# Strategic Plan 2019 – 2023

## Our School Values

*We Nurture*

*We Challenge*

*We Care*

## Our 3 School Priorities

*Excellence in Learning*

*Excellence in Teaching*

*Excellence in Partnerships*

## Our School

The next four years present an opportunity for Pumicestone State School and community to build on the foundations established since opening in 2017. Our school enjoys a healthy reputation in the community and enrolment is highly sought after. Pumicestone State School is an innovate primary school characterised by a high commitment to academic achievement, performance and developing our students to be active global citizens of the future. The school motto "Shaping our Tomorrow" epitomises our focus on ensuring all students have what they need to be successful learners and ensure that every child's potential can be realised. Through a range of engaging programs, the school focuses on educating the 'whole' child that is developing the intellectual, social, emotional and physical skills of children so they can achieve academic success, possess high self-esteem and participate confidently and effectively in society.

We all work together to ensure our school is a welcoming and happy place: a place where parents, students and staff members are proud to be. We strive to treat everyone with care, dignity and respect. A strong emphasis on wellbeing and social learning ensures that students are supported to do their best and reach their potential in academic and social areas. Whilst our curriculum delivery is contemporary our values are traditional and as a school of high standards our students are taught the importance of using manners, care, compassion and respect on a daily basis. Our values drive how staff, students and community work together to deliver a respectful, supportive school where students feel secure, happy and confident

The staff are extremely professional in their approach and our strong school culture was a highlight feature of our School Review in 2018.

**PROCESS**

A school review was carried out by the School Improvement Unit (SIU) from 15 to 17 August 2018. The review looked at the overall school operations and produces a report which presents an evaluation of the school's performance against the nine domains of the National School Improvement Tool.

**FINDINGS / REVIEW OF SCHOOL**

**Staff members are highly committed to improving outcomes for all students.**
The school community is committed to working together to maintain a culture of high expectations for all students in engagement, learning, behaviour and attendance. Many parents express the view that they appreciate the level of commitment and professionalism demonstrated by staff members in supporting the wellbeing of students. They comment favourably on the positive culture established in the school since its opening.

**The culture of the school inspires staff members to exhibit high levels of professional energy for the work they do in the school.**
Teaching staff seek out the advice and support of school leaders in addition to their peers, and actively seek their input to ensure that student learning and engagement are of the highest priority. Staff members articulate great pride in the work they do in the school and 'go the extra mile' in the interests of their colleagues and students. The ongoing support received from members of the leadership team is highly regarded by all staff resulting in high levels of morale.

**School leaders articulate a clear commitment to delivering teaching programs strongly aligned to the Australian Curriculum (AC).**
The Head of Curriculum (HOC) plans with teaching teams each term to develop curriculum plans that align with the AC. The HOC works to develop teachers' understanding of the AC by developing a locally relevant curriculum that is made available for teachers to enact in classrooms. Conversations with teaching staff members indicate the need to continue to develop a comprehensive understanding of the AC.

**Data is used to inform school level decisions, programs to support student learning, and the school's improvement agenda.**
Data conversations between teaching staff and curriculum leaders are held each term. The capability of teachers to understand and utilise class data sets to inform teaching and learning practice and respond to the implications for differentiation is supported through these data meetings. Conversations with teachers indicate a need to continue to build their knowledge of the use of data to inform teaching practice.

**The leadership team is highly committed to promoting excellence of student learning.**
Teachers are offered the opportunity of Watching Others Work (WOW) at the start of each term. Teaching staff self-select an area of focus to be observed on according to their needs. The diverse learning teacher creates a deliberate timetable of classroom visits. WOW is building teacher capability and increasing teacher confidence in school priorities. A coaching and feedback model to further enhance professional practice across the school is yet to be fully developed.

**Classroom teachers are encouraged to identify and address the learning needs of the full range of students.**
Individual Curriculum Plan (ICP) development and monitoring for students with complex learning needs is coordinated by the acting head of the Enrichment Centre. Individual Support Plans (ISP) are developed and monitored by the Enrichment Centre teachers. The development, implementation and monitoring of ICPs is an ongoing piece of work with Enrichment Centre staff and classroom teachers building their knowledge and confidence in this area.

**Teachers work to ensure that students are engaged and challenged.**
Teachers provide structured differentiation in classroom activities including the formation of student groups, particularly in the improvement area of reading. Staff members identify high achieving students who then have access to extension programs. Teaching staff members have varying degrees of knowledge regarding how to differentiate for a wide range of student needs in their classes.

**Staff members readily support and engage with the school's Positive Behaviour for Learning (PBL) framework and PBL is embedded across the school.**
The PBL team led by the PBL teacher has developed a comprehensive suite of resources including, sequenced, focused PBL lessons, and has led targeted Professional Development (PD) for all staff to support the effective implementation of PBL across the school. Staff and students are clearly able to articulate PBL language, strategies and processes established within and outside classrooms. Communication of the PBL approach to parents is consistent and well received.

**The school recognises the positive impact that partnerships with parents and the community has on enhancing student learning and wellbeing.**
The school has developed a highly successful pre-Prep program that runs over 12 weeks and is led by a teacher from the Enrichment Centre. The school chaplain is considered a valuable member of staff and runs numerous programs to support student wellbeing. A breakfast program operates four mornings a week supported by Young Men's Christian Association (YMCA), volunteers, school staff and the chaplain. A very positive relationship has been established with the neighbouring Halcyon Glades retirement community

SUMMARY OF KEY IMPROVEMENT STRATEGIES FROM REVIEW
- Develop and implement a process to ensure the intent and rigour of the AC is enacted in all classes.
- Continue to build staff members' data literacy skills to enable a deep understanding of data and the implications for teaching.
- Collaboratively develop and implement processes to allow all staff members to be involved in formalised, regular and timetabled coaching and feedback aligned to the school's improvement agenda.
- Develop class teachers' understanding of and capability to engage, challenge and extend students, including high achieving students within their classrooms.
- Strengthen the shared knowledge and processes for the development, implementation and monitoring of ICPs and ISPs for all identified students

## *Future Challenges*

The school enrolment is continually increasing with enrolment predictions:

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|---|---|
| 2020 | 880 |
| 2021 | 980 |
| 2022 | 1085 |

Stage 3 is being designed and developed in 2019 with construction expected throughout 2020.

# Key Improvement Focus Areas

**Priority**: Continue to embed the culture and ethos of the school as it continues to grow

**Success Indicators**:
- Our core values are supported by staff and community and taught widely.
- A positive community reputation as evidenced by School Opinion Surveys and feedback received
- Low levels of disruptive behaviour as evidenced by the termly snapshots of data recording incidents and intervention
- A broad base of sponsorships and community support strengthen curriculum and student learning
- Increased community involvement in events
- The communication structure including school based communication, use of social media and ICT tools, and regular parent meetings is in continual use
- ECEC partnerships are further strengthened and Prep students demonstrate increased preparedness for school as evidenced in the AEDC

**Strategies:**
- Monitor and continue to maintain the core values and philosophy to ensure the resilience of these foundation principles in the light of significant and rapid enrolment growth and community change.
- Continue the clear and sharp focus of the improvement agenda.
- Investigate avenues to maximise community-based support for the school and develop strategies for the management of long term partnerships to assist in the sustainability of programs and support.
- Continue to monitor and develop attendance strategies to target those students identified below 85% attendance range.
- Student Engagement Teacher, PBL Team and Chaplain to develop and implement wellbeing and engagement strategies for all students.
- Focus direction, build inclusive and collaborative cultures, deepen learning and foster accountability

**Priority**:  Develop a Quality Assurance (QA) process to ensure the planned intended curriculum is being enacted in all classrooms.

**Success Indicators**:
- 90% of students are making 12 months of progress for 12 months of learning in literacy and numeracy
- NAPLAN data is above like schools and similar to state data by 2021
- Processes for systematically measuring, monitoring and celebrating progress towards published school targets and evaluating strategies linked to all aspects of the Explicit Improvement Agenda for effectiveness are developed and implemented.
- Progress of all students is rigorously monitored and tracked through school-wide data collection
- All teachers competently and confidently use data and the tools to generate data to inform their teaching plans

***Strategies:***

- Sustain the narrow and sharp focus of the EIA to maintain a school-wide understanding of, and commitment to, identified priorities and targets
- A comprehensive Curriculum Plan detailing the signature curriculum program in use throughout the school and this forms a core part of the Induction and Professional Development Programs
- Continue to develop OneNote to enable collaborative expertise in practice.
- Continue to provide release time for year level teams to collaboratively plan with HOC for effective teaching and learning.
- Continue to engage in regular internal moderation processes within year level, with the focus on the improvement areas of literacy and numeracy and understanding the data to inform teaching practices.
- A model for intentional leadership blending instructional and transformational leadership is driving the improvement agenda.
- Continue to build staff capability to engage with the Curriculum Framework to guide all teaching, learning, assessment and reporting.
- Develop data literacy skills through professional development to build staff capability in understanding, analysing and acting on data.
- Ensure consistency of teacher judgment and accurate reporting against the Australian Curriculum achievement standards by confirming the alignment of assessment and moderation processes and practices.

***Priority:*** Build teacher capability to plan and deliver differentiated learning experiences for the range of learners in their classrooms

***Success Indicators***:

- Parents and teachers consult and jointly develop individual curriculum plans to meet the needs of students requiring adjusted curriculum.
- Tailored, early and sustained interventions are in place for students identified as requiring additional support.
- All students are appropriately engaged, supported, challenged and extended with their learning within the classrooms

***Strategies:***

- Develop a shared understanding and school practice of Individual Curriculum Plans
- EC staff based in classrooms and part of year level teams.
- Analyse student data regularly to monitor progress, guide teaching practices, and prompt early intervention.
- Implement clear processes for the referral, monitoring, case management and reporting of students with disability and students referred to SNAC.
- Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests.
- Provide challenging learning experiences that further develop reading, writing, numeracy and critical and creative thinking capabilities across the curriculum.
- Embed Burangaman across the year levels promoting divergent thinking rather than convergent thinking.
- Diverse Learning Teacher and STLaN to continue to develop understanding of differentiation within the classroom for the whole range of students.
- Continue to embed the practice of setting and using learning goals to improve student learning across all classrooms.

**Priority**: Further develop a formal approach to the provision of observation, mentoring and feedback for all staff members.

**Success Indicators**:
- 100% of staff will positively interact with colleagues and instructional leaders around observation and feedback practices in order to strengthen pedagogical practices and improve student outcomes.
- 100% of staff will independently and collaboratively reflect on their own practice through WOWs (watching others work), having others watch them, reflecting on their practice and making changes to improve their pedagogical practice and student outcomes.
- 85% of students receiving A-C in English through the development of rigorous reading, spelling and writing pedagogical practices.
- 100% staff positively interact with classroom profiling.

**Strategies:**
- Allocate time regularly for in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes.
- Establish focus and protocols around Observation and provide plan for formal observations and feedback sessions
- Continue to develop and embed the school's pedagogical framework that defines an agreed common understanding of pedagogical practice across the school.
- Continue to support staff through annual Performance Development program where feedback and observations feed into the goals for self-improvement.
- Targeted professional development around systemic, school and personal priorities identified through analysis of data, PDPs and observations.
- Utilise the classroom profiling methodology to provide feedback to teachers regarding their effective use of the Essential Skills for Classroom Management (ESCM).

**Priority:** Continue to embed the individual programs and community partnerships

**Success Indicators**:
- Feedback from parents, students, staff and community
- Ongoing engagement and relationships with Halcyon Glades and Drakes
- Brekky Club runs 4 days a week

**Strategies:**
- Enable staffing fractions to allow for Chinese to be taught in all classrooms Prep – Year 6
- All students are engaged with Prime Time
- Technology teacher engaged and promoting digital technologies across the school so STEM embedded
- Continue to promote and develop the Pumicestone Music Academy
- Musical Showcase & Art Extravaganza embedded as annual events.

Pumicestone State School Strategic Plan 2019 - 2022 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved

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