



DETE Strategic Plan 2014-2018	State Schools Strategy 2014-2018	Strategies	Performance Measures	Evidence Source
<p>Successful Learners</p>	<p>Successful Learners</p>	<p>Core Priority: Whole School Curriculum and Data Collection</p> <ul style="list-style-type: none"> <li>Collaboratively develop, implement and embed Whole School Curriculum and Data and Assessment Plans.</li> <li>Continue to monitor and evaluate the use of Curriculum into the Classroom (C2C) for efficient and effective implementation.</li> </ul> <p>Core Priority: Student Performance</p> <ul style="list-style-type: none"> <li>Review and enhance student monitoring and goal setting for future learning.</li> <li>Refine, enhance and embed current processes for collecting, displaying and analysing student data.</li> <li>Refine, implement and embed case management processes for identified students.</li> </ul> <p>Core Priority: Reading</p> <ul style="list-style-type: none"> <li>Continue to implement and embed suitable intervention programs for identified students.</li> <li>Develop, implement and embed a clear whole school reading plan based on current research on explicit instruction (Archer &amp; Hughes – 2011).</li> <li>Ensure all staff receive training to implement school wide reading processes.</li> </ul> <p>Core Priority: Writing</p> <ul style="list-style-type: none"> <li>Develop, implement and embed formative assessment strategies for writing.</li> <li>Engage all students in a continuous writing cycle.</li> <li>Customise phonics program to cater for the needs of individual students in the early years.</li> <li>Investigate high-yield strategies for the teaching of grammar and punctuation.</li> <li>Review, implement and embed rigorous intra and interschool moderation processes to ensure alignment of A-E achievement data with Australian Curriculum standards.</li> </ul> <p>Core Priority: Numeracy</p> <ul style="list-style-type: none"> <li>Develop, implement and embed formative assessment strategies for numeracy.</li> <li>Embed dedicated numeracy block which incorporates mental mathematics and problem solving with sequenced, explicit teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Curriculum Plan is enacted and embedded.</li> <li>Data and Assessment Plan is enacted and embedded.</li> <li>All teaching staff are effectively adopting and implementing the Australian Curriculum to suit our school context.</li> <li>All students can articulate their goal for reading, writing, maths and behaviour.</li> <li>100% of students and parents are satisfied that, <i>'the school provides students with useful feedback about their work.'</i></li> <li>100% of parents and staff are satisfied that, <i>'students with disabilities are well supported at this school.'</i></li> <li>100% of students show improvement in PAT-R effect size by greater than 0.4 per year.</li> <li>100% of non-verified students are at or above National Minimum Standard (NMS) in NAPLAN Reading.</li> <li>25% of students are achieving Upper 2 Bands (U2B) in NAPLAN Reading.</li> <li>All staff are engaged in the formative assessment of writing.</li> <li>All students are able to identify distance travelled against their writing targets.</li> <li>100% of non-verified students are at or above NMS in NAPLAN Language Conventions and Writing.</li> <li>25% of students are achieving U2B in NAPLAN Spelling, Grammar and Punctuation and Writing.</li> <li>All staff are engaged in the formative assessment of number.</li> <li>All students are able to identify distance travelled against their number targets.</li> <li>Numeracy block embedded across the school.</li> <li>100% of students show improvement in PAT-M effect size by greater than 0.4 per year.</li> <li>100% of non-verified students are at or above NMS in NAPLAN Numeracy.</li> <li>25% of students are achieving U2B in NAPLAN Numeracy.</li> <li>All teachers are confident in engaging all students in their learning at this school.</li> <li>All teaching staff use OneSchool as the point of analysis for diagnostic, formative and summative assessment.</li> <li>All staff participating in classroom observations, walkthroughs and data conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Curriculum Plan</li> <li>Data and Assessment Plan</li> <li>A-E standards</li> <li>SOS Staff – S2077</li> <li>SOS Students – S2040 and S2051</li> <li>SOS Parents – S2006 and S2019</li> <li>SOS Staff – S2135</li> <li>School PM data</li> <li>PAT results T4</li> <li>NAPLAN results T3</li> <li>School data profile</li> <li>Writing continuum – Australian Curriculum</li> <li>NAPLAN results T3</li> <li>A-E Grades</li> <li>School data profile</li> <li>Number continuum – Australian Curriculum</li> <li>PAT results T4</li> <li>NAPLAN results T3</li> <li>School data profile</li> <li>SOS Teachers – S2118 and S2116</li> <li>SOS Staff – S2082</li> <li>Individual Performance Plans</li> <li>Learning and data walls</li> </ul>
		<p>Great People</p>	<p>Teaching Quality</p>	<p>Core Priority: Curriculum Planning</p> <ul style="list-style-type: none"> <li>Develop, implement and embed a template for differentiation in teachers' planning.</li> <li>Build staff capacity in understanding the intent of the Australian Curriculum and delivering quality teaching and learning practices.</li> <li>Build teacher capacity in the use of OneSchool functionalities to plan, assess and differentiate for students.</li> </ul> <p>Core Priority: Improving Practice</p> <ul style="list-style-type: none"> <li>Conduct regular classroom observations and feedback focussed on effective teaching practices.</li> <li>Visit other schools in the district to observe examples of quality teaching and learning practices.</li> <li>Embed the use of the Five Key Questions (Sharratt &amp; Fullan) for students and teachers.</li> </ul>



	<p>Core Priority: Culture of Aligned Professional Development for All Staff</p> <ul style="list-style-type: none"> <li>Collaboratively review and update the roles and responsibilities of staff.</li> <li>Develop, implement and embed a professional learning plan that is aligned to the school priorities and the needs of staff.</li> <li>Review, implement and embed individual staff performance plans and align them to the improvement agenda and the needs of staff.</li> <li>Provide teachers with ongoing feedback through the teacher review process using the Australian Professional Standards for Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff engage in Annual Performance Review process aligned to the Australian Professional Standards for Teachers.</li> <li>All non-teaching staff engage in Development Performance Plans</li> <li>All staff clearly understand their roles and responsibilities within the school.</li> <li>All staff have opportunities to shadow and work with experienced and high performing peers.</li> <li>100% of staff are satisfied that, 'they have access to quality professional development'.</li> </ul>	<ul style="list-style-type: none"> <li>SOS Principal – S2132 and S2133</li> <li>SOS Staff – S2085 and S2086</li> </ul>
<p>Principal Leadership &amp; Performance</p>	<p>Core Priority: Principal Leadership</p> <ul style="list-style-type: none"> <li>Embed and refine leadership attributes using the Australian Professional Standards for Principals.</li> <li>Develop, implement and embed a formalised program of mentoring, modelling and feedback.</li> <li>Engage and focus leadership learning through participation in Professional Learning Communities (PLCs).</li> <li>Align budget resources and regional resources to school priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Annual completion of Principal Performance and Development Plan goals.</li> <li>Principal participation at Regional Leadership Forums, PLCs, Cluster Meetings and Learning Fairs.</li> <li>School budgets and spending clearly reflect key priorities identified in the School Strategic Plan and Annual Implementation Plans.</li> </ul>	<ul style="list-style-type: none"> <li>PPDP</li> <li>ARD Feedback</li> <li>SOS Principal – S2127 and S2128</li> <li>SOS Principal – S2132 and S2133</li> <li>SOS Staff – S2085 and S2086</li> </ul>
<p>High Standards</p>	<p>Core Priority: Evidence Based Decision Making</p> <ul style="list-style-type: none"> <li>Continue to develop and update data literacy skills of teachers.</li> <li>Develop, implement and embed a case management approach to student improvement, underpinned by individual student data and presentable evidence.</li> </ul> <p>Core Priority: Positive Behaviour for Learning (PBL) and Student Engagement</p> <ul style="list-style-type: none"> <li>Review and update the Responsible Behaviour Plan for Students (RBP4S) to address current student behaviours and to raise the expectations of behaviour and learning.</li> <li>Develop, implement and embed processes for data to be entered on OneSchool.</li> <li>Develop, implement and embed processes for consistently making expectations and processes explicit to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are data literate.</li> <li>Fullan and Sharratt practices evident in every classroom.</li> </ul>	<ul style="list-style-type: none"> <li>SOS Teachers – S2116</li> <li>SOS Students – S2040 and S2061</li> </ul>
<p>School Performance</p>	<p>Core Priority: School and Community Engagement</p> <ul style="list-style-type: none"> <li>Communicate with parents and families to provide information in regards to where students are in their learning.</li> <li>Create opportunities to engage parents in P&amp;C Committee and school events.</li> <li>Investigate the nature and level of support parents and caregivers wish to receive to engage in their children's education.</li> </ul> <p>Core Priority: Develop and Embed and EATSIPs Framework to Improve Attendance Framework.</p> <ul style="list-style-type: none"> <li>Maintain Closing the Gap strategies and develop, implement and embed the EATSIPs Framework.</li> </ul>	<ul style="list-style-type: none"> <li>RBP4S embedded</li> <li>PBL and Kids Matter frameworks are embedded.</li> <li>School expectations and behaviour matrixes are visible throughout the school.</li> <li>All staff follow school processes to record behaviour incidents and parent contact on OneSchool.</li> <li>All staff are engaged in weekly behaviour lessons to reflect areas of focus.</li> </ul>	<ul style="list-style-type: none"> <li>Responsible Behaviour Plan</li> <li>SOS Staff – S2074</li> <li>SOS Students – S2041, S2044</li> </ul>
<p>Engaged Partners</p>	<p>Core Priority: Increase School Enrolment</p> <ul style="list-style-type: none"> <li>Develop, implement and embed a formal transition to school program and work with early childhood providers to enhance Prep enrolments and their early learning.</li> <li>Investigate and implement strategies to increase enrolments within the local catchment area.</li> </ul>	<ul style="list-style-type: none"> <li>All students with 93% attendance or higher.</li> <li>All teachers reporting to parents on students' progress.</li> <li>100% of Parents are satisfied that, 'this school asks for my input.'</li> <li>100% of students are satisfied that 'I would recommend my school to others'</li> </ul>	<ul style="list-style-type: none"> <li>P&amp;C Minutes</li> <li>OneSchool Parent Contact Data</li> <li>SOS Parents – S2025 and S2029, S2024</li> <li>SOS Student S2067</li> <li>EATSIPs Framework</li> <li>SOS Teachers – S2114</li> </ul>

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.

  
P & C President

  
Assistant Regional Director