 

**STRATEGIC PLAN**

**2016-2019**

**AYR STATE SCHOOL**

***VISION:*** *To help and guide the children of this school to progress towards their full potential as individuals and as members of society.* ***MOTTO****: Play the Game.*

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| DETE Strategic  Plan  2014-2018 | State Schools  Strategy  2014-2018 | Strategies | Performance Measures | Evidence Source |
| Successful learners | Successful Learners | **Reading**   * Raise expectations in performance for all students * Focus on metalinguistic, phonological and phonemic awareness in the early years, Oral language program P/1/2 in conjunction with Speech Pathologist. * Implementation of 100 minute Literacy Blocks, 4 Lesson sequence, 3 Cueing system. * Benchmark all students – Fountas & Pinnell * ESL Bandscale identified Aboriginal and Torres Strait Islander students to inform teaching and differentiation for the whole class – evidence must be seen in daily planning and ICP’s where necessary. * Collaborate with EATSIP team to develop understanding and acknowledgement in the classroom of home language and difference between home language and school language (SAE) * Continue to implement Levelled Literacy Intervention (LLI) as a short term intervention strategy * Cater for individuals by providing explicit feedback to students on their progress. * SEP practices to be embedded in the classroom in conjunction with the SEP teacher. * 5 weekly case management meetings for improvement.   **Writing**   * Develop Writing exemplars at A, B, C standard that are unpacked by classroom teachers with their students or teachers develop A exemplars with students. * Continued implementation of 100 minute Literacy Block to allow flow from reading to writing.   **Attendance**   * 50 Day Attendance Challenges, teachers to update whole school and class attendance data walls every 5 weeks. * Parade class awards and trophy for highest attendance fortnightly. * Implement an Academic Success Guarantee * Continued daily phone calls to parents if children are away, continued practice of home visits including business card drops. * Case manage student attendance through phone calls and employ a full time Aboriginal and Torres Strait Islander liaison officer for home visits. * Reward students for high attendance through use of class rewards, pizza parties and lucky draws. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | Reading Targets | | 2016 | 2017 | 2018 | | Students achieving at or above year level reading benchmarks (F & P) | | 80% | 85% | 90%+ | | Year 3 & 5 students At and Above National Minimum Standards | Yr. 3 84.6% | 88% | 92% | 95%+ | | Yr. 5 85.7% | 88% | 92% | 95%+ | | Year 3 & 5 students identified in the Upper 2 Bands | Yr. 3  7.7% | 10% | 15% | 20%+ | | Yr. 5  7.1% | 10% | 15% | 20%+ | | % of students achieving a “C” standard or better in English |  | 80% | 85% | 90%+ | | S2017 My child’s English skills are being developed at this school. | | 100% | | |   Yr. 3 & Yr. 5 students achieving at or above National Minimum Standards for Writing, Spelling, Grammar and Punctuation  Visible and current Learning Walls and Data Walls are being used to track the growth and achievement of students below benchmark.  Achieve 95% attendance rate with no gap between indigenous and non-indigenous students, all student absences are explained.  Home visits are an embedded practice as part of the attendance strategy.  All students identified as “at risk” are case managed.  All SEP students have verified and approved learning plans.  100% of staff use OneSchool as the single point of analysis for diagnostic, formative and summative assessment. | * Fountas and Pinnell internal reading data * LOA achievement – English * Headline Indicators * School Opinion Survey * Attendance   ONE SCHOOL DATA:   * Performance dashboard * Class dashboard * Standardised test results – PAT R, V, M * NAPLAN * LOA achievement – Mathematics * ICP’s |
| Great People | Teaching Quality | **CURRICULUM PLANNING:**  **ACARA Units English, Maths, Science, History, Geography, HPE, The Arts, Technology.**   * Work with EASS to unpack all ACARA English, Maths and Science units twice a term. * Unpack GTMJ to build student assessment capability in English for every unit of work. * Unpack units considering EALD learner needs at time of planning. * Classroom artefacts and displays are aligned to the curriculum being taught and make learning visible. * Recognition and modelling of Standard Australian English.   **IMPROVING PRACTICE:**  **Coaching, Lesson Observations and Feedback**   * Instructional walk throughs and classroom visits/ Collegial classroom visits * Short Term Data Cycles – English (Reading) * Focus on the explicit teaching of reading (think alouds; comprehension; vocab.) * Leaders plan for the four stages of the gradual release of responsibility to be represented in school documentation. * Teacher aides are working to support the work of teachers not delivering instruction.   **Pedagogical Framework**   * Implement Warm ups, WALT, WILF, TIB and Plough Back. * Embed 5 Questions for Teachers and 5 Questions for students. This will be based on current unit of English. * Teachers articulate what students need to know and be able to do to be successful in the assessment task.   **Professional Development**   * Engage in moderation processes to ensure consistency of student data, A-E achievement including behaviour. * Provide professional development aimed at building teachers’ data literacy skills, class dashboard, Learning Place and Oneschool. * Unpack “Putting Faces on the Data” with staff weekly during staff meetings.   **ICT**   * Engage staff and upskill with ICT and 21st century learning practices, including IT master classes. Increase band width from 1.5 mbs to 3.0 mbps, increase typing skills in school using Type Quick, Increased awareness and focus on STEM at Ayr SS, replace non-functioning whiteboards, wireless installed in classrooms, replace desktops with laptops and purchase IPads.   **Technology**   * Advancing Education **–** every student will learn the new digital literacy of coding and have the opportunity to apply these skills through robotics. * Support our students to be digital creators and innovators. | All teaching staff are engaged in Explicit Teaching professional development with John Fleming and team.  All teaching staff engage in the Unit unpacking process and cluster moderation.  100% of teachers engaged in the Annual Performance Review Process.  All non-teaching staff engaged in the Developing Performance Framework.  Engagement of Senior Teachers in leadership roles.  100% staff participation in classroom observations, walk throughs and data conversations.  Students can answer the question, “What do you have to know and do to be successful in the assessment task” in a way which aligns to the GTMJ?  School Opinion Survey Staff Items – 100%  S2099 - *This school encourages me to provide constructive feedback.*  S2101 - *This school encourages me to take responsibility for my work*. S2102 - *This school encourages me to undertake leadership roles.*  S2103 - *This school encourages coaching and mentoring activities*. | * Telegami video for evidence every 5 weeks * Australian Professional Standards for Teachers * NQR Observation and Feedback Tool * Developing Performance framework * School Opinion Survey * Staff meeting minutes * P & C meeting minutes |
| Principal  Leadership & Performance | **PRINCIPAL LEADERSHIP**   * Engage and focus leadership capability through Principal Learning Circle, Regional Learning Fairs. * Engage in QELI Coaching Accreditation course. * Develop Instructional Leadership by engaging in the Principal Performance Development Plan (PPDP) and the Australian Professional standards for Principals.   **LEADERSHIP TEAM**   * Develop leadership skills of the Leadership Team – Master Teacher, Literacy Coach/STL&N, HOSES * Leaders articulate how student data informs the provision of professional learning. * Continue to model a professional learning community, coaching and mentoring. * Maintain high expectations of performance. | School Opinion Survey Staff Item – 100%  S2100: – *This school encourages me to participate in professional development activities.*  Annual completion of Principal Performance Development Plan goals.  Review of Principal performance.  Review of leadership team performance.  Learning journey artefact in the Conference Room is constantly updated, Circle of Practice reflects current level of knowledge and application of skills. | * School Opinion Survey * PPDP * Australian Professional Standards for Teachers |
| High Standards | School Performance | **SCHOOL WIDE POSITIVE BEHAVIOUR**   * Embed PBL framework – including behaviour expectations, consequences, rewards, explicitly teaching expected behaviours. * Support all staff in professional development in PBL, led by PBL team * Embed indigenous perspectives in the curriculum * Embed Anti Bullying policy * Embed Responsible Behaviour Plan 2016-2018. * Engage in quality Professional Development including behaviour management, crossing cultures and working with disabilities. * Leadership training for senior students * Conduct PBL parent information sessions * PBL information and importance of attendance to be included in every newsletter to keep parents informed   **EVIDENCE BASED DECISION MAKING**   * Review and implement the school’s Assessment Plan * Collect and collate all student achievement, intervention and behaviour data in OneSchool. * Ensure all Individual Curriculum Plans are listed in support Provisions in OneSchool. | Reduction in major behavioural incidents in One School  Reduction in SDA data and Thinking Place Referrals  Increased parental satisfaction with :  School Opinion Survey Parent Items - 100%  S2012 *student behaviour is well managed at the school.*  S2021 - T*eachers at this school are interested in my child’s well being.*  School Opinion Survey Student Items - 100%  S2044 *Student Behaviour is well managed at my school.*  S2037 *I feel safe at my school.*  School Opinion Survey Staff Item - 100%  Increased staff satisfaction with:  S2074 *student behaviour is well managed at this school.* | * School Opinion Survey * Headline Indicators * OneSchool * Support Needs Committee Minutes * Guidance Officer Log of activities. |
| Engaged Partners | Local Decision making | **SOLID PARTNERS SOLID FUTURES**  **Community Engagement /Transition to Ayr State School plan**   * Yarn Ups * Engage parents – 3 phone calls/ week – positive feedback. * Continued links with Save the Children, Centrecare and Burdell Centre. * Implementation of Playgroup “Save the Children” in school hall * Step Up to Prep program. * Prep Open Days. * Prep Information Night. * Prep for Prep * Books in Homes * Better Buddies * Community Roadshow * Crossing Cultures – Utilise the Continuum reflection tool for on-going planning. * Crossing Cultures – Aboriginal and Torres Strait Islander perspectives. * Deadly Readers * Walking Talking Text. * Continued work with Home Hill SS to promote NAIDOC celebrations. * Continued work with East Ayr SS to develop curriculum. * Continued work with Cannonvale SS to develop explicit teaching. | School Opinion Survey Parent Item 100%  S2027 *Parents are satisfied that the school encourages me to participate in school activities.*  Communication is maintained through school newsletters, school website and articles to the Burdekin Advocate.  85% of Aboriginal and Torres Strait Islander students are at or above the National Minimum Standard in Yr. 3 and Yr. 5 NAPLAN testing.  90% of Aboriginal and Torres Strait Islander students attend 90% or more of the time.  Functioning EATSIP’S Committee  NAIDOC celebrations are conducted annually. | * School Opinion Survey * P & C Minutes * ECEC Meeting minutes * Updated EATSIPS Action Plan * P & C membership * EATSIP’s Committee membership |

**Bryan Dudley Peter Holt Melissa Jackson**

**Principal P & C President Assistant Regional Director**