

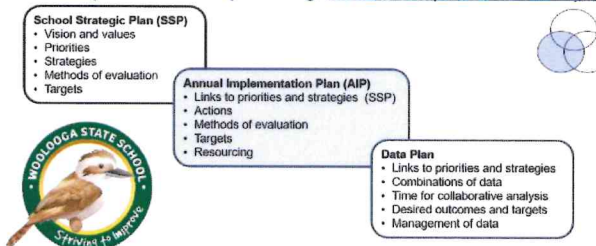
Leadership Challenge
Woolooga State School will develop an inclusive pedagogical approach to engage all learners. The three levels of planning will guide quality delivery of the Australian Curriculum.

Woolooga State School Annual Improvement Plan 2022

Key Improvement Priority –

Every student succeeding: Delivery of the Australian Curriculum through enactment of inclusive pedagogies.

School performance planning: [Annual implementation plan](#)



Leadership Challenge
Woolooga State School will have a precise, rigorous and enacted moderation process, incorporating case management of all students, to improve outcomes for all students. All students will achieve A-C in English.

Regional Improvement Plan Focus Areas	Quality	Baseline	6 Month progress	12 Month progress																																																															
Every Student Succeeding (Every school delivering the Australian Curriculum with fidelity)	<ul style="list-style-type: none">• 3 Levels of planning• Individual case management• Whole school inclusive pedagogical approach• Moderation approach• Disaggregate data for OOHC, Indigenous and SWD.• PLPs case management for all SWD• ESP for all OOHC within four weeks of enrolment• Playgroup on-site to improve Prep transitions.	English Achievement 2021	English Achievement	English Achievement																																																															
		<table><tr><th>students</th><th>A-C</th><th>A-B</th></tr><tr><td>Prep (3)</td><td></td><td></td></tr><tr><td>Yr 2 (1)</td><td>100%</td><td>100%</td></tr><tr><td>Yr 3 (2)</td><td>50%</td><td>50%</td></tr><tr><td>Yr 4 (1)</td><td>0%</td><td>0%</td></tr><tr><td>Yr 5 (1)</td><td>100%</td><td>0%</td></tr><tr><td>Yr 6 (3)</td><td>100%</td><td>33%</td></tr></table>	students	A-C	A-B	Prep (3)			Yr 2 (1)	100%	100%	Yr 3 (2)	50%	50%	Yr 4 (1)	0%	0%	Yr 5 (1)	100%	0%	Yr 6 (3)	100%	33%	<table><tr><th>students</th><th>A-C</th><th>A-B</th></tr><tr><td>Prep (3)</td><td>100%</td><td>100%</td></tr><tr><td>Yr 2 (1)</td><td>100%</td><td>100%</td></tr><tr><td>Yr 3 (2)</td><td>50%</td><td>50%</td></tr><tr><td>Yr 4 (1)</td><td>0%</td><td>0%</td></tr><tr><td>Yr 5 (1)</td><td>100%</td><td>100%</td></tr><tr><td>Yr 6 (3)</td><td>100%</td><td>67%</td></tr></table>	students	A-C	A-B	Prep (3)	100%	100%	Yr 2 (1)	100%	100%	Yr 3 (2)	50%	50%	Yr 4 (1)	0%	0%	Yr 5 (1)	100%	100%	Yr 6 (3)	100%	67%	<table><tr><th>students</th><th>A-C</th><th>A-B</th></tr><tr><td>Prep (3)</td><td>100%</td><td>100%</td></tr><tr><td>Yr 2 (1)</td><td>100%</td><td>100%</td></tr><tr><td>Yr 3 (2)</td><td>100%</td><td>50%</td></tr><tr><td>Yr 4 (1)</td><td>100%</td><td>0%</td></tr><tr><td>Yr 5 (1)</td><td>100%</td><td>0%</td></tr><tr><td>Yr 6 (3)</td><td>100%</td><td>67%</td></tr></table>	students	A-C	A-B	Prep (3)	100%	100%	Yr 2 (1)	100%	100%	Yr 3 (2)	100%	50%	Yr 4 (1)	100%	0%	Yr 5 (1)	100%	0%	Yr 6 (3)	100%	67%
		students	A-C	A-B																																																															
		Prep (3)																																																																	
		Yr 2 (1)	100%	100%																																																															
		Yr 3 (2)	50%	50%																																																															
		Yr 4 (1)	0%	0%																																																															
		Yr 5 (1)	100%	0%																																																															
Yr 6 (3)	100%	33%																																																																	
students	A-C	A-B																																																																	
Prep (3)	100%	100%																																																																	
Yr 2 (1)	100%	100%																																																																	
Yr 3 (2)	50%	50%																																																																	
Yr 4 (1)	0%	0%																																																																	
Yr 5 (1)	100%	100%																																																																	
Yr 6 (3)	100%	67%																																																																	
students	A-C	A-B																																																																	
Prep (3)	100%	100%																																																																	
Yr 2 (1)	100%	100%																																																																	
Yr 3 (2)	100%	50%																																																																	
Yr 4 (1)	100%	0%																																																																	
Yr 5 (1)	100%	0%																																																																	
Yr 6 (3)	100%	67%																																																																	
*1 x Y6 ?% homeschool 2021		*1 stnt will move to an ICP (Y3)																																																																	
Regional Improvement Plan Focus Areas	Access and Engagement	Baseline	6 Month progress	12 Month progress																																																															
Every Student Succeeding	Leadership Challenge: <i>Woolooga State School will develop an inclusive <u>pedagogical approach</u> to engage all learners. The three levels of planning will guide quality delivery of the Australian Curriculum.</i>	<ul style="list-style-type: none">• Learning Walls in English• Markers students include: SWD, OOHC, ATSI• Network 16 collaboration – Sharratt Practice sharing• NCR and Gympie Alliance networking re pedagogy																																																																	
	Leadership Challenge: <i>Woolooga State School will have a precise, rigorous and enacted <u>moderation process</u>, incorporating <u>case management of all students</u>, to improve outcomes for all students. All students will achieve A-C in English.</i>	<ul style="list-style-type: none">• Small schools’ pre-mod• CASW (M1.5) weeks 5 & 7• Case manage all students• ESP for OOHC• Support meetings (ICPs)• Specialist services – HOSSES, GO, AVT, BM, OT, SLP• Read and writing goals• Playgroup – Prep transitions																																																																	

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



The 2022 Key Improvement Priority of **Every Student Succeeding** will be led through actioning the key focus areas.

Focus PERFORMANCE <i>lifting the performance of each child and student in our state schooling system.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Collect A-E English data (update data wall)	Termly (end)	Data plan I4S budget	Leadership team Teaching staff	
	Whole staff analysis of A-E English data				
	Use of 5 questions (Sharratt) to reflect on student understanding of; task, how they are going and how they can improve.	Regular and ongoing	5 Questions	Teachers Teacher Aides	
	Continue development of Woolooga Wildlings Playgroup – strengthen transitions into Prep.	Weekly	Teacher aide x 1 day per week.	Playgroup leader Principal	
	Develop reading and writing goals to target individualised improvement areas that align with success criteria for English units.	Termly	GTMJ	Teachers Teacher aides	
	Students access learning walls as the third teacher and to clarify learning intentions and success criteria.	daily	Learning walls	Teachers Teacher aides	
Focus TEACHING <i>a focus on the capability and capacity to enact a deep understanding of the P12 CARP. Teaching will have us focus on the middle layer, or the 'engine room' of the School Improvement Hierarchy, of systematic curriculum delivery, effective pedagogical practices and expert teaching teams, especially in aligning curriculum, pedagogy and assessment and using evidence of student learning to inform next steps for students and teachers.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Every teacher delivering the Australian Curriculum in classrooms using the 3 levels of planning, as outlined in the CARP.	Every day	OneNote with 3 levels of planning	Principal Teachers	
	Review the CARP each semester. Audit and update changes to planning.	Termly	CARP		
	Teacher/ teacher aide observation and feedback processes	Termly, starting term 2	Observation and feedback	Teachers Teachers aides	
	Continue to research and embed a range of effective pedagogical practices. Collaborate with cluster & Alliance schools, networks ...	Termly	Research – Ped Practices Gympie Alliance	Teaching staff PAT-L	
	Upskill Teacher Aides to better support learning in foundation literacy skills (phonics, letter formation, decoding strategies, comprehension strategies, phonemic awareness, beginning writing, vocabulary development etc)	Termly	Teacher Aides Sheena Cameron Comprehension, Magic Words high frequency words, Sound Waves phonics etc.. *Reading Centre?	Principal to arrange	

Focus CAPABILITY <i>supporting tailored professional learning pathways for our people and planning to learn from one another and share the lessons learnt.</i>					AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Build self and staff capability through research based learning - Lyn Sharratt. Supported by NCR and Network 16 team.	Ongoing	Clarity text (Lyn Sharratt)	Principal	
	Provide professional learning to all staff – teachers and teacher aides -to continue to deepen knowledge of 3 levels of planning.	Termly	CARP 3 Levels (OneNote)	Whole Staff	
	Purchase additional teacher and teacher aide resourcing to support targeted intervention and early learning programs.	Ongoing – update and needs change	I4S	Principal	
	Provide opportunities for TAs to engage in SETA (social emotional teacher aide) regional provisions training.	termly	I4S	Emma Green and BM team	
	Case management meetings with whole staff engagement. CMM reflect on marker student progress (A-E) at staff meetings.	Approx 3 times per term.	CASW templates	Principal	
Focus PARTNERS <i>fostering strategic partnerships that build understanding and expertise, and co-ordinating, collaborating or co-designing shared work with partners.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Support case management of vulnerable students through case management partnerships including: GO, AVT, SLP, BM, HOSES, OT, PYSC	Termly	School budget I4S	Principal	
	Inclusive School visits from/ with ARDs, (e.g. Sharratt Network 16) focus on best practice within the school.	Semester	I4S	Teachers Teacher aides	
Focus WELLBEING <i>creating respectful and positive learning environments, and explicitly teaching and modelling social and emotional skills, values and expectations for behaviour.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Develop a Staff Wellbeing Framework	Ongoing	DET Framework Regional support	All staff	
	Designate a volunteer Wellbeing Officer to promote wellbeing across the school	Ongoing	SETA training	Wellbeing Officer	
	Continue to contribute to the Gympie Alliance model of behaviour support (BM)	ongoing	Budgeted	Principal	

Focus INCLUSION <i>promoting, maintaining, and taking action on the expectation that all students will learn successfully and understanding the different strengths and barriers to learning that exist for each child and student, and planning how to partner with them to take action to promote learning.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Adjust and differentiate curriculum delivery at the M1 phase of planning for teaching	Termly	I4S (teacher and TA release)	Principal	
	Determine inclusion learning pathway for Woolooga, What will the pedagogical approach look like? How does it encompass inclusive learning pedagogies?	Ongoing. Term 3 draft	WSS Pedagogical approach placemat	Principal	