



Warwick Central State School

2019 Annual Implementation Plan

Improvement Priority 1. Reading

Targets

NAPLAN NMS: 98% Year 3 Reading; 90% Year 5 Reading. NAPLAN U2B: 50% Year 3 Reading; 25% Year 5 Reading. School Reading Level Benchmarks to match or exceed Regional Reading Level Benchmarks each term.

Strategy:	Investing 4 Success Funding: Reading Intervention Teacher implementing a modified Reading Recovery program to improve Reading Level Results for Prep to Year 3 students.
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Actions	Timeline	Responsible Officer(s)
I4S funds to be used to employ a dedicated Reading Intervention Teacher, engaging parents and carers in an individually focussed reading program for students with the identified capability to improve.	Term 4	Donna Thompson

Strategy:	Employ a specifically skilled Speech Language Pathologist to work closely with the support staff and classroom teachers to implement intensive instruction to students on vocabulary development and enriched oral language through specific strategies.
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Actions	Timeline	Responsible Officer(s)
Extend the SLP service from 0.1 to 0.5 weekly, implementing a range of programs including Read It Again Q and STRIVE to enrich and develop oral language and vocabulary knowledge.	Term 4	Seline Fallon

Strategy:	Review student performance data each term at designated staff meetings to ensure accurate teaching, learning and assessment strategies with a focus on improvement (Faces on Data).
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Actions	Timeline	Responsible Officer(s)
Key staff to attend Phases 2 & 3 of Faces on Data, extending electronic data walls, developing case management processes, and defining individual student goals for learning.	Ongoing	Alison Cavanagh, Christine Dolley, Robyn Marsh, Brooke Wilson

Strategy:	Conduct regular workshops on reading support programs for teacher aides, volunteers, school elders, parents and carers to support teaching strategies in reading.
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Actions	Timeline	Responsible Officer(s)
Principal's Prattle each Monday morning during Playgroup to be used to provide workshops for parents, carers and community members on reading, writing and numeracy strategies for students.	Term 1	Christine Dolley





Warwick Central State School

2019 Annual Implementation Plan

Improvement Priority 2. Numeracy

Targets

NAPLAN NMS: 95% Year 3; 95% Year 5. NAPLAN U2B: 25% Year 3; 25% Year 5.
Maths % A or B: 45%; C or better 85%

Strategy:	Refine the Explicit Improvement Agenda to have a narrow and sharp focus; use data to monitor the effectiveness of implementation and measure success against established school targets.		
Actions		Timeline	Responsible Officer(s)
Extend and develop the Warwick Central State School Mathematics Program, based on the Year 3 program developed with Marg Buckle from Learning You, so that it encompasses Prep to Year 6.		Term 4	Deputy Principal, HOC
Strategy:	Critical Friend, Marg Buckle, from Learning You, to continue to support the implementation of a reviewed and reinvigorated WCSS mathematics program across all year levels.		
Actions		Timeline	Responsible Officer(s)
Marg Buckle to provide support as a critical friend and review and refine the Mathematics Program, once developed by DP and key staff members.		Term 4	Principal, Deputy Principal
Strategy:	Review the school's pedagogical framework to ensure it reflects agreed pedagogical strategies, is considered in curriculum planning processes and is consistently implemented across the school.		
Actions		Timeline	Responsible Officer(s)
Utilise staff meetings, HOC network and cluster colleagues, to review our current framework and develop a practical, effective framework for the future.		Term 4	Principal, Deputy Principal
Strategy:	Improve teacher capability through focused coaching and professional development to improve numeracy outcomes, focused on areas of improvement with targeted learning goals.		
Actions		Timeline	Responsible Officer(s)
Utilise remaining Master Teacher funds to provide opportunities for professional conversations with Marg Buckle and teaching teams with a focus on improved numeracy teaching.		Ongoing	Principal, Deputy Principal

Improvement Priority 3. Writing

Targets

English % A or B: 40% English % C or better: 80%
NAPLAN NMS Writing: 90% Year 3; 80% Year 5.
NAPLAN NMS Spelling: 90% Year 3; 92% Year 5.

Strategy:	Build a culture of self-evaluation and reflection that enables deeper discussions of data, monitors progress over time and includes case management processes.		
Actions	Timeline	Responsible Officer(s)	
Quick Writes, Journal Writing, effective implementation of the WCSS Writing/Handwriting/Grammar/Punctuation Programs across all year levels, with individual goal setting for and by students.	Ongoing	Deputy Principal	





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Improvement Priority 3. Writing

Targets

English % A or B: 40% English % C or better: 80%
 NAPLAN NMS Writing: 90% Year 3; 80% Year 5.
 NAPLAN NMS Spelling: 90% Year 3; 92% Year 5.

Strategy:	Continue to develop and adapt curriculum units aligned to the Australian Curriculum that are locally contextualised and quality assured for balance and coverage against content descriptors and achievement standards.		
Actions		Timeline	Responsible Officer(s)
Focus planning days when units of study are interrogated to find opportunities for purposeful writing across a range of genres.		Ongoing	Deputy Principal
Strategy:	Continue to utilise Spelling Mastery for Years 3 to 6 students in streamed groups to provide a specific focus on the structure of words, roots and origins, word building and word patterns, conducted regularly at least three times each week.		
Actions		Timeline	Responsible Officer(s)
Complete placement tests early Term 1 and where necessary, in Term 3 to stream Yr 3 to 6 students into Spelling Master classes conducted three times each week.		Term 1	Janet Forbes, Brooke Wilson

Improvement Priority 4. Science

Targets

Science % A or B 40% Science % C or better 90%

Strategy:	Develop a timetabled, professional learning plan that details a broad range of opportunities for capability development for all staff members including Annual Performance Development Plans(APDP), coaching, mentoring and models of feedback.		
Actions		Timeline	Responsible Officer(s)
Utilise expertise already existing on staff to develop a Professional Learning Plan specifically targeted to the needs of staff and students at WCSS, particularly around the STEM agenda.		Ongoing	Principal
Strategy:	Investing 4 Success: Employ an early years teacher and a speech language pathologist to work together intensively with Prep to Year 3 students on the development of scientific language skills and an enriched and extended vocabulary.		
Actions		Timeline	Responsible Officer(s)
Given the developmental vulnerability of WCSS Prep students on the AEDC Profile, the STLAN, RIT and SLP will develop a focussed rich oral language program linked to reading and writing.		Term 1	Seline Fallon, Donna Thompson, Brooke Wilson





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2019 Annual Implementation Plan

Improvement Priority 4. Science

Targets

Science % A or B 40% Science % C or better 90%

Strategy:	Implement Lyn Sharratt's "Faces on the Data" skills and strategies using school based and systemic data to develop individual learning plans, "Bump It Up" improvement walls, specific learning goals and focus on areas of improvement.
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Actions	Timeline	Responsible Officer(s)
Attend Phases 2 & 3 or Lyn Sharratt's "Faces on Data" workshops to develop a case management approach for our electronic data walls and classroom "Bump It Up" walls focussed on improvement.	Term 1	Alison Cavanagh, Christine Dolley, Robyn Marsh, Brooke Wilson

Strategy:	Reflect on current school practices and processes to promote a school culture of positive learning for all students focussed on differentiated teaching and learning processes to meet individual need.
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Actions	Timeline	Responsible Officer(s)
Utilise increased SET allocation, ESP & ICP processes to develop effective differentiated practices focussed on improvement for each individual student.	Ongoing	Janet Karle, Suzanne Usher, Brooke Wilson
Participate in ICAS, IMPACT, Deadly Readers and Deadly Digits, Chess, and STEM opportunities to cater for the Gifted & Talented students identified across the school.	Term 1	Robyn Marsh, Brooke Wilson

Improvement Priority 5. Attendance & Attainment

Targets

94% attendance rate each term

PBL goal of 98% students engaged in and following Central RULES.

Strategy:	Daily reinforcement of "Every Day Counts" through the use of text messages for unexplained absences; weekly letters and phone calls to parents; use of the Re-engagement Hub to encourage 100% attendance.
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Actions	Timeline	Responsible Officer(s)
Implement processes such as text messages, letters, phone calls, and meetings before moving to the strategies outlined on One Portal for unexplained absences.	Ongoing	Christine Dolley, Dean Males, Robyn Willing

Strategy:	Investing 4 Success funds utilised to employ a Student Services Officer who reinforces and follows up unexplained absences and provides a liaison service between home and school for disengaged students.
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Actions	Timeline	Responsible Officer(s)
Utilise ATSI/BM Aide to liaise with families about the importance of attendance, work with agencies such as Goolburri and Carbal, and scaffold increased attendance as a priority.	Ongoing	Christine Dolley, Dean Males, Robyn Willing





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2019 Annual Implementation Plan

Improvement Priority 5. Attendance & Attainment

Targets

94% attendance rate each term

PBL goal of 98% students engaged in and following Central RULES.

Strategy: Utilise Positive Behaviour for Learning to develop resilience, understanding, tolerance, health, well-being and a focus on the provision of optimum learning conditions in classrooms every day for every student.

Actions	Timeline	Responsible Officer(s)
PBL teacher to deliver lessons based on resilience, positive relationships and adherence to our PBL Central RULES, to every class every week, supported by a skit delivered by Year 6 Senior Leaders.	Ongoing	Elizabeth Paget

Strategy: Reflect on school practices and processes to promote a school culture of positive learning for all students; focus on differentiated learning practices to engage at all levels of achievement and improve teacher capacity through coaching and targeted professional development.

Actions	Timeline	Responsible Officer(s)
Combine Explicit Instruction, Faces on the Data and Teach Like a Champion strategies and practices to promote individualized and engaged students, working to reach goals and standards.	Ongoing	Principal, Deputy Principal

Improvement Priority 6. Closing the Gap between attendance and outcomes of Indigenous and Non-Indigenous Students

Targets

ATSI students 90% attendance

Close the Gap between Indigenous and Non-Indigenous students on NAPLAN Reading, Writing, Spelling, Grammar & Punctuation and Numeracy to less than 5%.

Strategy: Nominate eligible ATSI students in Deadly Readers & Deadly Maths online learning programs to drive improvement and develop networks across DDSW of students and teachers.

Actions	Timeline	Responsible Officer(s)
Work closely with DDSW regional staff on identifying students for the Deadly Readers, Deadly Digits, and Dynamic Deadlines programs to be delivered on line.	Term 1	Christine Dolley

Strategy: Develop evidence based plans with individual learning goals focused on achieving NMS and U2B on NAPLAN.

Actions	Timeline	Responsible Officer(s)
Utilise the Reading Intervention Teacher to work intensively with Year 3 students in preparation for NAPLAN Reading tests.	Term 1	Principal, Deputy Principal





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Improvement Priority 6. Closing the Gap between attendance and outcomes of Indigenous and Non-Indigenous Students

Targets

ATSI students 90% attendance

Close the Gap between Indigenous and Non-Indigenous students on NAPLAN Reading, Writing, Spelling, Grammar & Punctuation and Numeracy to less than 5%.

Strategy: Continue to reflect on practices to ensure positive learning for all students through strong links with community groups and services designed to improve the health and well-being of ATSI students and families.

Actions	Timeline	Responsible Officer(s)
Continue the Community Health Project with Carbal Medical Centre to provide prompt and effective medical treatments for students, and support parents in promoting healthy lifestyles.	Ongoing	Principal, Deputy Principal

Strategy: Develop and deliver pre-Prep literacy and numeracy programs in consultation with providers of early years care, utilising PIPPAs and the Early Years Network as effective vehicles, focused on Age Appropriate Pedagogies, and parent involvement and participation.

Actions	Timeline	Responsible Officer(s)
Identify and train volunteers to implement the Ready Readers Volunteer Program to support classroom reading processes and goals.	Term 1	Donna Thompson, Brooke 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

