



The Willows State School Strategic Plan: "Educational Excellence in an Information Age"

2018-2021

DET Strategic Plan 2017-2021	State Schools Strategy 2017-2021	Strategies	Performance Measures	Evidence Source
Alignment	Successful Learners	<p>Provide all learners with high expectations and a culture that promotes learning by:</p> <ul style="list-style-type: none"> Implementing Positive Behaviour Learning (PBL) to drive and maintain a positive social learning environment that is vibrant and engaging Continuing to develop 'Assessment Literate Learners' through providing balanced curriculum and pedagogical practices that include gradual release of responsibility (Teaching With A Literacy Focus) and Age Appropriate Pedagogies Providing clear learning targets and feedback cycles for attendance, behaviour and academic learning with students <p>Engaging students in the 8 Key Learning Areas of entitled Australian Curriculum by:</p> <ul style="list-style-type: none"> Providing the full suite of curriculum through c2c and school generated units and assessment tasks through a clearly documented and communicated Whole School Curriculum, Assessment and Reporting Plan aligned to the P-12 Curriculum, Assessment and Reporting Framework Further supporting classroom teachers in planning differentiated learning experiences for all students particularly high achieving students to ensure they are appropriately engaged, challenged and extended in their classroom learning <p>Develop student Reading and Writing by:</p> <ul style="list-style-type: none"> Continuing to monitor and provide feedback around student literacy with a particular focus on reading (with fluency and comprehension) and writing across the curriculum <p>Develop student Mathematics and Numeracy by:</p> <ul style="list-style-type: none"> Monitoring and responding to student numeracy (numeracy capabilities) needs with a particular focus on number facts, computation and problem solving <p>Support quality teaching and learning by:</p> <ul style="list-style-type: none"> Updating resources particularly in ICT's for Learning and digital technologies to support quality teaching and learning and curriculum requirements Providing support structures that respond to the diversity and emerging needs of learners within our school and wider community and monitor effectiveness Providing extra-curricula activities that intentionally invite engagement and add value to the teaching and learning schedule to protect learning time 	<p>>90% of students achieving A-C in English, Mathematics and Science</p> <p>>90% of students achieving age appropriate and/or Regional Targets for Reading</p> <p>>95% of students achieving better than NMS in all aspects of NAPLAN Y3 & 5</p> <p>Relative Gains per child to be 2 or more bands 3-5 NAPLAN (growth = at least 2 years worth of learning)</p> <p>School effective size gain relative to the nation to be positive representations and >0.4</p> <p>95% of students in Tier 1 for PBL per semester</p> <p>Reduction of SDA short term suspensions</p> <p>Attendance >95%</p> <p>unexplained absences 0</p> <p>Early Start Data – year of growth P-2</p> <p>Reading data</p> <p>Numeracy data</p>	<p>LOA Data</p> <p>One School Unit Data</p> <p>One School Reading Data</p> <p>School Data Profile</p> <p>Attendance Data</p> <p>One School behaviour Data</p> <p>PBL school data</p> <p>Attendance Data</p>
Collaboration	Teaching Quality	<p>Creating a culture of high expectations, shared beliefs, accountability and responsibility through High Professional Standards for Teachers enacted by:</p> <ul style="list-style-type: none"> Developing and implementing a strong and rigorous induction program for new and returning, beginning and pre-service teachers that clearly outlines departmental, systemic and school based expectations Developing a strong culture based on the Positive Behaviour Learning framework Progressing the use of Essential Skills for Classroom Management through classroom profiling and other identified supports Reinvigorating the beginning mentoring teachers program and supporting new to TWSS and new to the profession teachers in a consistent manner Investing time and resources to keep abreast of educational research, evidence based instruction and use Standards of Evidence to measure impact of teaching and learning and support programs <p>Supporting evidenced based quality teaching and learning by:</p> <ul style="list-style-type: none"> Continuing to use the co-instructional coaching cycles to develop pedagogical practice Deepening our staff understanding of key signature practices and providing clarity of our pedagogical framework Deepening understanding of curriculum and pedagogical practices through investing time and resources into collaborative practices Building data literacy through an agreed whole-school approach to provide feedback for all staff Building reliability of and confidence in teacher judgement across all learning areas in partnership with local schools to extend moderation processes Continuing support for quality teaching and learning through current Student Support Services Team and case management structures Strengthening inclusive practices through reconceptualising the model to support teaching and learning of Students With a Disability <p>Supporting quality teaching and learning through professional learning by:</p> <ul style="list-style-type: none"> Providing time for in-depth staff discussions of NAPLAN, systemic and school-based achievement data and of strategies for continuous improvement Implementing a school wide capability and development framework that systemises access to professional learning aligned to and focuses on school priorities which is documented through annual performance development processes for all staff 	<p>100% of staff engaged in the development of Annual Performance Development Plans</p> <p>100% of staff provided with clarity and collaboration to deepen curriculum and pedagogy knowledge and understanding</p>	<p>APDP's Professional Learning Plan</p> <p>CPD records in OneSchool and QCoT</p> <p>Capability Building Framework documentation</p> <p>School Opinion Survey (S2086)</p>



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	Principal Leadership & Performance	<p>Provide clear structures, roles and responsibilities by:</p> <ul style="list-style-type: none"> Build a research platform to inform strategic leadership team decision making processes and consistent language based on high quality research Aligning school improvement agenda, roles and responsibilities and delegations and strong line management processes to support clarity and collaboration Developing clear teaming structures to support the implementation of the explicit improvement agenda Facilitating across all stakeholder groups a shared understanding of and commitment to school values and beliefs, school improvement agenda, Pedagogical Framework and signature teaching practices Reviewing Senior Teacher, Experienced Senior Teacher and Lead Teacher roles, delegations and responsibilities and aligning these to school priority areas <p>Use collaborative inquiry as a school leadership framework to respond to problems of practice at the school level by:</p> <ul style="list-style-type: none"> Identifying high yield strategies identified in educational research and support current and emerging leaders at all levels in relevant projects as appropriate to Explicit Improvement Agenda Continuing to develop instructional leadership opportunities and monitor through using Standards of Evidence and calibration processes to contribute to the Evidence Hub Reporting school performance at key points and responding to emerging intended and non-intended findings of selected strategies <p>Identify, develop and support instructional leadership by:</p> <ul style="list-style-type: none"> Facilitating staff engagement in intra and interschool collaborative professional learning opportunities that relate to the Explicit Improvement Agenda Providing a differentiated and comprehensive school professional learning program responsive to individuals' career stages (AITSL) Supporting aspiring and emerging leaders through instructional coaching and mentoring opportunities 	<p>All teachers engage in collaborative inter school professional learning opportunities on an annual basis</p> <p>Levels of Agreement in relevant dimensions of Student, Parent & Staff School Opinion Survey are similar to or better than the state Evidence Hub</p>	<p>School Professional Learning Plan</p> <p>Annual School Opinion Survey</p>
Empowerment/Capability	School Performance	<p>Build a school community that is data literate and shares the accountability and responsibility of student learning by:</p> <ul style="list-style-type: none"> Communicate and promote the school's improvement agenda to the whole school and wider community including clear targets Strengthening school-wide monitoring processes to measure the effectiveness of targeted resources through implementing the school's annual assessment schedule to track, monitor, quality assure and respond to significant or emerging attendance, achievement or engagement concerns Using quality assurance strategies, including intra and interschool moderation, random sampling and triangulation of data to validate student achievement standards and provide teachers with feedback to improve teaching practice Contributing to and participate in action research opportunities <p>Implement the staff wellbeing framework by:</p> <ul style="list-style-type: none"> Ensuring that staff are provided with high quality line management and communication channels Promoting health and wellbeing initiatives offered locally, regionally and state-wide through DET and other government organisations <p>Implement the school's Parent and Community Engagement Framework by:</p> <ul style="list-style-type: none"> Engaging school community stakeholders in decision-making regarding school improvement priorities and resourcing programs Promoting student, staff and school achievements through digital technology forums Prioritising communication of reports to the school community on the progress, achievement and performance of our school in accordance with school priorities 	<p>The following measures meet or exceed state targets</p> <ul style="list-style-type: none"> Attendance Literacy and Numeracy English, Maths and Science Behaviour Satisfaction <p>Levels of Agreement in relevant dimensions of Student, Parent & Staff School Opinion Survey are similar to or better than the state</p>	<p>Master Teacher Reports</p> <p>School Review Reports</p> <p>Audit Reports</p> <p>School Performance Profile</p> <p>School Opinion Survey</p>
Accountability	Local Decision Making/Regional Support	<p>Maintain the high reputation of our school community by:</p> <ul style="list-style-type: none"> Providing high quality Early Childhood and Junior Secondary transition and orientation programs Provide a range of co and extra-curricular programs to support the engagement of students, parents, caregivers and the broader school community Build, maintain and sustain effective partnerships with parents/community, external agencies and local businesses to support the strategic direction of student learning (STEAM; Science, Technology, Engineering, Art and Mathematics) Engaging with local providers of in-service teachers and providing high quality practicum experiences Strengthening partnerships to value the cultural diversity particularly for our Aboriginal and Torres Strait Islander and Defence communities Promoting our school through opportunities to showcase student and staff excellence at local and regional levels 	<p>Levels of Agreement in relevant dimensions of Student, Parent & Staff School Opinion Survey are similar to or better than the state</p>	<p>School Performance Profile</p> <p>Parent workshop and volunteer registers and feedback</p> <p>School Opinion Survey</p>

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


Principal – Mrs Helen McCullough


P & C President – Mr Jason Curtis


Assistant Regional Director – Mrs Melissa Jackson