



ENOGERA STATE SCHOOL

Annual Implementation Plan 2019

School Improvement Priorities 2019

Improvement Priority 1

Embed a research driven and evidence based pedagogical approach which promotes school-wide alignment with high expectations and consistency of practice in Literacy. Every Student will be reading at or above the expected level for their age based on Regional data. Students not achieving at their reading level will be supported by differentiated programs in order to optimise learning outcomes.

Strategy Embed the school's approach to the teaching of Reading in alignment with Spelling and Writing			
Actions	Targets	Timelines	Responsible Officer/s
Implement whole-school reading framework to articulate processes for explicit teaching of reading skills and strategies and planning for the reading demands of curriculum units.	Enoggera Literacy Program reviewed and embedded for end Semester 1 2019.	Terms 1-2	Principal, HoC, HOSE and Teachers
Provision of opportunities for U2 bands enhancement in Reading.	NAPLAN 2019 Yr 3 U2B – 70% Yr 5 U2B – 60%	Term 1 -4	Principal, Hoc, HOSE and Teachers
Embed Pre Prep and Prep school community partnership focussed on early identification of student need especially in the area of Reading.	All Prep students achieve Level 8 or more by the completion of Prep Year	Term 1 - 4	Principal, HoC, HOSE and Early Years Team.
Provision of resources required to embed Pre Prep and Prep Early Intervention Program.	All Staff trained in Jolly Phonics/ Jolly Grammar and have access to all required resources to implement effectively.	Term 1 -3	Principal and HoC
Embed the ability to collect, interpret and use data for improving student learning. Establish a short term data cycle.	NAPLAN 2019 Year 3 - 100% NMS Year 5 - 100% NMS	Term 1-4	Principal, HOSE and Teachers
Provision of professional development opportunities to best place all staff to support all students achieve school priorities.	All staff to develop and implement a PDP in line with school priorities.	Term 1- 4	Principal, HOC, HOSE and BM
Maintenance of small class groupings as a strategy to provide for targeted, differentiated Reading programs	All students achieve at year level Regional Data	Term 1	Principal, HOC, HOSE

* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.




Improvement Priority 2

Ensure through a process of goal/ target setting that each individual is able to achieve their personal best outcomes.

Strategy Ensure curriculum planning processes are focused on the goals and learning needs of individuals with an explicit focus on Reading			
Actions	Targets	Timelines	Responsible Officer/s
Use data walls to show distance travelled at an individual level.	All students are tracked for reading progress	Term 2	Principal, HOC, HOSE and Teachers
Develop and implement PD plan around goal setting and providing feedback to students.		Term 2	
Develop and implement formal processes for the recording and monitoring of individual goals.		Term 2	
Embed systemic scheduled meetings to discuss and plan individual intervention and support under Case Management for students demonstrating limited improvement.	All students not improving are identified and planning/ resources are put in place to achieve optimum outcomes.	Term 1- 4	Principal, Hoc, HOSE and teachers.
Build capacity of Year Level Co-ordinators to drive consistent data collection and analysis to inform Year Level unit planning.	Year Level Co-Ordinators actively engaged in 5 week Planning cycle with Line Manager.	T1-4	Principal, HoC, HOSE and Year Level Co-ordinators

Endorsement

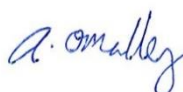
This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Angela Bell
Principal



Tui Reilly
P and C President



Amy O'Malley
School Council Chair

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