) for SEA Total at Year 5</p> <p>17 out of 23 (74%) for SEA for Jess' Yr 7s</p> <p>7 out of 29 (24%) for HB Total at Year 3</p> <p>15 out of 36 (42%) for HB Total at Year 5</p> <p>3 out of 23 (13%) HB for Jess' Yr 7s</p> <p>15 out of 15 (100%) for HB retention Total at Year 3-5</p> <p>3 out of 7 (43%) HB retention for Jess' Yr 3-7s</p> <p>3 out of 4 (75%) HB retention for Jess' Yr 5-7s</p>
Literacy	<p>At least 4 times in the year, all Year 3-7 teachers will assess reading comprehension using the WPS assessment tool and then respond with interventions using appropriate Sheena Cameron strategies.</p> <p>All R-7 teachers will collect and assess 4 samples of writing across 2 genres in the year. These will be kept in individual portfolios for moderation and to assess growth. R-2 teachers will assess 'recount' in T1&3 and 'procedural' writing in T2&4. Year 3-7 teachers will assess 'narrative' in T1&3 and 'persuasive' writing in T2&4. Appropriate '7 Steps to Writing' & 'Sheena Cameron' strategies will then be selected for targeted intervention.</p> <p>All R-3 teachers will include 'Jolly Phonics' writing strategies from 2016 Santina DiMauro training and use the associated matrix for moderation.</p>	<p>All sites will collect, analyse and act on partnership agreed data sets to inform pedagogical shift at a site and partnership level.</p>	<p>ESR Direction 5a. Strategically connect the analysis of the learning data, strategies identified in the SIP and the ongoing review and reporting of evidence of improvement.</p> <p>ESR Direction 6. Monitor and review the implementation of the improvement agenda as described in the Site Improvement Plan in an ongoing and rigorous manner. Use multiple measures of data to make collaborative decisions and documented agreements about the effective teaching strategies to be implemented across the school and report these to all stakeholders.</p>	<p>Staff meeting time dedicated to modelling process; moderating samples; analysing results.</p> <p>2 x Shared SFDs dedicated to collaborative moderation and learning and assessment design</p>	<p>Moderated work samples in reading comprehension and writing</p> <p>Running records</p> <p>Naplan and PAT literacy data</p>	<p>5 out of 7 (72%) for WPS RR for Maryann's Yr 1s 3 out of 7 (43%) for WPS RR for Karen's Yr 1s 4 out of 9 (44%) for WPS RR for Wendy's Yr 1s</p> <p>12 out of 14 (86%) for WPS RR for Wendy's Yr 2s 8 out of 14 (57%) for WPS RR for Chris' Yr 2s 12 out of 15 (80%) for WPS RR for Andrea's Yr 2s</p> <p>8 out of 8 (100%) for SEA For Chris' Yr 3s 14 out of 15 (93%) for SEA For Andrea's Yr 3s 11 out of 11 (100%) for SEA For Sarah's Yr 3s</p> <p>9 out of 10 (90%) for SEA For Anne's Yr 5s 10 out of 14 (72%) for SEA For Meaghan's Yr 5s 9 out of 12 (75%) for SEA For Ben's Yr 5s</p> <p>0 out of 8 (0%) HB for Chris' Yr 3s 3 out of 15 (20%) HB for Andrea's Yr 3s 6 out of 11 (55%) HB for Sarah's Yr 3s</p> <p>8 out of 10 (80%) HB for Anne's Yr 5s 7 out of 14 (50%) HB for Meaghan's Yr 5s 6 out of 12 (50%) HB for Ben's Yr 5s</p> <p>8 out of 8 (100%) HB retention for Anne's Yr 3-5s 7 out of 11 (64%) HB retention for Meaghan's Yr 3-5s 5 out of 6 (83%) HB retention for Ben's Yr 3-5s</p> <p>12 months growth for every learner in PAT R</p>	<p>12 out of 23 (52%) for WPS RR for Total Yr 1s</p> <p>32 out of 43 (74%) for WPS RR for Total Yr 2s</p> <p>33 out of 34 (97%) for SEA Total at Year 3</p> <p>28 out of 36 (78%) for SEA Total at Year 5</p> <p>17 out of 23 (74%) for SEA at Jess' Yr 7s</p> <p>9 out of 34 (27%) for HB Total at Year 3</p> <p>21 out of 36 (58%) for HB Total at Year 5</p> <p>5 out of 23 (22%) HB for Jess' Yr 7s</p> <p>20 out of 25 (80%) for HB retent Total at Year 3-5</p> <p>8 out of 15 (53%) HB retention for Jess' Yr 3-7s</p> <p>8 out of 12 (67%) HB retention for Jess' Yr 5-7s</p>
Attendance	<p>Improving engagement through increased student voice in learning.</p> <p>Improve sense of belonging at school by every teacher including a 'Play is the Way' session at least once per week.</p>	<p>Use students and expert teachers to build teacher capacity</p>		<p>All Year 5 - 7 students attend a design thinking workshop with a focus on student voice.</p>	<p>Engagement surveys</p> <p>Student voice in learning audits (both internal and DECD Survey of Wellbeing and Student engagement for Years 6/7)</p>		<p>School attendance target is above 95%</p>