Moorooka State School
School Review 2016
Strategic Plan 2017 – 2020

Every student succeeding
The 2016 School Review (School Improvement Unit) and the Strategic Plan (2017 – 2020) were developed in consultation with the school community as a meaningful statement of school achievement and strategic direction that meets school needs and systemic requirements.

Craig Kerwin
Principal

Mandy Hill
P&C President

Jane Sedgeman
Assistant Regional Director

29/11/16

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School Context

Our School
Moorooka State School offers children a well-balanced curriculum. While we place a high emphasis on developing student literacy skills, particularly in reading, we continue to refine our practice across the broader spectrum of literacy and numeracy. Our focus is on enriching the learning outcomes of our students. While we have reasonably solid NAPLAN results, what’s more important is the growth our students experience in the overall teaching and learning process.

Moorooka State School offers a variety of learning environments which allow staff to ensure students are actively involved in their learning. We have welcoming classrooms, a huge hall including music and conference rooms, computer lab, a well-resourced library, green room, art/drama workroom, several play areas, and extensive outdoor learning areas.

ICTs are pivotal to the teaching and learning cycle at Moorooka State School. Staff and students have access to projectors and large screens in every teaching space around the school. Tablet and desktop technologies feature in each classroom. Each class teacher has access to iPads for shared learning, classroom-based Apple Mac desktops and laptops, and our Cyber Centre which features modern Apple Mac equipment.

School enrolments have been sustained during the four years of the review process. Despite Year 7 moving to high school, our enrolments have remained stable. Many students are from transient backgrounds. In 2016 our effective enrolment was 322 FTE. Prep enrolments continue to remain healthy.

Students at Moorooka come from over fifty countries around the world. Cultural identity and tolerance is strong and is celebrated annually during Harmony Day in March. Some students come from families where English is a second language; our EAL/D program develops and strengthens students’ understanding of the English language. Approximately 8% of our students are from Aboriginal and Torres Strait Islander backgrounds.

Tag Line/Catch Phrase
In 2011 we introduced the catch phrase “Where great things happen ...”. The philosophy behind this is based on the workings of Stephen Covey in his educational works “The Leader In Me”, which is based on his highly successful “Seven Habits of Highly Effective People”.

Moorooka State School has adopted, in part, the works of Covey to develop a culture of positivity and a notion that every child is great and every child can achieve.

School Motto
“Honour Before Honours”: We recognise that personal integrity and character are more important than personal gain. We see this characterised through the personal actions of trust and the 5Cs: courtesy, consideration, co-operation, common sense, and care.

School Mission Statement
To provide our students with the highest quality educational experiences which both encourage and broaden knowledge, are supportive and inclusive in practice, and ensure preparation for, and success in, an ever changing world.
School Philosophy and Core Values
Moorooka State School is a proud State School encouraging excellence in academic, cultural and sporting endeavours. Moorooka State School:

- has a clear sense of purpose and a shared sense of core values;
- offers a rich and diverse curriculum based on the strong foundations of the Australian Curriculum;
- Values and responds to the needs of individual students;
- seeks to provide all students with the skills needed to access, understand, and use knowledge for the purpose of improvement and working towards life long learning;
- provides its students with access to quality staff dedicated to meeting their educational, social and emotional needs: reaching “above and beyond” as a supportive school environment;
- meets the needs of its community through strong partnerships with parents and members of the local community;
- is accountable to all stakeholders;
- demonstrates strong leadership within its administration/teaching/student teams;
- recognises and celebrates achievements and ensures continual monitoring of all students;
- seeks to develop school culture through its ASPIRE program;
- promotes an environment characterised by:
  - genuine, nurturing and caring teacher student relationships
  - respect and tolerance for others and our cultural differences
  - staff commitment and enthusiasm
  - a safe, orderly learning environment
  - a place where learning is fun
  - positive Moorooka State School/community relationships
  - a collaborative partnership with parents
School Review

Methodology
The review was conducted by a team of three reviewers.

The review consisted of:
- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Deputy principal
  - Business Services Manager (BSM)
  - Pedagogical coach
  - Support Teacher Literacy and Numeracy (STLaN)
  - Guidance officer
  - Students with Disabilities teacher
  - 18 teachers
  - 11 teacher aides
  - Two cleaners
  - 54 students
  - Administration staff members
  - 12 parents
  - School grounds officer
  - Schools’ plus manager
  - Chaplain
  - Indigenous liaison officer
  - C&K manager
  - Principal of Yeronga State High School
  - Brisbane City Council Councillor for Moorooka

Review team
- Peter Doyle Internal reviewer, SIU (review chair)
- Lee Gerchow Internal reviewer, SIU
- Robert Lee External reviewer

Key findings
Parents indicate a high level of support and confidence in the school leadership and staff members.

It is recognised that the school is supportive, open, and approachable. Communication is timely and readily available in both electronic and paper formats. Issues are addressed promptly in an open and transparent way.

The school’s priorities are articulated in the annual improvement agenda.

The school has three priorities: reading, writing and numeracy. Each priority is broken down into specific actions, with clear targets, timelines and roles and responsibilities. Teachers are able to articulate the key priorities with varying degrees of understanding as to what the implications of these priorities are for their day-to-day practice.
The school has used funds to appoint a pedagogical coach.

A systematic whole-school approach to coaching and feedback for all staff members aligned to the school's improvement agenda has been developed and is currently being implemented.

School-based and systemic data relating to student performance supports the school's improvement agenda.

The leadership team and teaching staff members view reliable school data as essential to the effective setting of curriculum directions. Data relating to student relative gain and progression of students in the Upper Two Bands (U2B) is reviewed with staff members as part of data discussions.

The school has a positive tone and a sense of community.

There is an expectation that every student will learn and achieve positive outcomes. A deliberate and planned approach to staff and student wellbeing has been recently developed and actioned.

The principal and other school leaders have introduced programs and strategies to identify and address the needs of students and are applying resources to meet those needs.

The school's budget is prepared by the principal and Business Service Manager (BSM) in conjunction with key staff, based on historical precedents. The school and the P&C work together to form a working business plan for the P&C to provide support to the school. As members of the P&C Exec change, there is a need to provide support to the incoming Exec on developing these plans.

Professional collegiality is viewed by staff members as strength of the school.

Many teachers speak highly of the guidance and support offered by the school's leadership team and of the support offered by their colleagues. Instructional leadership responsibilities of the leadership team have been developed and shared with staff. Coaching opportunities are focused on modelling and feedback.

All teachers are using the Curriculum into the Classroom (C2C) units as a resource linked to the Australian Curriculum (AC) scope and sequence.

The Explicit Instruction (EI) model is generally applied in varying degrees by teachers to curriculum design and delivery with particular emphasis on literacy.

The school places a high priority on ensuring that inclusive practices are in place to cater for the individual needs of all students.

Blooms digital taxonomy is provided to staff as a means for integrating technologies in daily teaching.

Explicit improvement agenda

The school leadership team is committed to the improvement of current student learning outcomes. This is reflected in a willingness to learn from evidence-based research.

Approximately 50 per cent of the school's enrolment are recent migrants to Australia and are fluent in a different language. The school has allocated substantive funds to support these students.
The school's priorities of reading, writing and numeracy are published in the annual improvement agenda for 2016. Each priority specifies actions, with clear targets, timelines and roles and responsibilities.

The school’s three priorities are communicated to parents via the school newsletter. The school’s explicit targets are made available to the parent community through newsletters and the school’s website. Parents are also actively encouraged to participate in the QParents program.

Teaching staff can articulate the key priorities with varying degrees of understanding as to what the implications of these are to their day-to-day practice.

The school draws on regional reading benchmarks to guide teaching staff in the monitoring of student outcomes in reading.

Attendance is an emerging issue for transient students. Some students attend school for less than 85 per cent, increasing by approximately two point four per cent in recent years. The school works closely with staff and the community to monitor and track student attendance. A policy to promote high attendance is developed and implemented. The degree to which this policy influences actions by students, parents and staff members varies depending on the transience of the students. It is identified that many transient students have greater attendance at MSS, than their previous schools, during their short enrolment time in the school.

A model of shared leadership and teamwork drives the improvement agenda. This includes both formal leadership roles and parallel leadership through mentors and team leaders. The roles and responsibilities of the leadership team have been recently reviewed, documented and communicated to staff members.

The school has a reading program and recently conducted a review of the school’s literacy block. There are plans to continue this review and refine the expectations of the implementation of this approach, to ensure consistency of practice. The consistency of the implementation of literacy blocks is developing.

Analysis and discussion of data
School-based and systemic data relating to student performance supports the school’s improvement agenda.

The leadership team and teaching staff view reliable data as essential to the implementation of curriculum. Data relating to student relative gain and progression of students in the Upper Two Bands (U2B) is shared with staff members.

The Whole School Diagnostic Schedule is in operation in all year levels and outlines targets for reading, oral language, spelling and mathematics. The school has reviewed the schedule of data collection and the school leadership team indicate further refinement is intended.

Most teachers utilise a range of assessment tools based on the Curriculum into the Classroom (C2C) resources and expectations from the Australian Curriculum (AC) to gauge student improvement. At the end of each unit, teaching staff use school-based technology to aggregate student attainments. Teams of teachers analyse this data to inform future pedagogical practices in English and mathematics. Behaviour and attendance data is shared and reviewed.

Provision of professional development for staff members in the use of OneSchool as a tool for the aggregation of student performance data has been provided. Some teachers indicate the need for further professional development in the use of data from Oneschool. This has been identified by the leadership team with professional development sessions organised with OneSchool personnel.

Individual teachers use some data with students and their parents to promote student ownership and increase parental awareness of the establishment of learning goals. The consistency of this practice is in development across the school.
2016 data indicates that the school is performing statistically above Similar Queensland State schools (SQSS) in Mean Scale Scores (MSS) for Year 3 as assessed by the National Assessment Program – Literacy and Numeracy (NAPLAN). In Year 5, reading, writing, spelling, and numeracy are similar to SQSS with the exception of punctuation and numeracy which are assessed as below SQSS. Over the 2008-2016 periods, participation levels have fluctuated though this is identified as family-choice.

Student relative gain compared to SQSS is improving. In comparison to Effect Size Gain (Relative to the Nation) this school demonstrates a positive gain in Year 3 reading, spelling, punctuation and grammar, and numeracy. It also demonstrates a positive gain in Year 5 writing, spelling, and punctuation and grammar. From 2008 to 2016 the school has shown significant ESG (Relative to the Nation) in Year 3 in all five areas of NAPLAN, and in Year 5 reading, spelling, punctuation and grammar, and numeracy.

2016 data indicates that Year 3 is performing above in SQSS in the Upper Two Bands (U2B) in all five areas of NAPLAN. In Year 5, in the U2B reading is slightly below SQSS while writing, spelling, punctuation and grammar and numeracy are like SQSS.

A culture that promotes learning
The school has a positive tone and a sense of community. There is an expectation that every student will learn and achieve positive outcomes.

Classrooms are orderly and inviting. There are minimal disruptions to learning.

The Responsible Behaviour Plan for Students (RBPS) outlines clear processes for responding to behaviour. A rewards system to promote positive behaviour in the school is in place.

Staff members demonstrate an understanding of the link between caring, respectful relationships with students and their success at school. Parents speak highly of the teaching staff and leadership team and state that they feel welcome and that staff members are approachable and responsive to their enquiries.

The school motto of ‘Honour Before Honours’ is prominently on display and understood by the students, as are the ‘5C’s’ expectations of courtesy, consideration, cooperation, common sense and care. Playground expectations are exhibited on posters reinforced by the school’s iconic ‘Meerkat’ mascot. The school’s slogan of ‘where great things happen’ is clearly visible.

2016 School Opinion Survey (SOS) data indicates that 89.8 per cent of students are satisfied that behaviour is well managed, in comparison with 84.6 per cent satisfaction in 2015. Some students express concern regarding bullying and behaviour needs in the school. These concerns differ depending on the student cohort. The leadership team work closely with students and families to support behavioural needs of some students.

Artefacts which communicate the seven habits for a successful life are present in all classrooms and public areas and form part of the school’s strategy for student wellbeing.

Data from the SOS indicates a decline in staff members’ morale. The leadership team are working with staff to seek collaborative improvement. A staff well-being team has been established and is organising some team building and morale boosting activities. Some staff members indicate that staff members’ morale has improved. A deliberate and planned approach to staff members and student wellbeing has been developed and enacted.

The school endeavours to establish strong and mutually supportive partnerships with parents from the time of enrolment. There are a large number of regular parent volunteers volunteering in various capacities. Parent information workshops are provided to assist parents in understanding the range of wrap around services offered by the school. A formal induction program for volunteers is planned.

Staff members are mindful of the multicultural nature of the school and endeavour to develop understanding and sensitivity to the various beliefs and cultural norms present in the school
community. Information is collected at enrolment interviews to assist staff members in their response to each child’s individual needs.

Appropriate support staff members such as interpreters and community liaison representatives are available according to the needs of each new family. Cultural celebrations such as Harmony Day and NAIDOC Day are held annually, as well as an ANZAC observance and the traditional community Easter Parade which is now in its third decade.

The school is well presented. All members of the school community demonstrate a commitment to the care of the school. Classrooms are generally well organised and current artefacts are on display to support teaching.

The school grounds are generally tidy and well kept. Some students and parents report that certain school facilities need updating. School community members identify maintenance and grounds that require attention which are addressed through the school’s annual maintenance plan.

The school administration manages the compulsory attendance policy and frequent unexplained absences are investigated. School leaders identify concerns regarding frequent late arrivals and early departures of some students. Plans exist to develop a consistent system for classroom teachers to promote regular attendance and being punctual.

**Targeted use of school resources**

The leadership team have introduced programs and strategies to identify and address the needs of students and apply resources to meet those needs.

The principal and Business Service Manager (BSM) prepare the school’s budget in conjunction with key staff members, based on historical precedents. The school’s budget is endorsed by the parent body. The school could benefit from wider consultation, across the school community in relation to funding allocations. There is alignment with the school’s EIA and budget allocations.

A well-equipped computer laboratory which is utilised by teachers and students is available. All teaching staff and teacher aides have access to an iPad. iPads are available to students in every classroom. These are used for extension activities or as an activity for early finishers. Some staff members express the need for further professional development in the effective use of these resources.

The school has a Levelled Literacy Intervention (LLI)1 program. The implementation of the program is overseen and quality assured by the Support Teacher Literacy and Numeracy (STLaN). The day-to-day implementation is enacted by two trained teacher aides. LLI provides intensive intervention for students from Prep to Year 6 who are identified as being below year level expectations in reading. Teachers speak highly of how this intervention addresses the learning needs of their students and this is supported by internal monitoring data.

A C&K Kindergarten is located in the school grounds, and enrolments in the school reflect an increase in 2016. The majority of the 36 children attending will transfer to the school.

The school has used the Investing for Success (I4S) funding to appoint a pedagogical coach, an additional class teacher and teacher aides to provide intervention for students. Additional teaching resources have also been purchased and provided to staff across all year levels. There is an annual review of resourcing to ensure planning of new resource purchasing is best practice.

**An expert teaching team**

Staff members view professional collegiality as strength of the school. Many teachers speak highly of the guidance and support offered by the school’s leadership team and of support offered by their colleagues.

The leadership team are supportive. The contribution of the pedagogical coach and STLaN are highly valued. The principal and deputy principal have been readily available in classrooms and participate in a variety of activities throughout each term.
The school has adopted a model of Explicit Instruction (EI) as its signature pedagogy. The implementation of this approach is inconsistent in classrooms. An outline of EI is published in the school’s newsletter and on the website.

Opportunities are provided for teachers to plan in year levels. Most year level teams make time to meet informally to plan and share resources. Teaching staff value these opportunities to work collaboratively with colleagues and curriculum leaders. Some teachers would like further opportunities outside the school to plan collaboratively.

Teaching staff articulate the need to continue with planning meetings and data discussions led by a member of the school's leadership team. Opportunities for specialist teachers to work collaboratively with colleagues and school leaders are provided.

Staff members’ performance planning processes occur annually with staff encouraged in 2016 to utilise the MyHR PDP process. Professional development discussions for teacher aides occurs regularly. The leadership team indicate that these processes will recommence in Term 2, 2016.

Staff members generally speak positively of the opportunities to participate in school- based professional development.

The school has a professional learning plan aligned to the school’s improvement agenda.

An induction program is provided for teachers new to the school. A documented orientation and induction plan is available. New teachers speak positively of support provided by colleagues and the school leadership team. The school offers weekly professional development to assist staff in their utilisation of Apple products. Staff are also provided with regular information regarding external PD available through Apple Stores and other external agencies.

The school has used funds to appoint a pedagogical coach. The role of this staff member focuses on the implementation of the school’s curriculum and data analysis. Following a recent staffing change, the opportunity has arisen for the school to review this position and the roles and responsibilities of the school’s leadership team.

Professional development is valued at the school. An external coach has recently been engaged using targeted funding.

A systematic whole-school approach to coaching and feedback for all staff members aligned to the school’s improvement agenda, has been developed and implementation is occurring. Coaching opportunities are primarily focused on modelled teaching episodes. Teachers are regularly provided with feedback through Principal walk throughs, coaching and Watching Others Work (WOW).

Systemic curriculum delivery
The EI model is generally applied in varying degrees by teachers in curriculum design and delivery with particular emphasis on literacy. Curriculum content is shared with parents via regular class newsletters. Whole-school curriculum overviews and intent are not currently shared with parents.

A diagnostic assessment schedule is developed and documented. This provides detailed targets and timelines across key subjects of English and mathematics.

It is widely recognised by leaders, teachers, and parents that the level of curriculum modification for students is of a high standard when supporting the attainment of the NMS. Some teaching staff and students express the opinion that the curriculum could be more challenging to support student attainment in the U2B cohort.

Few teachers indicate an integrated approach to cross-curricular literacies and general capabilities. Most aspects in relation to the development of communication technologies and thinking skills are segregated learning episodes. The leadership team is currently refining an ICT Framework to enhance integrated use of technologies.
The school is developing locally relevant curricula. C2C resources inform planning. Currently, decisions regarding curriculum adaptations are made by the year level planning groups who are supported by the pedagogical coach.

Teaching staff utilise a wide range of school resources to plan, implement and assess curricula. Many of these resources are commercial materials chosen by the respective year levels to support curriculum implementation. The use of resources is regularly monitored with both teaching staff and teacher aides asked to provide feedback on the effectiveness of resources.

The school uses the Apple platform for all digital technologies. All teachers have access to multiple devices including an Apple laptop and an iPad. This is enhanced through the allocation of additional resources, including digital still cameras and video cameras. The school has a comprehensive ICT framework which outlines the skills students should acquire at key junctures of schooling.

Assessment procedures are integral drivers for curriculum units. These items are derived from C2C material. Quality assurance processes for these adaptations are highly dependent on individual teacher judgement and skill. Assessment procedures inform the reporting process. Students indicate that assessment tasks are accompanied by statements of success criteria which they understand.

Moderation processes occur regularly within year level teams. Formal moderation processes with other schools have depended on the interest of other schools in the area.

School reporting includes written and oral reports. These reports provide a list outlining student involvement in the curricula. Some parents indicate more information would be helpful concerning aspects of the content the student managed and what could be needed for future support.

Support from the leadership team is provided for teachers and teacher aides regarding professional development, time for peer discussions, Watching Others Work (WOW) and modelled teaching episodes. These all support the implementation of the literacy framework and student support programs.

Differentiated teaching and learning
The school places a high priority on ensuring that inclusive practices are in place to cater for the individual learning needs of all students.

The whole-school diagnostic schedule monitors students’ learning. Data is entered on OneSchool and analysed by class teachers with the assistance of some school leaders. Teaching staff are at different skill levels with data literacy. The school leadership team provides professional development and some coaching to raise these levels.

A school policy on differentiation and a consistent agreed-upon approach to documenting the teaching adjustments in planning needs to be revisited and agreed to with staff.

All students from Year 1 to Year 6 participate in guided reading blocks with Prep students joining other students from Term 2. Through the I4S program, the STLaN and pedagogical coach lead the implementation of this program which is resourced with additional teacher aide time.

Students are levelled using PM benchmarks from Prep to Year 2 and Pinnell and Fountas2 in Years 3 to 6. Teachers group students according to reading levels. Two teacher aides provide targeted intervention from the Levelled Literacy Intervention (LLI) program. Some teachers articulate some difficulties in tracking benchmarking data at junctures due to differences between the PM and Fountas and Pinnell benchmarking systems.

Most students can accurately articulate their reading level. A consistent approach to students setting and monitoring their learning goals in collaboration with their teachers is yet to be developed. Most students articulate that they receive useful feedback from their teachers regarding their learning and how to progress.
Most students can accurately articulate a general understanding of success criteria and describe a variety of styles and formats in which this feedback is provided. Teachers’ understanding of formative assessment techniques and the provision of feedback to students is variable.

The school has a long-standing reputation for effectively catering for the learning needs of students with English as an additional language or dialect (EAL/D). This program operates effectively and seamlessly with other student support programs through the individual case management of students with identified learning needs.

The school has recently formalised the referral and case management of students with identified learning needs through its student support services Triple S meetings. This is well-received by staff members.

Individual Curriculum Plans (ICPs) are developed to cater for the specific learning needs of students who are working academically above and below their current year level. For students in or near the U2B in NAPLAN, the school operates a targeted strategy through the withdrawal of extension students. Some teachers articulate some difficulty in understanding how to adequately challenge higher-ability or gifted and talented students due to the needs of lower-performing students.

Processes to inform parents of their student’s progress are conducted each semester at parent and teacher interviews. Parents report appreciation for the descriptions of curricula content available in the school report. Some parents indicate they would like to receive more detailed information regarding how well their child is learning, how engaged they are and how they can assist them to improve.

**Effective pedagogical practices**

School leaders recognise that highly-effective teaching is the key to the improvement of learning. The documented pedagogical framework cites the research of Fleming\(^3\) (2007), Covey\(^4\) (2008), Tomlinson\(^5\) (2001), Archer and Hughes\(^6\) (2011) amongst others.

EL underpins the desired pedagogical approach. Professional development and some coaching and feedback were provided to all staff members in this model in 2015. Teaching staff articulate a range in the depth of their knowledge. Most are able to describe the opening of the lesson, We are learning to (WALT) and What I’m looking for (WILF) and the I do, You do, We do phases of lesson design.

An external consultant has recently provided professional development in the implementation of guided reading. A consistent approach to this program is developing across the school. Teachers are provided with an excess of teacher aide support. Teachers negotiate their teacher aide time during the planning of the school’s timetable. Professional development is made available to all teacher aides.

A school-wide reading framework, A Balanced and Effective Reading Program, describing the desired strategies and structures is documented. This year, to increase the level of consistency across the school, some coaching, observation and feedback have occurred. The school leadership team acknowledge the importance of consistency.

Teaching staff currently work in year level teams and plan, adjust, assess and moderate continually. Most teachers report satisfaction with the way their teams operate and articulate that there is a high degree of collegial support.

Some teachers indicate the need for more support from the school leadership team with their planning regarding the adaptation of the C2C units to suit all students’ needs. Currently, some members of the school leadership endeavour to attend planning meetings to assist staff members.

School leaders and teaching staff understand the need to provide timely and regular feedback to students and their families regarding progress towards achieving their learning goals. More formal setting of goals with students is yet to be implemented school-wide.
School and community partnerships
A range of parents indicate a high level of support and confidence in the school leadership and staff members. There is acknowledgement that the school is supportive, open, and approachable. Communication is timely and readily available in both electronic and paper formats. Issues are addressed promptly in an open and transparent way.

The school's website is functional and provides information on the operations of the school. Marketing strategies used to promote the school are well established and are visible. Some parents comment that a stronger focus on school facilities would enhance the school’s image within the community.

Woolworths, local sporting facilities and clubs provide a high level of community-based activities for students. Apple is committed to the school through the provision of insights for teaching staff into the use of classroom iPads and general computer-related materials.

Easter parades, Christmas carnivals, sports days, chaplaincy events (such as mother and/child days, father and child camps, and pancake evenings) are extremely well attended by parents. The chaplain plays an integral role in the management of student welfare and provides various vehicles that transport different nationalities associated with the school to social events.

The Parents and Citizens’ Association (P&C) currently has some difficulty with the development of parent engagement.

The P&C operates and manages the school Tuckshop. It has recently adopted online ordering. The food sold complies with the Smart Choices philosophy.

Outside School Hours Care (OSHC) is conducted on site by Schools Plus which has a strong and supportive relationship with the school. They often provide staff members to support student events such as Sports Days and Clean up Australia Days.

The majority of children transition to Prep from the onsite Crèche and Kindergarten. Strong relationships exist between the two centres with Under Eights Week, transition programs and specialist support which unite the two campuses.

Students transition primarily to a range of local high schools, including Yeronga State High School, Holland Park State High School, and Cavendish Road State High School. A number of transitional programs have been established throughout the year with each.
### Recommendations for improvement

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<th>Recommendation</th>
<th>Status</th>
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<tr>
<td>Sharpen and narrow the school’s Explicit Improvement Agenda (EIA) to focus on the key priority area of reading.</td>
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<td>Ensure the school’s attendance strategy is understood by all members of the school community.</td>
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<td>Communicate the school’s explicit targets with the parent community.</td>
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<td>Refine school data analysis processes to include a deep analysis of the achievement of all students including higher performing students.</td>
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<td>Implement focused and precise discussions of all systemic data.</td>
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<td>Develop processes to effectively disseminate attendance and student behaviour and communicate aspirational targets and strategies for improvement.</td>
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<td>Collaboratively develop a deliberate and planned strategy to address staff members and student wellbeing.</td>
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<td>Develop a formal induction process for volunteers.</td>
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<td>Collaboratively develop a plan with the school community to improve school facilities.</td>
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<td>Engage staff and community members in the development of the budget and the allocation of financial and other resources.</td>
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<td>Prepare budget plans for significant cost centres, containing plans for expenditure and review these in the formulation of subsequent budgets.</td>
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<td>Utilise funds to engage a representative from significant cultural groups to build links with the community groups.</td>
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<td>Review the responsibilities of all members of the leadership team to develop a deep understanding of instructional leadership to enhance teacher expertise.</td>
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<td>Revisit the current school coaching framework to ensure alignment with key priorities and the provision of quality feedback related to teaching practice.</td>
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<td>Formalise, document and implement school induction processes for all staff members.</td>
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<td>Develop and implement a professional development plan, aligned with the school’s improvement agenda.</td>
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<td>Implement a cycle of performance planning for each staff member, aligned to the school’s priorities.</td>
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<td>Investigate professional development options for the training of all coaching staff members to ensure consistency of coaching models and practice.</td>
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<td>Build teacher capacity in planning processes for all key learning areas to include cross-curricular literacies and general capabilities.</td>
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<td>Build teacher capacity to develop and deliver curricula which progressively develops students’ deep understanding of concepts, principles and ‘big ideas.’</td>
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<td>Engage all students through high expectations.</td>
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<td>Establish processes to effectively monitor the use of commercially produced resources and programs to ensure horizontal and vertical alignment across the school.</td>
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<td>Build teacher capacity to engage, challenge and extend high-achieving students, including those identified as gifted and talented and those in or near the U2B in NAPLAN.</td>
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<td>Develop a whole-school differentiation policy to ensure consistency in documenting adjustments to the curriculum.</td>
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<td>Review benchmarking procedures and embed a common consistent approach across the school.</td>
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<td>Build teacher capacity to report on student attainment and engagement to provide deeper information for parents.</td>
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<td>Continue to develop consistency of practice during literacy blocks particularly in the area of guided reading.</td>
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<td>Ensure the leadership team leads planning meetings to support staff members and quality assures unit adaptation.</td>
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<tr>
<td>Continue to develop teacher capacity to implement a consistent approach to explicit instruction, including the use of effective formative assessment techniques.</td>
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<tr>
<td>Establish a school-wide approach to the setting of student goals.</td>
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<tr>
<td>Support the reinvigoration of the P&amp;C as a contributing component of school and community liaison.</td>
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<tr>
<td>Provide additional opportunities for all parents to outline the different cultural aspirations for their children.</td>
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<tr>
<td>Incorporate these aspirations into the school's marketing approaches, celebrations and curriculum.</td>
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✔ Embedded  ↔ Embedded with revisit  ★ Priority  ● To be reviewed

| High priority | Medium priority | Lesser priority |
## Strategic Plan 2017-2020

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Ø Preparation strategy   ● Priority strategy   ○ Revisit strategy   ○ Embedded/Monitored strategy   † Refer implementation table
Preparation
Typically a preparation improvement strategy has been identified 6-12 months prior to the strategy moving to priority status.

During the preparation phase, generally a member of the leadership team, or a member of staff undertaking aspiring leadership, will work to identify the future needs of this strategy becoming a priority. This may include investigating programs to be implemented, resources to be funded and purchased, and professional development required by staff at intervals for implementation.

In some cases a strategic team may be formed to enhance the preparation of this strategy.

Priority strategy
A priority strategy receives key focus for the duration it has been identified. It is a requirement of all staff to be actively involved in working with the elements of the priority strategy. Whole of staff commitment will be the key to success in implementing a priority strategy.

While priority strategies receive the primary focus, other priorities or key needs of the school may still be considered for implementation.

Revisit strategy
A strategy identified as a revisit may simply need a check in. This may be the result of new staff commencing at the school, a change of leadership team, or a strategy that needs a small tweak.

A revisit strategy is unlikely to need the budgeting requirements of a preparation or priority strategy although some funding may still be required to ensure needs are met.

Embedded/Monitored strategy
When a strategy is identified as taking effect as part of every-day practice it will be considered as embedded and may only require simple monitoring to ensure it remains embedded.

An embedded strategy can revert to a revisit strategy in the event tweaking is required with staff.

As this is a guide only, all strategies can be reviewed and changed at any point during the four-year cycle of the strategic plan.

14 Parameters: Lyn Sharratt
Utilising the research of Lyn Sharratt, during the implementation of the strategic plan we are committed to the following parameters:

Parameter 1: Shared beliefs and understandings
Encompassing of parameters 3, 4, 5 and 6 to ensure all students are engaged and achieving and all staff and parents are involved in developing student capacity.

Parameter 4: Principal leadership
Principal and teacher supporting all students’ learning through frequent, non-evaluative classroom literacy walks and follow-up conversations about practice. All teachers and students have opportunities to learn with and through appropriate technology.

Parameter 3: Daily, sustained focus on literacy instructions
Students’ voice is heard frequently. Students are working independently using explicit, timely formative feedback from teachers’ assessment and utilising multiple forms of technology to demonstrate their literacy learning.

Parameter 5: Early and ongoing intervention
All students are actively engaged in relative and appropriate learning and have access to technology to support their individual differentiated learning.

Parameter 6: Case management approach
Teachers implement instructional strategies recommended in case management meetings. In follow up meetings for students continue until improvement has been achieved. Many or all students are benefiting from the strategies discussed in case management meetings.

ACARA Implementation and Rollout 2020
2017: The Arts (Visual Art/Drama/Music), PE, LOTE
2018: English, Maths, Science, The Arts (Media/Dance)
2019: Health, HASS
Appendix 1: verification

Leadership team

The Leadership Team, comprising Principal, Deputy Principal, STLaN, Literacy Coach, SWD Coordinator and Guidance Officer initially met and discussed the recommendations for improvement directly from the school review summary. Each member of the team rated the recommendation as high, medium, or lesser. This was compiled into a list for further discussion and alignment with the nine domains of the school improvement tool.

Once agreed, the collective recommendations were mapped as improvement strategies across each semester from 2017 to 2020. In completing this task, the team ensured consistency of approach as well as identifying how regularly staff would be involved in working closely with a priority strategy.

Once the strategic plan had been presented to staff, students and community members, the leadership team met for a second time to determine any amendments and budgeting requirements.

Staff

During the October Pupil Free Day staff were given opportunity to reflect on the initial preparation from the Leadership Team. Staff were asked to provide feedback on the clarity of strategies to be implemented, associated workload, and resourcing needs that may result. Additional clarification was sort from staff in relation to aspects of the school opinion survey data.

Students

During a lunch gathering, the Principal and the Deputy Principal met with the four school captains to discuss both the school opinion survey data as well as the strategic plan being developed. The students provided valuable feedback indicating positively about their involvement in the discussion.

Community

The Principal and Deputy Principal met with members of the P&C over breakfast. Feedback was gathered from the members regarding the school opinion survey data and the direction of the school through the strategic plan. Feedback gathered was extremely valuable and assisted in developing the initial phase of the P&C business plan.
Appendix 2: research

Putting faces on the data: Lyn Sharratt and Michael Fullan

Students are people—not data. Assessment data can bury you or give you focused information on how to reach every student. Putting Faces on the Data shows how to develop a common language for sharing all students’ progress with all teachers and leaders and how to use ongoing assessment to inform instruction. Based on worldwide research from more than 500 educators, this book presents solutions organized by:

- Assessment
- Instruction
- Leadership
- Ownership

The many benefits of personalizing data include increased student engagement and a positive impact on school culture. This reader-friendly guide helps you set goals, adjust lessons, identify students’ strengths and weaknesses, and implement interventions. Included is a self-assessment framework for implementing improvement at the district and state levels. By focusing on connecting all the dots between students and data, you can accomplish the ultimate goal of helping them learn.

The 4 disciplines of execution: Chris McChesney

In every business, strategy is vital for success. It charts the course and sets the direction. But, every strategist knows that so often strategic goals never take off because they are drowned by all of the other competing interests. The daily activities of the organization starve the strategic goal. In The 4 Disciplines of Execution, authors Chris McChesney, Sean Covey and Jim Huling explain how learning four disciplines can help produce breakthrough results.

- Discipline 1 – The discipline of focus. Extraordinary results can only be achieved when you are clear about what matters most. As simple as this principle may sound, few leaders ever master it. 4DX teaches why focus is so critical and how to overcome your biggest source of resistance.

- Discipline 2 – The discipline of leverage. With unlimited time and resources, you could accomplish anything. Unfortunately, your challenge is usually the opposite: accomplish more with less. 4DX shows leaders where they can find real leverage and how to use it to produce extraordinary results.

- Discipline 3 – The discipline of engagement. You have the authority to make things happen, but you want more than that – you want the performance that only passion and engagement can produce. 4DX enables leaders to rise from authority-driven compliance to passion-driven commitment in themselves and the people they lead.

- Discipline 4 - The discipline of accountability. No matter how brilliant your plan or how important your goal, nothing will happen until you follow through with consistent action. 4DX brings the practices that drive accountability and follow through, despite a whirlwind of competing priorities.
The ideal team player: Patrick Lencioni

Based on his many years of corporate and consulting experience, Lencioni has boiled the characteristics of an ideal team player down to three virtues as he calls them. Lencioni makes it clear that these are skills that can be learned and cultivated in everyone’s life. Here they are with definitions from his website (www.tablegroup.com):

- Humble: Ideal team players are humble. They lack excessive ego or concerns about status. Humble people are quick to point out the contributions of others and slow to seek attention for their own. They share credit, emphasize team over self and define success collectively rather than individually.

- Hungry: Ideal team players are hungry. They are always looking for more. More things to do. More to learn. More responsibility to take on. Hungry people almost never have to be pushed by a manager to work harder because they are self-motivated and diligent. They are constantly thinking about the next step and the next opportunity.

- (People) Smart: Ideal team players are smart. They have common sense about people. Smart people tend to know what is happening in a group situation and how to deal with others in the most effective way. They have good judgment and intuition around the subtleties of group dynamics and the impact of their words and actions.

Instructional coaching: Jim Knight

There is increasing evidence that professional development programs, including those for teachers, are more effective when they involve intensive forms of support. Instructional coaching is a proven support to both teacher development and student achievement.

A model of instructional coaching developed by Jim Knight and his colleagues at the Center for Research on Learning of the University of Kansas will be presented. The principles have been validated in studies of teacher professional development in the USA and in Europe. A systematic literature search on instructional coaching has been done in order to find the most relevant studies and reports.

Instructional coaching for teachers is a collaborative, on-site, evidence-based approach, based on a close collaboration with school principals. The main strategic elements of the process will be outlined. A special section is dedicated to evaluation of the on-going implementation of coaching and the changing teaching practices.

Evaluation of teachers’ perceptions, instructional practices and the links to student achievement will be presented. Instructional coaching can support schools in implementing new teaching practices in a sustained way. Instructional coaching also ensures that teaching practices are realized with fidelity, ensuring systematic, high-quality implementation.

The aim is to ultimately improve student achievement in schools.
Emotional intelligence 2.0: Travis Bradberry and Jeave Greaves

Emotional Intelligence can be defined as the ability to identify, consider and control emotions in oneself and to recognize them in others, brought on by a combination of self-awareness, self-management, social awareness and relationship management.

Travis Bradberry and Jean Graves take readers through a journey of discovery and reflection as they navigate the process of exploring and improving emotional intelligence (EQ), a statistically significant factor in achieving personal and professional success. Aptly titled, Emotional Intelligence 2.0, this book goes beyond the work of its predecessor, providing a brief history and outline, while focusing on encouraging the reader to apply strategies in the areas of self-awareness, self-management, social awareness and relationship management. Bradberry and Graves leave a path for readers to develop awareness and strategize improvement with the inclusion of an EQ test and a plan format.

It’s all about control:

- Two thirds of people are controlled by emotions. This means that the majority of the workforce is not yet skilled in gauging the emotions of themselves or those around them. This skill gap leads to an inability to identify emotions or use them to the worker’s advantage.

- There are five core feelings in which all other emotions are rooted: happiness, sadness, anger, fear and shame. Experiencing these is natural, acceptable and unavoidable – but exploration and understanding is paramount to using, controlling and moving past them.

- Emotional hijacking takes place when feelings override reason, leading to reactions – often illogical or irrational – stemming purely from emotion. While the emotion itself cannot be disposed of or trained, the thoughts and reaction immediately following can be, provided the person is aware and alert.

- Triggers are events leading to emotional reactions, often due to history and experience. These, like hijackings, can be controlled.