# Description: Description: Widgee LogoWIDGEE STATE SCHOOL

## QUADRIENNIAL SCHOOL REVIEW 2011 - 2014

**4 YEAR SCHOOL STRATEGIC PLAN 2015 - 2018**

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|  | *At Widgee State School*  *Our vision: Engaging minds. Empowering futures*  At Widgee State School, our vision is the promotion and development of a safe and supportive learning environment. The school is a friendly, warm-hearted school that supports students, parents, families and staff to reach their full potential. It is a school which offers country values but has city opportunities. It is an environment in which all people work together to create successful citizens of tomorrow. Citizens that are   * Independent learners * Effective communicators * Confident and self managing * Socially responsible * Happy and involved |

**APPROVAL/ENDORSEMENT PROCESS**

The Quadrennial School Review is verified. The 4 Year School Strategic Plan is a meaningful statement of school achievement and strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

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**Ruth Machen** **Letitia Hendry**  **Trevor Walker**

PRINCIPAL P&C PRESIDENT/COUNCIL CHAIR ARD (SCHOOL PERFORMANCE)

NORTH COAST REGION

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| **SECTION 1** | **STATEMENT OF PURPOSE** |
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| ***Our role is to best prepare children for life-long learning and to be effective participants within society. To achieve this we need to provide a dynamic and interactive learning environment that engenders the development of personal attributes as well as academic achievement. The school and families interact closely to share in the role of raising and educating our children. Families support the school by being active in the P & C*** | |
| **It is expected that by the end of their time at Widgee State School, students will have developed the following:**   * **A solid foundation in literacy and numeracy skills** * **Confident and capable in teams as participants or leaders** * **Be safe, respectful and responsible learners** * **Have a love of learning**   **We believe these skills and attributes will best prepare our children for lifelong learning and to be successful as active citizens in our society.** | |

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| **SECTION 2** | **AIP SCHOOL REVIEW 2013 & 2014 (as there is no QSR for Widgee this was the alternative )** |
|  | |
| ***Process*** | |
| **The review process for Widgee state school was as follows:**   * **Inform all stakeholders of the impending review, what its purpose is and how it will happen.** * **Establish a consultative committee to inform and guide the process (committee comprised of principal, one staff member and one P & C representative).** * **Issue “Traffic Lights” surveys to families, students (3-7) and staff** * **The consultative committee will meet to analyse the survey responses and determine common patterns in acknowledging school service and recommendations for improvement. We also will use official school data to help inform the development of future objectives** * **Review the AIPs 2013 & 2014** * **Review of School improvement team audit** * **Review of Discipline audit**   **REVIEW OF SCHOOL AIP 2013 – 2014**   |  |  |  | | --- | --- | --- | | Major strategic directions identified  for 2013-2014 | Progress to date | Further action (if necessary) | | **Focus Area**  **Successful learners** |  |  | | Implement the Australian Curriculum | Embedded English, Maths, Science and History | Trial of Geography in 2014 still to be reviewed  History needs to be reviewed  Familiarize staff with the c2c resource of “THE ARTS” | | Key literacy and numeracy improvement strategies | Literacy is improving, especially in reading data  Literacy intervention through the use of Multi lit  Whole school approach to reading and reading groups using Pearson’s gradual release of responsibility model  Numeracy NCR | Target the 25 % of students who are capable of achieving in the upper two bands.  Continue | | Differentiation strategies | Familiarize staff the NCR “a guide to school based Assessment tools and Year Level expectations”  Upper two bands priority still developing. | Implement the NCR “a guide to school based Assessment tools and Year Level expectations”  Upper two bands priority using on line project unify and booster through Brisbane school of distance education | | Work to achieve ‘Great Results Guarantee’ | During 2014, we have focused on maximizing the benefits of this funding for our students. After reviewing our *Great Results Guarantee* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our strategies to ensure that every student succeeds.  Strategies implemented include:   * Purchasing support time (STLN) that targets identified students. * Training staff (teachers and teacher aides) in the use of multilit as a reading intervention program. This has enhanced their capacity to assist in teaching foundation literacy knowledge and skills. * Developed and implemented a whole school approach to literacy with a focus on reading, decoding and comprehension. * Developing a whole school approach to numeracy * Provided professional development in literacy. * Promotion of every day at school counts through newsletters. * Developing an ongoing cycle of data collection and monitoring | We will continue to implement our strategies to ensure that every student succeeds.  Strategies implemented include:   * Purchasing support time (STLN) that targets identified students. * Training staff (teachers and teacher aides) in the use of multilit as a reading intervention program. This will enhance their capacity to assist in teaching foundation literacy knowledge and skills. * Developed and implemented a whole school approach to literacy with a focus on reading, decoding and comprehension and embed a short assessment cycle. * Developing a whole school approach to numeracy * Provide professional development in literacy with peers. * Continue to Promote the notion that “every day at school counts” through newsletters. * Developing an ongoing cycle of data collection and monitoring | | **Great people** |  |  | | Implement performance reviews for all staff | NC | To do in 2015 with guidance from ARD | | Learning and wellbeing framework | NC | To do in 2015 with guidance from ARD | | **Empowerment** |  |  | | Develop and enact a pedagogical framework based on ASOT | NC | To do with consultation of staff | | **Engaged partners** |  |  | | Getting ready for secondary school | Liaised with secondary school and held meetings with key stake holders as needed. |  | | Parent and community engagement framework | NC |  | | **High standards** |  |  | | Audit priorities | School improvement unit audit in October | Implement recommendations | | Discipline Audit priorities | Discipline audit in October | Implement recommendations | | Internal Audit priorities | NC |  | | Opinion survey priorities |  |  |   Major findings from the review   * **Achievements**  An explicit improvement agenda The school principal is clearly committed to improving student outcomes and has identified reading, specifically comprehension, as Widgee State School’s improvement agenda. There is a shared commitment to improvement in reading by staff and parents. The school has made an effort to identify current student achievement levels in reading. There are a variety of classroom data used by all teachers to inform grouping (e.g. PM, sight words, letter-sound and Multi-lit). PM Benchmark targets have been set for each year level. Analysis and discussion of data The school uses multi-lit data to inform school-level decisions, interventions and initiatives. The school monitors school attendance data and has a process to address absenteeism. Progress in reading has been shared with the parent body. The school has begun to use data to identify starting points for improvement in reading and there is evidence. A culture that promotes learning Staff of the school are trusted by the school community to support the well-being of students. Interactions between staff, students, parents and families are focused on the well-being of students and are caring, polite and inclusive. All staff, students and parents speak highly of the school. Staff morale is generally high. There is a strong sense of belonging and pride in the school. Parents who were interviewed feel confident about approaching their child’s teacher. Respectful processes have been introduced during assembly and this is a positive experience for teachers, parents and students. There is an emerging emphasis on recognition of student engagement and learning. The Student of the Week process is a positive way of celebrating student achievement and improvement. There is an emerging collegial staff culture. Targeted use of school resources The school is using multi-lit to address the learning needs of particular students in reading. There are few school-wide policies to address individual student needs. Great Results Guarantee has a plan and funds have been expended. Physical learning spaces and the external environment are expansive, well-maintained and utilised to meet the needs of learners. Technology is accessible to the majority of staff and students.  PM and multi-lit diagnostic testing is applied to all students. The school is using its human resources (teacher aides and volunteers) to address the needs of students in reading. An expert teaching team The school is using a ‘watching others work’ process to develop collective capability in the delivery of multi-lit. There is a provision for training teachers and teacher aides in multi-lit. Teachers visit each other’s classrooms and welcome opportunities to have the principal observe and discuss their work with them. The principal has initiated peer visits for teachers to observe quality pedagogical practices in line with school priorities. Systematic curriculum delivery A school-wide approach to the teaching of reading (e.g. weekly comprehension focus) is being developed. Report cards are developed on OneSchool and are aligned to A to E standards. Differentiated teaching and learning Report cards to parents indicate individual student achievement; however, comments do not reflect strengths or focus areas for future learning.  There is an expectation that teachers teach to the high end of the class. Multi-lit and PM benchmark levels are used to establish starting points for the teaching of reading. There is a whole school approach to the teaching and learning of reading based on student ability levels. The principal and teaching staff are committed to success for all students and are beginning to identify ways of tailoring teaching to individual student needs. Effective pedagogical practices The principal has accepted personal responsibility for driving improvements in teaching throughout the school. (e.g. explicit instruction, use of data to inform teaching, gradual release model in the teaching of reading).The principal demonstrates a strong conviction that improved teaching is the key to improved student learning. The principal has modelled effective teaching practices to teaching staff. There is a particular focus on improved teaching methods in reading. Routines and transitions are well established. There is some evidence that bookwork is being marked and qualitative feedback is provided. School and community partnerships Contacts with families, local businesses and community organisations are limited to isolated events. Partnerships are not based on collaboratively planned programs of activities with clear goals, roles and responsibilities.  **Commendations from discipline audit**  The Principal and teaching staff are driving an explicit and positive approach to managing student behaviour.  The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a conviction that student engagement and regular attendance are keys to improved student learning.  The school has developed a set of positively stated school wide expectations: *Be Safe, Be Responsible, Be Respectful* and *Be a Learner,* which are well known by the students and enacted in classrooms.  Student leaders articulate and reinforce the rule for the week at school assemblies.  The Principal and staff members are committed to developing and refining school wide practices associated with behaviour management and student engagement.  There is a strong sense of wellbeing at the school among staff members and students, with the students speaking fondly of a caring school and caring teachers.  Parents, staff members and students speak highly about how the Principal has had a positive impact on student engagement and behaviour.  A high level of community engagement is evident. Many parents attend and support the school’s scheduled events, such as sports days, assemblies, evening events and Parents and Citizens’ Association (P&C) meetings.  The school has developed creative and effective strategies for acknowledging appropriate student behaviour including the highly valued student of the week award.  Overall student behaviour is of a very high standard and adopted strategies are working successfully.  The Junior Secondary Action plan includes opportunities for a successful Year 6 and 7 transition into secondary school. These include information sessions for parents and planned transition days for students.  **Areas for improvement**  Develop a whole school research-based approach to pedagogical practice aligned to regional priorities.  Develop an explicit, sequenced, multi-age plan for curriculum delivery which makes clear what and when teachers should teach and students should learn.  Review the assessment and reporting plan and align to the curriculum plan and school priorities.  Implement developing performance plans for all staff linked to school priorities.  Develop a documented professional learning plan linked to school priorities.  Promote and embed an environment of high expectations that every student will learn and achieve positive outcomes.  Develop a plan for the systematic collection of a range of student outcome data linked to school and regional priorities.  Develop a website in consultation with school community. Use the website to promote excellence and celebrate student improvement.  Review the data collection and analysis process to ensure that both inappropriate and positive behaviour incidents are recorded in OneSchool in order to allow a legitimate analysis of the data to occur. Provide professional development for all staff members to enable data to be entered into OneSchool in a consistent and meaningful way.  Review the Responsible Behaviour Plan for Students (RBPS) to ensure effective processes and systems are established and implemented consistently across the whole school to ensure its continued effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning.  Consider aligning elements from the school’s pedagogical framework with the RBPS to establish consistent learning and behaviour routines across the school to ensure high levels of engagement and high expectations for all students.  Continue to develop processes to closely monitor attendance and routinely engage with families to increase student attendance and engagement in learning.  Communicate the behaviour focus for the week in the school newsletter to enable families to reinforce the school’s expectations at home.  Consider implementing a school wide program to explicitly teach students the expected behaviours and to enhance student wellbeing and resilience. | |

**SCHOOL CONTEXT**

**Curriculum**

Education Queensland is committed to preparing Queensland with the knowledge, skills and confidence to participate effectively in the community and the economy

*Every student succeeding* outlines Education Queensland’s agenda for improvement, detailing the key priorities that are being implemented across our system to ensure that every day, in every classroom, every state school student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment.

Curriculum is driven by an explicit improvement agenda with a deliberate focus on

Literacy and Numeracy and the improved performance of students in the upper two bands

Our commitment is also demonstrated by our attention to

Reading

Writing, including spelling, grammar and punctuation

Numeracy

Science

Attendance

At Widgee State School, we are committed to enacting a world class education for our students through the scheduled implementation of the Australian Curriculum. The Australian Curriculum describes what young Australians should learn as they progress through schooling. It is the foundation for their future learning, growth and active participation in the Australian community. It sets out essential knowledge, understanding, skills and capabilities and provides a national standard for student achievement in core learning areas. The Australian Curriculum, Assessment and Reporting Authority (ACARA) has a rigorous and robust curriculum development process to produce a high-quality national curriculum.

Widgee State School is committed to the full implementation of the Australian Curriculum under the guidelines and timeframe provided by Education Queensland.

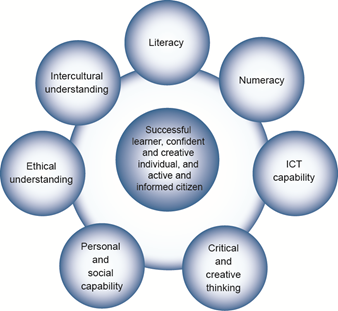
The *Curriculum into the Classroom* (C2C) project provides Queensland State Schools with a comprehensive set of materials designed to support implementation of the F(Prep)-Year 10 [Australian Curriculum](http://www.australiancurriculum.edu.au/Home) in English, Mathematics, Science and History, Geography and the Arts.

C2C materials have been designed by teachers for teachers using innovative contemporary teaching strategies. Designed as a starting point for curriculum planning, C2C is a digital resource that can be adapted to meet different school contexts, and our teachers are encouraged to differentiate the materials to suit individual student learning needs. Widgee SS uses a mixture of single and multi-level C2C unit plans in delivering the national curriculum.

Curriculum planning and implementation incorporate the eight KLAs with a focus on social and personal learning, health and physical learning, language learning and communication, early mathematical understandings and active learning processes.

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. They play a significant role in realising the goals set out in the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) – that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the *Early Years Learning Framework* (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.

The Australian Curriculum includes seven general capabilities:

* [Literacy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy)
* [Numeracy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy)
* [Information and communication technology (ICT) capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability)
* [Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking)
* [Personal and social capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability)
* [Ethical understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding)
* [Intercultural understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding).

Accordingly, the Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With these considerations and the *Melbourne Declaration on Educational Goals for Young Australians* in mind, the curriculum gives special attention to these three Cross Curriculum priorities:

* [Aboriginal and Torres Strait Islander histories and cultures](http://www.australiancurriculum.edu.au/../../CrossCurriculumPriorities/Aboriginal-and-Torres-Strait-Islander-histories-and-cultures)
* [Asia and Australia’s engagement with Asia](http://www.australiancurriculum.edu.au/../../CrossCurriculumPriorities/Asia-and-Australias-engagement-with-Asia)
* [Sustainability.](http://www.australiancurriculum.edu.au/../../CrossCurriculumPriorities/Sustainability)

Curriculum refers to everything a school does to support student learning including what is taught, how and when it is taught and in what contexts, the knowledge and skills acquired by students and the assessment of it.

Curriculum can be thought of as a sequence of elements: the intended, enacted, experienced, assessed, and achieved curriculum, each one responsive to the others.

We believe that the intended curriculum becomes a reality through teachers who deeply understand what it is and inspire students to be engaged to learn and bring what is taught to life through The Art and Science of Teaching. This ensures that what is taught is actually learned. We believe that all students can learn.

Through the creation of a student profile, we consider the following:

**Students**

* Who are the students?
* What do they already know?
* How do they learn?
* All students can learn

**Curriculum Intent**

* What do we want the students to learn?

**Pedagogy**

* How will we teach it so all students will learn it?

**Refer: Pedagogical Framework & Teaching and Learning flowchart**

**Assessment**

* How will they show what they know?
* How will we find out if they have learned what we wanted them to learn

**Reporting**

* How do we communicate what we have learned and how well they have learned it?

**Learning environment**

**Facilities**

Widgee S.S. has two classrooms, a Music Room, a spare room and Resource Centre as well as the Admin Block with staffroom Principal, Administration and Visiting teacher offices and a conference room. Each teaching space is effectively a double teaching block. Widgee is resourced with a multi-purpose half court; junior and senior adventure playgrounds, cricket nets and a sporting oval.

Widgee S.S. also has vegetable gardens and a small chook run and a horse paddock.

**A culture that promotes learning**  
Widgee State School is developing a reputation for having student learning and well-being at the forefront of all that we do and to have high standards and high achievement. To achieve this, the talk around the staffroom table is usually relating to teaching and learning, we have curriculum meetings where we discuss teaching and learning and we promote learning agendas in our newsletter. Parents appreciate and share the passion focused on learning and our conversations are usually about improving the learning of their children or acknowledging the wonderful achievements they have made. We include student writing in our newsletters to demonstrate achievement. We have introduced sharing sessions at school parade to show the breadth and depth of excellent learning that is occurring across the school.

**Information and Communication Technologies (ICTs)**   
Widgee State School is well resourced in ICTs and utilises the latest technologies to support student and staff learning. We currently have a ratio of approximately 4 students to one computer with computers having access to the server and the Internet. Students use a variety of software and internet based programs as well as EQ Learning Objects and other digital resources provided through C2Cs and other sources. These resources are also used as teaching tools via the Electronic Interactive Whiteboards installed in every classroom. Staff have access to The Learning Place to access professional development. The students in years 3-7 (in 2014) (years 3-6 in future years) all use web conferencing to access LOTE which is Japanese in this school.

ICTs are an essential tool for student learning at Widgee State School.

**Our Community**

**Partnerships with community, industry, government departments and other educational institutions.**  
Widgee State School has a very strong and proud association with its school community and extended community. Parents are involved in the school by participating in the classroom as well as helping with sport and through the P&C; supplying the school with new resources. Widgee SS works with the Gympie Alliance. Activities for students and learning opportunities for staff have been organised though these partnerships. We have had a positive rapport with the Rural Fire Brigade who deliver fire safety education for our students. We are working with the ANZAC committee to prepare for the 100 year celebration, the school will plant and tend a tree (the seed of which was brought back from the lone pine tree).We have established an Adopt-A-Cop program at our school as well to build positive links between children and police.

**Social, economic and cultural opportunities and employment patterns**People living in our area represent a variety of categories. There are a few families who have been in the area for many generations to those who have moved recently from large populated areas. We have crop growers, horse breeding and horse training and beef farming. Quite a number of parents and carer’s work in Gympie and the surrounding areas. We have a variety of family build ups from single parents, split families, foster children and nuclear families. We have a few families from Aboriginal/Islander backgrounds. Almost all families live on acreage and most travel to and from school by bus. We do have a couple of families that come from outside the local area to our school.

**Geographical spread and special features of the community that the school serves.**Widgee State School opened in 1892. Widgee State School is 23 km west of Gympie and is situated on The Great Dividing Range. The national horse riding trial goes through Widgee and the highest peak is called Widgee Mountain. The township has a service station, small shop with a light industrial area. The locals meet regularly at the Bushman’s bar which is part of a horse sports ground. This facility is well used and attracts many events. Widgee is surrounded by a lot of timber plantations. Widgee, even though it is so close to Gympie, has no mobile reception which causes problems for some families.

**Staff as an Expert Teaching Team**

Staffing has been very stable. The previous principal working for 12 years in the role. The current principal was appointed in July 2014. The prep-3 teacher working for 10 years at Widgee SS. From semester two of 2014, we have worked to create a team approach at the school and this has worked well using the experience and talents of everyone. The staff have worked well together and there is a sense of shared responsibility. The staffing should remain stable in 2015.

Teachers at Widgee State School pride themselves as being effective and proficient educators who are willing to learn and develop the skills and knowledge. We are planning on visiting other schools as part of our PD to gain learning form their programs and teaching practices. We are also improving ways of engaging the Marzano effective instruction methodologies in our school. The principal will also observe classroom practices and provide feedback as part of the Developing Performance Plans as part of the instructional leadership process.

The non-teaching team also pride themselves in their outstanding dedication and commitment to their work and our school. Each term the entire team meets to discuss whole-school issues. We value the input and contribution of every member and we highly value the role of every person. These meetings are an important process in engendering a collective sense of unity and to ensure that every member has a share in the progress and success of our school.

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| **SECTION 4** | **SCHOOL STRATEGIC PLAN 2014 – 2017** |

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| **FOCUS AREA** | **MAJOR STRATEGIC DIRECTIONS FOR THE NEXT QUADRENNIUM** | **KEY STRATEGIES** |
| **FOCUS AREA**  ***Successful Learners***  *Strong foundations for lifelong learning*  *and global citizenship*  *Creative thinkers shaped by inspiring*  *and challenging learning experiences*  *Improved outcomes for all students*  *Successful transitions to further learning*  *and work* | **MAJOR STRATEGIC DIRECTIONS FOR THE NEXT QUADRENNIUM**   1. Develop an explicit, sequenced, multi-age plan for curriculum delivery, which makes clear what and when teachers should teach and students should learn. Embed literacy, numeracy and higher order thinking skills in the school’s curriculum plan. 2. Develop an explicit literacy program aligned to the school’s pedagogical framework and regional priorities. 3. Develop the school’s pedagogical framework which aligns with regional priorities (gradual release of responsibility model). 4. Set explicit targets and timelines for improvement in reading. Communicate these targets to students, parents, staff and the community. 5. Centrally document and store positive and incidental behaviour data. Use data to inform decision making. 6. Review the assessment plan and align to curriculum plan and school priorities. Use the assessment plan to identify where individual students are at and what they need to learn. 7. Use assessment instruments to identify individual student strengths and skill gaps to inform starting points for teaching. 8. Ensure planning shows how student needs are addressed and opportunities to learn are provided. 9. Ensure feedback to students indicates their current level of achievement in relation to year level expectations and provides specific focus areas for future learning. 10. Implement a school-wide system for class/individual learning goals in relation to school priorities. 11. Introduce case management processes for individual students where appropriate. | **Key strategies**   1. Develop, in consultation with staff, a two year cycle of c2c units in the pupil free days   Review this cycle each year.   1. Develop a whole school approach to the reading program, which explicitly teaches decoding and reading comprehension skills. 2. Develop in consultation with staff. 3. Use data to inform targets. 4. Use one school and an A3 at a glance sheet which has all semester results and standardised tests recorded. 5. Review on a yearly basis. 6. Use assessment instruments. 7. Move towards all planning on one school and develop ICP’s as needed. 8. Use criteria sheets and moderate with other schools. 9. Start in 2015 with reading goals.   In 2016 implement numeracy goals.  In 2016 review.   1. In 2015 begin a student support meeting where individual cases are discussed. |
| **FOCUS AREA**  ***Great People***  *Skilled and committed teachers*  *focused on each students’ learning and*  *achievement* | **MAJOR STRATEGIC DIRECTIONS FOR THE NEXT QUADRENNIUM**   * 1. Ensure the curriculum plan is used as the basis for staff discussions and planning.   2. Promote and embed an environment of high expectations that every student will learn and achieve positive outcomes.   3. Continue to develop a system of mutual collegial support and development throughout the staff.   4. Develop systems for teachers to routinely administer tests to better understand specific student learning strengths and difficulties.   5. Ensure teacher aides and volunteers working with students receive adequate training to deliver school wide programs.   6. Implement annual performance plans for all staff linked to school priorities. Develop a professional learning plan informed by staff performance plans and school priorities.   7. Implement systems to conduct formal observations and feedback to all staff.   8. Develop systems for collegiate mentoring and coaching.   9. Schedule classroom visits for specific purposes aligned to performance plans and school priorities.   10. Maintain computers | **Key strategies**   1. Use a deep understanding of the Australian curriculum to adopt and adapt C2C to suit school context. Schedule 2 staff meeting per term to curriculum planning and ensure each term teachers receive planning time. 2. Teach to the upper two bands. 3. Develop regular times to meet and discuss. 4. Develop a time schedule. 5. Provide professional development opportunities for teacher aides and volunteers. 6. Implement annual performance plans. 7. Develop a peer coaching model, (growth international) where teachers and aides conduct observations initially on the principal and then on each other. 8. Develop a peer coaching model. 9. Develop a peer coaching model. 10. Employ an Orange Card( which is a technician who is qualified to work on Education Queensland computers and software) holder so that ICT systems can be maintained. |
| **FOCUS AREA**  ***Empowered Leaders***  *Local decision making with communities,*  *business and industry to improve*  *learning and skilling outcomes*  *Evidence informed practice and*  *collaboration driving innovation and*  *improvement* | **MAJOR STRATEGIC DIRECTIONS FOR THE NEXT QUADRENNIUM**   1. Monitor the enactment of the curriculum and assessment plan in all classrooms. 2. Review Great Results Guarantee plan to align expenditure with school priorities. 3. Introduce programs to meet the specific learning needs of students (e.g. gifted and talented, more able students, students with a disability). 4. Develop a school policy to identify and meet the specific learning needs of students. 5. Identify areas of interest and expertise that staff may take on as leadership roles. 6. Share high expectations for learning and school policies by developing a school website. 7. Develop a whole school research-based approach to pedagogical practice aligned to regional priorities. 8. Implement and monitor the school’s pedagogical approach in each classroom. | **Key strategies**   1. Monitor through staff meetings 2. Review success periodically, report to parents. 3. Develop a shared belief that all students can learn and all teachers can teach. 4. Develop a student support policy. 5. Identify areas of interest and expertise. 6. Develop a school website. 7. Develop a whole school pedagogical framework which explicitly links to ASoT. 8. Implement and monitor the school’s pedagogical approach on a term by term basis. |
| **FOCUS AREA**  ***High Standards***  *Performance information and evidence*  *focused on improving services*  *Quality standards and regulation*  *Safe and inclusive learning and working*  *environments* | **MAJOR STRATEGIC DIRECTIONS FOR THE NEXT QUADRENNIUM**   1. Share high expectations for learning and school policies by developing a school website. 2. Publish targets and timelines on the school website and in school newsletter. 3. Introduce a centralised data collection process for student achievement progress and behaviour. 4. Implement annual performance plans for all staff linked to school priorities. Develop a professional learning plan informed by staff performance plans and school priorities. | **Key strategies**   1. Celebrate high achievements on the website and in newsletter. 2. Publish targets 3. Use one school to collect data and an A3 size at a glance sheet for each child. 4. Develop in consultation with ARD, review each term with staff. |
| **FOCUS AREA**  ***Engaged Partners***  *Parents and carers involved in their*  *child’s learning and development*  *Students, parents and the community*  *involved in school decision making* | 1. Identify strategies to promote partnerships with parents and families that focus on student learning and well-being. Place a high priority on student and staff wellbeing and develop processes to provide both academic and non-academic support to address individual student needs. 2. Set explicit targets and timelines for improvement in reading. Communicate these targets to students, parents, staff and the community. 3. Build on the positive relationships with parents to facilitate their work as partners in their child’s academic learning. Implement a consistent approach of reporting to parents/carers about their child’s academic improvement and individual goals. 4. Establish partnerships with families, local businesses and/or community organisations with the purpose of improving outcomes for students linked to school priorities | 1. Continue to work with P & C to negotiate and provide extra curricula activities. Out line at the beginning of the year camps and excursions planned and the educational value of said camp. 2. Communicate these targets to students, parents, staff and the community through newsletters website and school notice boards. Update each semester. 3. Develop, maintain and review a parent engagement framework to encourage parents as partners in their children’s learning. 4. During 2015 look into developing partnerships with community agencies in the area to develop a ‘Get Ready for Prep’ program/playgroup and to foster transfer of information to help with transition to school. The goal is to have playgroup running in 2016.   Develop partnerships with High Schools and other Primary Schools to provide students with opportunities to help with transition to High School. Link with Gympie South SS for opportunities year 5 and 6 students to establish friendships (talent ID camps, sporting events)  Provide year 6 students with opportunities to orientate with the district high schools. |

**Resources**

* Government core funds $ 62679 (school grant)
* Government targeted funds $ 26 630 ( literacy and numeracy, flying start, great results guarantee, ESFP educational support plan funding )
* Funds from other sources $ 6000 (P & C for 2014)

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| **School Improvement Targets 2015-2018** | | | | | | |
| **Widgee State School** | | | | | | |
| **Strand** | **Year Level** | **Measure** | **School Targets** | | | |
|
| **2015** | **2016** | **2017** | **2018** |
| **Reading** | **Year 3** | NMS | 100% | 100% | 100% | 100% |
| U2B | 25% | 25% | 25% | 25% |
| **Year 5** | NMS | 100% | 100% | 100% | 100% |
| U2B | 25% | 25% | 25% | 25% |
| **Year 7** | NMS |  |  |  |  |
| U2B |  |  |  |  |
| **Writing** | **Year 3** | NMS | 100% | 100% | 100% | 100% |
| U2B | 25% | 25% | 25% | 25% |
| **Year 5** | NMS | 100% | 100% | 100% | 100% |
| U2B | 25% | 25% | 25% | 25% |
| **Year 7** | NMS |  |  |  |  |
| U2B |  |  |  |  |
| **Spelling** | **Year 3** | NMS | 100% | 100% | 100% | 100% |
| U2B | 25% | 25% | 25% | 25% |
| **Year 5** | NMS | 100% | 100% | 100% | 100% |
| U2B | 25% | 25% | 25% | 25% |
| **Year 7** | NMS |  |  |  |  |
| U2B |  |  |  |  |
| **Grammar & Punctuation** | **Year 3** | NMS | 100% | 100% | 100% | 100% |
| U2B | 25% | 25% | 25% | 25% |
| **Year 5** | NMS | 100% | 100% | 100% | 100% |
| U2B | 25% | 25% | 25% | 25% |
| **Year 7** | NMS |  |  |  |  |
| U2B |  |  |  |  |
| **Numeracy** | **Year 3** | NMS | 100% | 100% | 100% | 100% |
| U2B | 25% | 25% | 25% | 25% |
| **Year 5** | NMS | 100% | 100% | 100% | 100% |
| U2B | 25% | 25% | 25% | 25% |
| **Year 7** | NMS |  |  |  |  |
| U2B |  |  |  |  |

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| **Measure** | **Annual Target Increase for State Schools** | **Dimensions of Measure** | | **School Targets** | | | |
| **2014** | **2015** | **2016** | **2017** |
| **INDIGENOUS EDUCATION** | The gap in Year 3 reading and numeracy closed by 2016 | The gap between Indigenous and non-Indigenous student reading and numeracy mean scale scores | Reading |  |  | 0% | 0% |
| Numeracy |  |  | 0% | 0% |
| Close the gap in student attendance | The gap between Indigenous and  non-Indigenous attendance rates. | |  |  | 0% | 0% |
| **ATTENDANCE AND RETENTION** | An increase of **1% pa**. | Average attendance rate for students | |  |  |  |  |
| **SATISFACTION MEASURES** | An increase of **1% pa** | Percentage of students satisfied that they are getting a good education at school. *(S2048)* | |  | 100% | 100% | 100% |
| Percentage of parents/caregivers satisfied that their child is getting a good education at school. *(S2016)* | |  | 100% | 100% | 100% |
| Percentage of parents/caregivers satisfied with their child’s school. *(S2035)* | |  | 100% | 100% | 100% |
| Percentage of school staff who agree that they have access to quality professional development. (S2086) | |  | 100% | 100% | 100% |
| Percentage of school staff who agree that staff morale is positive at the school (S2084) | |  | 100% | 100% | 100% |

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| **SECTION 5** | **APPENDICES** |

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| **QSR - SCHOOL SUMMARY NOTES** | | | | | | | | | | |  |  |  |  |
| **Widgee State School** | | | | | | | | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Celebrations:*** • Positive SOS for Staff and Students • Year 7 - MSS trending up in 3 of 5 strands • Year 5 and Year 7 Spelling - trending up in 4 of 6 domains with NMS Steady | | | | | ***Concerns:*** • Neagative School Opinion Survey from parents • Year 3 - trending down in 10 of 15 domains • Year 5 MSS - trending down in 4 of 5 strands | | | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***School Banding:*** | 5 |  | ***Enrol- ment:*** | 41 |  | ***ICSEA Value:*** | 924 |  | ***ICSEA  %-ile:*** | 14 |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Attendance Data 2013*** | | | | ***Absence Data, S1 2014*** | | | | ***SDA Data, 2013 to date*** | | |  |  |  |  |
| ***< 90%\**** | ***90% to  < 95%\**** | ***95% to <=100%\**** | ***S1, 2013*** | ***Unexpl*** | ***Illness*** | ***Holiday*** | ***All Other*** | ***Susp  1-5#*** | ***Susp  6-20#*** | [***Cancel#***](mailto:Cancel@) |  |  |  |  |
| 23.8% NCR: 32.5% | 50.0% NCR: 26.0% | 26.2% NCR: 41.5 | 90.8% NCR: 90.4 | 34.8% NCR: 29.6% | 33.4% NCR: 37.8% | 21.7% NCR: 7.1% | 10.1% NCR: 25.5% | 0 | 0 | 0 |  |  |  |  |
| *\* % of students by attendance rate range (NCR includes all schools, not just P-7)* | | | | | | |  | # *Numbers of SDAs* | |  |  |  |  |  |
| ***School Opinion Survey Results*** | | | | | | | | | |  |  |  |  |  |
| ***Client Group*** | ***n*** | ***>= State & Like Schools*** | | ***Between State & Like Schools*** | | ***<= State & Like Schools*** | | ***100% agreement*** | |  |  |  |  |
| *Parent* | 13 | 7/35 (20%) | | 3/35 (9%) | | 25/35 (71%) | | 7/35 (20%) | |  |  |  |  |
| *Student* | 7 | 33/33 (100%) | | 0/33 | | 0/33 | | 33/33 (100%) | |  |  |  |  |
| *Staff* | 7 | 57/57 (100%) | | 0/57 | | 0/57 | | 57/57 (100%) | |  |  |  |  |
|  | | | | | | | | | | |  |  |  |  |
| ***NAPLAN Results*** | ***Compared with National Mean (NM)*** | | | | ***Band Report@ (in % of Students)*** | | | | ***Pos in Band 5/6s in NCR 2014*** | |  |  |  |  |
| ***Domain*** | ***>=NMS*** | ***In U2B*** | ***E/AW*** |  |  |  |  |
| *Yr 3 NAPLAN 2014* | Below NM in all strands except Spelling and Numeracy. This is a similar result to 2013 where all strands except Spelling and G/P were below NM.  *Max no of students for NAPLAN tests: 9* | | | | *R W S G&P N* | **77.8** (93.6) **75.0** (93.8) **75.0** (92.8) **75.0** (93.5) **100** (94.7) | **22.2** (46.1) **12.5** (39.1) **25.0** (43.6) **12.5** (49.7) **50.0** (36.3) | 0/0 0/1 0/1 0/1 0/1 | *R: 42of 47 W: 42 of 47 S: 40 of 47 G/P: 41 of 47 N: 11 of 47* | |  |  |  |  |
| *Yr 5 NAPLAN 2014* | Below NM for all strands except Spelling. This is a slight regression from 2013 where all strands except for Writing and G/P were below NM.  *Max no of students for NAPLAN tests: 4* | | | | *R W S G&P N* | **100** (92.9) **66.7** (90.3) **100** (92.8) **66.7** (92.9)  **100** (93.3) | **0.0** (34.4) **0.0** (15.5) **66.7** (33.4) **0.0** (36.6) **0.0** (25.7) | 0/1 0/2 0/2 0/2 0/1 | *R: 44 of 48 W: 43 of 48 S: 8 of 48 G/P: 45 of 48 N: 42 of 48* | |  |  |  |  |
| *Yr 7 NAPLAN 2014* | Above NM for Spelling, similar to NM for G/P and Numeracy and below NM for Reading and Writing. An improvement from 2013 where all strands except Spelling were below. *Max no of students for NAPLAN tests: 2* | | | | *R W S G&P N* | **100** (94.8) **100** (88.5) **100** (92.5) **100** (92.7) **100** (95.2) | **0.0** (28.7) **0.0**  (15.6) **100** (30.5) **0.0** (29.8) **0.0**  (28.5) | 0/0 0/0 0/0 0/0 0/0 | *R: 31 of 45 W: 29 of 45 S: 3 of 45 G/P: 19 of 45 N: 19 of 45* | |  |  |  |  |
| *@ For the Band Report, the first % in each domain is the school result, the second % (in brackets) is the National %. Font colour indicates comparison to National:* ***Green*** *= Above,* ***Blue*** *= At and* ***Red*** *= Below* | | | | | | | | | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***NAPLAN - Three Year Trends 2012-2014*** | | | | | | | | | |  |  |  |  |  |
|  | ***MSS*** | | | ***NMS*** | | | ***U2B*** | | |  |  |  |  |  |
| ***Domain*** | ***Yr 3*** | ***Yr 5*** | ***Yr 7*** | ***Yr 3*** | ***Yr 5*** | ***Yr 7*** | ***Yr 3*** | ***Yr 5*** | ***Yr 7*** |  |  |  |  |  |
| ***Reading*** | **D** | **D** | **S** | **D** | **S1** | **U** | **U** | **D** | **S0** |  |  |  |  |  |
| ***Writing*** | **D** | **D** | **S** | **D** | **S** | **U** | **U** | **S0** | **S0** |  |  |  |  |  |
| ***Spelling*** | **D** | **U** | **U** | **D** | **S** | **S** | **D** | **U** | **U** |  |  |  |  |  |
| ***G&P*** | **D** | **D** | **S** | **U** | **S** | **S** | **D** | **S** | **S0** |  |  |  |  |  |
| ***Numeracy*** | **U** | **D** | **U** | **S** | **S** | **U** | **D** | **S0** | **D** |  |  |  |  |  |
| *\*Source - OneSchool Data Export* | | |  | \* Trends are adjusted for small numbers | | | |  |  |  |  |  |  |  |
|  |  |  |  | S1 - 100% NMS for 3 years in a row | | | ***Key*** | | | |  |  |  |  |
| ***Definitions:*** | |  |  | S0 - 0% U2B for 3 years in a row | | | **DS** | *Down Strongly (>10%)* | | |  |  |  |  |
| *MSS: Mean Scale Scores* | | |  |  |  |  | **D** | *Down (>3% and <10%)* | | |  |  |  |  |
| *NMS: Students at or above National Minimum Standard* | | | | | |  | **S** | *Steady (<3% either way)* | | |  |  |  |  |
| *U2B: Students in the Upper 2 Bands* | | | |  |  |  | **U** | *Up (>3% and <10%)* | | |  |  |  |  |
| *E/AW: Exempt/Absent or Withdrawn students* | | | | |  |  | **US** | *Up Strongly (>10%)* | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |