



# SCHOOL STRATEGIC PLAN

## 2009 – 2011

### Key messages

#### Our data tells us .....

Year 2 Net performance is consistently above the state average in all three areas of Reading, Writing and Number. Yr 3, 5, 7 State test performance is generally above the state average in literacy and comparable with or above the state average in numeracy.

#### Our students tell us .....

Our students tell us that they are very satisfied with many aspects of school life. Student Opinion Surveys have been predominately above the state average in almost all of the performance areas. In particular our students indicate that they are very satisfied with how they are achieving, the school curriculum and learning climate, and the resources they have at their disposal.

#### Our parents tell us .....

In many ways our parents reflect what our students tell us. Parent Opinion Surveys have been consistently above the state average with very high levels of satisfaction expressed in the performance areas of Student Outcomes, Curriculum, Learning Climate and School Climate.

### Statement of Purpose

Goondi State School is about providing quality teaching and learning for all of our students.

We believe that the key drivers to quality teaching and learning are:

#### **HIGH EXPECTATIONS**

All students can achieve high standards given the right time and support.

#### **EXPLICIT TEACHING**

In this information-rich age students need structured and directed teaching.

#### **CONSISTENT APPROACHES**

Clear and specific programs and policies inform effective teaching and promote a common understanding of the expected standards in a year level.

### School Priorities for the Triennium 2009 – 2011

#### *Improving Student Outcomes*

- Literacy teaching.
- Numeracy teaching.
- Student intervention and support

#### *Improved integration of Curriculum, Teaching, Assessment and Reporting*

- School Curriculum Framework
- Hands-on Learning
- Information and Communication Technologies

#### *Supportive School Environment*

- Responsible Behaviour Plan
- Student Health and Wellbeing
- Active Citizenship

### Acknowledgement

The school extends its sincere thanks and appreciation to all those involved in the Triennial School Review (TSR) process and in the development of this School Strategic Plan. TSR Committee members:

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Rose Sardi (Senior Teacher)

R Donaldson (ICT Coordinator)

A O'Farrell (P&C President)

Kay Green (BSM)

S Birchley (Deputy Principal)

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F Valadian (STLD)

J Smith (Parent Rep)

J Agioritis (Head of Curriculum)

R Heywood (Senior Teacher)

B Larsen (Guidance Officer)

B West (Indigenous Parent Rep)

S Jenkins (Senior Teacher)

M Connolly (Senior Teacher)

M Beavon (Teacher Aide)

R O'Rourke (Parent Rep)

# Our Goal – Improved learning outcomes for our students

Our priority ...	<b><i>Every child achieving a high standard of literacy and numeracy</i></b>									
This will be achieved through ...	Explicit <b>Literacy</b> teaching and quality learning experiences.	Explicit <b>Numeracy</b> teaching and quality learning experiences.	Early, on-going and targeted <b>intervention</b> for students experiencing difficulties.							
With a key focus on ...	Maintaining a culture of high expectations for student learning and implementing effective and consistent whole-school approaches to the teaching of literacy.	Fostering a culture of high expectations for student learning, and implementing whole school strategies to increase the intellectual rigour in all strands of Mathematics.	Providing underperforming students with the opportunity to succeed at a level considered acceptable for all students.							
To create a school where ....	<ul style="list-style-type: none"> <li>• Our new English program based on the Essential Learnings and new syllabus, is the cornerstone of all literacy teaching.</li> <li>• Teachers have access to detailed year level overviews which provide a clear direction to what is to be taught.</li> <li>• Oral language teaching is imbedded in all aspects of learning both formally and informally.</li> <li>• The teaching of spelling encompasses all four knowledges and is supported by the Sound Waves resource.</li> <li>• Reading approaches and accepted models for P-3 and Years 4-7 are clearly documented and well resourced through a broad range of text types.</li> <li>• There is an equal emphasis on the teaching of reading comprehension as there is on the teaching of reading accuracy and fluency.</li> <li>• Writing encompasses the explicit teaching of scaffolded core genre, planning approaches and editing and reviewing techniques supported by daily practice.</li> <li>• Handwriting is valued and taught through regular and consistent instruction.</li> </ul> <ul style="list-style-type: none"> <li>• Our new Mathematics program, based on the Essential Learnings, new syllabus and the Go Maths program, is the cornerstone of all teaching in mathematics.</li> <li>• Teachers have access to year level, semester and term overviews which provide a clear direction for what is to be taught.</li> <li>• The Go Maths Program Number modules and selected others are used as a resource to support the teaching of Mathematics within the school.</li> <li>• There is increased intellectual rigour in Mathematics programming and teaching in the years P – 3.</li> <li>• An increased emphasis is placed on the application of mathematical knowledge and the teaching of problem solving strategies.</li> <li>• Opportunities are provided for the more capable students to extend their knowledge and outcomes in Mathematics.</li> <li>• Like English, Mathematics is integrated into other key learning areas in particular Science.</li> </ul> <ul style="list-style-type: none"> <li>• The school's <i>Student Support Team</i> operates as the key mechanism for staff to refer students who require support and to allocate and coordinate available resources.</li> <li>• Classroom teachers take ownership of students with learning difficulties/disabilities in their class and regularly adapt curriculum and pedagogy to meet their needs.</li> <li>• A <i>One Student – One Plan</i> approach is used to ensure that support from different sources is aligned to achieve learning plan goals.</li> <li>• There is a collective effort by <u>all</u> (classroom, STLD, SWDT teachers and teacher aides) to design and deliver programming that supports students' needs.</li> <li>• The <i>Bound for Success ILP</i> software is used to develop individual learning plans and to track and monitor the performance of students receiving support.</li> </ul>									
Success will be evidenced by ...	<b>Improved outcomes in:</b> Year 2 Net - % of students not requiring support. Year 3 – % of students above or at NMS. Year 5 - % of students above or at NMS. Year 7 - % of students above or at NMS.	Reading	Writing	Numeracy	National Testing School Mean Targets					
		85%	90%	85%	Reading	Writing	Spelling	G & P	Numeracy	
		90%	90%	90%	425	450	425	425	425	
		90%	90%	90%	525	525	525	525	525	
		90%	90%	90%	550	550	550	550	575	

# Our Goal – Improved Integration of Curriculum, Teaching, Assessment and Reporting

Our priority ...	<i>Designing and delivering curriculum that engages all of our students</i>			
This will be achieved through ...	A school <b>curriculum framework</b> that organises and connects existing and future units.	Providing students with opportunities to experience a range of <b>hands-on activities</b> and investigations.	Using <b>ICT</b> as an integral tool to engage students in understanding concepts and processes.	
With a key focus on ...	Ensuring that there is a continuity of learning from Prep to Year 7 across all Key Learning Areas.	Students using the Ways of Working to demonstrate their knowledge and understanding.	Teachers continually developing their skills, knowledge and abilities required to effectively integrate ICT into teaching and learning.	
To create a school where ....	<ul style="list-style-type: none"> <li>• A broad range of key learning areas are integrated into interesting and motivating units of work to develop deep knowledge and understanding.</li> <li>• The Essential Learnings Knowledge and Understandings and Ways of Working are used as the basis for developing quality integrated units.</li> <li>• A two year cyclic approach to the teaching of units is adopted by the middle school.</li> <li>• The teaching of Australian history is valued and prominent in Years 4-7.</li> <li>• Links to our local area and community are used to provide a real-world focus to units of work.</li> <li>• The teaching of Drama is included in selected integrated units to develop student confidence and oral communication.</li> <li>• Assessment tasks are moderated across cohorts to ensure consistency of standards and to improve teaching practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for hands on learning and student investigations are maximised through Science, The Arts and Technology.</li> <li>• All Primary Connection science modules featuring the 5E model are integrated into units of work.</li> <li>• An annual science field day is held by students, for students, to showcase their science knowledge and skills.</li> <li>• A P-7 Arts skills program develops students' skills and artistic ways of working to encourage creativity and self expression.</li> <li>• Cooperative learning is enhanced through the adoption of the Primary Connections group work model across all year levels.</li> <li>• Teachers and students have access to a quality facility (Science/Arts shed) that specifically caters for hands-on activities and investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers attain the level of ICT Certificate or ICT Pedagogical licence.</li> <li>• Interactive whiteboard technology is part of every classroom.</li> <li>• All integrated units provide students with the opportunity to become competent, discriminating, creative and productive users of ICT.</li> <li>• The P-12 ICT Scope and Sequence is used to plan learning experiences.</li> <li>• Key ICT peripherals (digital cameras etc) are part of every classroom.</li> <li>• The OneSchool application is used by teachers to access and record information about students.</li> <li>• The school website and school intranet are used to communicate with students, staff, parents and the broader community.</li> </ul>	
Success will be evidenced by ...	<b>Improved satisfaction rates in:</b>  Parent Opinion Survey Student Opinion Survey Staff Opinion Survey – Support, Resources, Training performance area – Target 3.21 Very Satisfied	<b>Performance Area</b>		
		Curriculum	Pedagogy	Learning Climate
		3.21 Very Satisfied	3.21 Very Satisfied	3.21 Very Satisfied
		3.21 Very Satisfied	3.21 Very Satisfied	3.21 Very Satisfied

## Our Goal – Providing a safe, tolerant and disciplined learning environment

Our priority ...	<i>Students doing the right thing because it is the right thing to do</i>		
This will be achieved through ...	Implementing our reviewed <b>Responsible Behaviour Plan for Students</b>	Implementing <b>Student Health and Wellbeing</b> programs.	Providing opportunities for students to practice <b>Active Citizenship</b> .
With a key focus on ...	Maintaining a culture of high expectations for student behaviour and teaching students to take responsibility for their own behaviour and develop strategies of self-regulation and self-discipline.	Providing opportunities for students to develop essential knowledge, skills, attitudes and values that enable them to make informed decisions about their health behaviours.	Participating in activities involving groups outside the school to develop a sense of being part of the community.
To create a school where ....	<ul style="list-style-type: none"> <li>• Facilitating good standards of behaviour and responding to unacceptable behaviour, is based on The Goondi 5 foundations of Be Safe, Show Respect, Work Hard and Participate, Get Organised and Bounce Back.</li> <li>• Proactive language modelled on the Goondi 5 is regularly used to reinforce and highlight positive behaviour both in and out of the classroom.</li> <li>• Signage and visual displays referring to the Goondi 5 are prominent.</li> <li>• Focused units of work (1 per term) are used throughout the year to teach and reinforce positive behaviour and to skill students in dealing with bullying and conflict resolution.</li> <li>• Students are provided with clear behaviour criteria and encouraged to use self-evaluation to develop self-improvement.</li> <li>• A reward system is in place to acknowledge those students who achieve the highest level of behaviour and for those students who exhibit good behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy eating practices are promoted and modelled through a number of key integrated units.</li> <li>• Parents, staff and students are aware of the Smart Choices food categories (green, amber, red) and regularly use these to make healthy food choices.</li> <li>• Students work towards improving their physical fitness through daily physical activity and regular fitness monitoring sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Every year there is an integrated unit for each year level that involves working with a community group.</li> <li>• Students' thinking extends beyond self and school to the social and democratic aspects of the community.</li> <li>• There is a whole school effort to support fundraising activities for a recognised national or international cause.</li> </ul>
Success will be evidenced by ...	<b>Improved satisfaction rates in:</b> Parent Opinion Survey – School Climate performance area – Target - 3.21 Very Satisfied Student Opinion Survey - School Climate performance area – Target - 3.21 Very Satisfied Parent and Student Opinion Survey – “that this is a good school?” – Target – 90% satisfied. Staff Opinion Survey – “ this school is a good place in which to work?” – Target – 90% satisfied		