

Strategic Plan 2017-2020

Improvement Strategy	QSR		2017		2018		2019		2020	
	2016	2016								
<u>Literacy</u>										
- P3: Daily sustained/P5: Early int.	●	●	●	●	★	★	○	○	○	○
- Reading	●	●	●	●	★	★	○	○	○	○
- Phonics & Spelling				∅	●	●	★	★	○	○
- Writing						∅	●	●	★	★
<u>Numeracy</u>										
- Whole-school approach - numeracy						∅	∅	●	●	●
<u>Curriculum</u>										
- ACARA Rollout Plan 2020			● [†]		● [†]		● [†]		● [†]	
- Robotics/Coding		∅	∅	∅	●	●	●	●	★	★
<u>Assessment</u>										
- Differentiated assessment					∅	∅	●	●	○	○
- Co-constructed Success Criteria				∅	●	●	○	○	○	○
<u>Differentiation</u>										
- Differentiated instruction					∅	∅	●	●	○	○
<u>Pedagogical Practice</u>										
- P1: Shared belief / P4: Lit Leader	●	●	●	●	○	○	○	○	○	○
- P2: Literacy Coach	●	●	●	●	●	●	○	○	○	○
- Explicit instruction	★	★	★	○	★	○	★	○	★	○
- Coaching/WOW/PDP	★	★	○	★	★	○	★	○	★	○
<u>Data analysis</u>										
- P6: Case management		∅	●	●	●	●	○	○	○	○
<u>School culture</u>										
- Student attendance	∅	●	●	○	★	○	★	○	★	○
- Student behaviour	∅	∅	●	○	★	○	★	○	★	○
- Staff wellbeing	∅	∅	●	●	●	★	★	○	★	○
<u>Community partnerships</u>										
- P&C / Parent Reps	∅	●	●	●	★	●	★	●	★	●
- School beautification	∅	∅	●	●	○	○	○	○	○	○

∅ Preparation strategy

● Priority strategy

★ Revisit strategy

○ Embedded/Monitored strategy

[†] Refer implementation table

Updated: June 2017

Strategic plan guide

- ⊗ **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 Co-ordinator 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

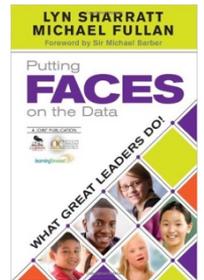
The Principal and Deputy Principal met with members of the P&C over breakfast. Feedback was gathered from the members regarding the school opinion survey data and the direction of the school through the strategic plan. Feedback gathered was extremely valuable and assisted in developing the initial phase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

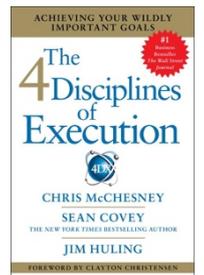


- Assessment
- Instruction
- Leadership
- Ownership

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

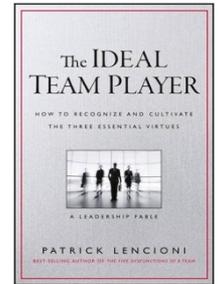
In every business, strategy is vital for success. It charts the course and sets the direction. But, every strategist knows that so often strategic goals never take off because they are drowned by all of the other competing interests. The daily activities of the organization starve the strategic goal. 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

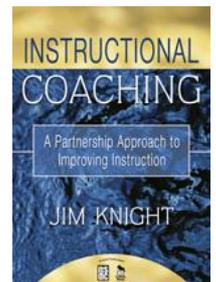
Based on his many years of corporate and consulting experience, Lencioni has boiled the characteristics of an ideal team player down to three virtues as he calls them. Lencioni makes it clear that these are skills that can be learned and cultivated in everyone's life. Here they are with definitions from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

