

The School Plan

WOODRIDGE NORTH STATE SCHOOL – FOUR YEAR SCHOOL PLAN 2014 – 2017

Name of School: Woodridge North State School	Address: Arthur Street, Woodridge, 4114 (PO Box 881)	School Band: 9	Quadrennial School Review (QSR) year was: 2013
Name of Principal: Muriel Collings		Year Levels: P-7 + Kindy	

School Profile:

Woodridge North State School has a current enrolment of 497 students. We value and celebrate our cultural diversity which includes families from many countries around the world. We have an Indigenous population of around 11%. Building strong partnerships with our families and with other organisations in the community helps us to provide appropriate learning programs for the full range of students at our school.

We have a Community Kindergarten on site and Save the Children provides a playgroup for younger children. Staff and external support personnel provide a homework and cultural activities centre after school one day a week. Organisations such as Youth and Family Services provide a youth worker and the Pathways to Resilience Trust works with the school to support student well-being programs.

We have been fortunate to be part of the National Partnerships for Low Socio-Economic Schools over the past four years and have established processes to support sustainability of programs into the future. We have strong links to kindergarten and other education and care facilities in the local community. We work with secondary schools to support students as they move from the primary to secondary sector. Similar transition programs are provided to support young children as they move to prep and early primary classes.

Personnel from both within and beyond the school assist the school in providing learning programs for students, staff and parents. Learning plans are provided for students with specific needs including, students with a disability, high achieving students, students for whom English is not their first language, students with social emotional needs and students who require learning support in particular areas.

Our school analyses and uses data from a range of sources to ensure teaching and learning are matched to the students' future developmental needs. Our pedagogical framework, our improvement agenda and whole school signature practices enable the school to provide curriculum, learning and teaching that achieves on-going improvement in performance and pedagogy.

Building student independence in learning is a key goal for our school. Quality teaching and the provision of professional learning opportunities in areas that strengthen these, are seen as major factors that will support achievement of our school vision.

Vision:

VISION STATEMENT – Engaging Minds, Empowering Futures

This is being achieved by:

- supporting students to take an active role in their own development, as they acquire lifelong learning skills such as resilience, confidence, organisation, getting along and persistence;
- differentiating curriculum and assessment to ensure all students are being challenged and achieving success;
- promoting and delivering on-going professional learning opportunities by and for staff to extend their levels of expertise;
- using evidence-based learning and teaching which draws on a range of relevant data sources;
- utilising human and physical resources, including ICT, to maximise the effectiveness and relevance of school programs for students;
- ensuring that the school community has an understanding of whole school practices which contribute to cohesion and continuity of teaching and learning, for example - School Wide Positive Behaviour Support, Thinking Skills Framework and other research based practices;
- extending parent engagement in school operations through student-related special events and adult information sessions, use of electronic media for communications.
- linking with the wider educational and local community organisations to build partnerships that increase services to students and families and that help embed priorities within the school, for example:
 - building resilience
 - alternative behaviour support
 - literacy support
 - Indigenous perspectives
 - youth and family agencies
 - Flying Start initiatives
 - community groups
 - TAFE adult education courses
- a passionate belief that irrespective of who you are – You Matter!

Values:**Our values align with the education goals for young Australians:**

- successful learners
- confident and creative individuals
- active and informed citizens

Our commitment to action includes:

- developing strong partnerships
- supporting quality teaching and school leadership
- strengthening early childhood education
- enhancing middle years development and successful transitions to other learning contexts
- continuous improvement in services provided at the through the school
- improving educational outcomes for all students, particularly those from less advantaged groups in the community
- strengthening accountability, transparency and signature practices that define our school community.

Research underpinning teaching practice:

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| <ul style="list-style-type: none"> • Geoff Masters – ACER - <i>A Shared Challenge</i> • Ralph Pirozza – Differentiated Instruction • Hattie – <i>Visible Learning</i>, Explicit Instruction | <ul style="list-style-type: none"> • Literacy Lessons for Logan Learners • Pathways to Resilience Trust • Bloom – ITC – Higher Order Thinking | <ul style="list-style-type: none"> • Allington & Gabriel – <i>Every Child, Every Day</i> • Taylor & Thorpe – <i>E 4 Kids Study</i> • Early Start Equating Study | <ul style="list-style-type: none"> • Griffith University - <i>Launch into Life at Logan</i> • Project 600 – Distance education, linking learning • Steve Francis – <i>Leading a Happy School</i> |
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Consultation has occurred with:

- Students
- P&C
- Pacifica community group
- Indigenous community group
- Supervisor and regional advisors
- Teaching sectors and non-teaching staff
- School leadership team
- Key external partnerships

Other requirements:

- Responsible behaviour plan
- Whole-school curriculum, assessment and reporting plan
- Emergency management plan
- Workplace health, safety and wellbeing plan
- Enrolment management plan
- Asset replacement schedule
- Facilities maintenance schedule
- Quality improvement plan based on recommendation from teaching and learning auditPurposeful

Evidence sources used:

- School based and external data
- School Opinion Surveys
- Information from SWOT analyses and follow up consultations
- Regional, State and National Strategic Planning documents and information sources

KEY DATA FROM NAPLAN AND INTERNAL SCHOOL MONITORING

Relative to the nation, improvement from 2008 to 2013 was made in all areas of NAPLAN except for Year 7 Writing. Significant improvement from 2008 to 2013 in the percentage of students in upper two bands, was made in all areas except Year 3 Reading, Year 5 Numeracy and Year 7 Reading. Analysis of this data enables us to target key areas for improvement.

School effect size gains relative to Qld State Schools for the period 2011 to 2013, were well in excess of the state gains in all areas except for grammar and numeracy in the current Year 5 cohort and writing in the current Year 7 cohort.

Brigance has been used to collect base line data from Prep. The Early Start tools will be used from 2014 for all Prep students with Brigance only being used for students who may require additional support. Bandscales are used to collect data concerning students with a language background other than English. Standardised tests such as PAT M and PAT R and PM Benchmarks and diagnostic Maths tests are used to obtain data about students' performance levels and learning needs. Release time is provided to allow for professional dialogue, analysis of data and planning to ensure learning programs are differentiated to maximise student improvement and success in learning.

Key Priorities

SCP – School and community partnerships

SC – School Curriculum

TP – Teaching Practice

PL – Principal Leadership and school capability

OR – Other Requirements

Priorities	UPE Pillars	Strategies	Implementation Year				Resourcing Approximations: People/Funds	Performance Measures	
			2014	2015	2016	2017		Description:	Target date:
Purposeful monitoring of student data and development of staff engagement of relevant data	PL	Use system and local school performance data to identify targets for students: <ul style="list-style-type: none"> - revise assessment schedule and simplify assessment tools - increase data literacy skills with support from PEOSI, DP and CCs to develop a metalanguage to support data discussions - regular data meetings aligned with data walls and used for analysis, planning and assessment conversations - relevant PD re accessing and using OneSchool functions 	✓	✓	✓	✓	Release time to be provided from purchased staffing Key ICT personnel	All teachers actively analyse data at scheduled professional dialogues in staff release time to inform planning and delivery of differentiated curriculum. PD being provided on a needs basis.	fortnightly from 2014
	TP	Maintain release time: <ul style="list-style-type: none"> - to support embedding of consistent, cohesive, school wide practices; - to analyse data to identify areas where concepts are not understood; to identify learning groups; - to develop and implement a more effective differentiation planner. 	✓	✓			Release time to be provided from purchased staffing.	All teachers engaging with the updated WNSS literacy block. Release time enabling specific class and individual student analysis & dialogue. All teachers to reflect on identified gaps in learning and modify learning experiences to maximise student outcomes. SOS data S2116 – using student data 100% S2117 – confidence in meeting learning needs of all students > 95%.	from 2014 two week cycle annually annually
Curriculum focus based on ACARA to support students to reach age appropriate level in key learning areas as they are rolled out.	SC	Introduce, embed and consolidate implementation of Australian Curriculum subjects as released.	✓				Relevant staff	Teacher levels of confidence with Aust & Qld Curric as evidenced in SOS data - S2112 and through negotiated learning walks. Two hours of training for each KLA. All class teachers using ACARA resources to deliver the KLAs being introduced.	from 2014
	TP	Continue introduction of personalised learning plans and case manager model.	✓	✓	✓	✓	Relevant staff	Individual Learning Plans, Individual Support Plans (including those for behaviour, gifted and talented, learning support, kids in care), English as a Second Language or Dialect Plans for all targeted students.	from 2014
	SC	Develop WNSS core curriculum documents and continue use of adapted C2C to provide school-wide structure.	✓	✓			Purchase of additional CC time through NP provisions and through L/N funding.	Reading, writing, mathematics and spelling core documents developed and implemented.	from 2014
	PL	Extend use of program area managers to support the roll out of new KLAs. Teachers to provide information to parents about current work units.	✓	✓	✓	✓	Within staffing allocations.	Key teachers identified through EOI processes. All teachers using multimedia, newsletters and information formats to inform parents. Parent SOS satisfaction with communications from school – S2025 Keeps me well informed > 95% annually.	from 2014 at least once a term

Priorities	UPE Pillars	Strategies	Implementation Year				Resourcing Approximations: People/Funds	Performance Measures	
			2014	2015	2016	2017		Description:	Target date:
Principal Leadership and School Capability – building capacity and sustainability into the future	TP PL	Building trust, collegial relationships and support throughout the school community to achieve cohesive signature practices that improve student achievements and staff morale through external coaching & use of the SER Instructional Coaching Model for Literacy. Extend use of model to other key areas.	✓				External coach \$9,000. Continue SER coach support and fund release time where necessary \$2,000.	Improvements in staff morale components of SOS – S2725 > 80% Percentage of teaching staff willing to commit to the school's adoption of the SER Instructional Coaching model for providing teacher feedback and support, 97%. Incremental increase in number of staff involved in the SER Instructional Coaching Model for key areas.	by 2015 term 4, 2013 100% by 2015
	PL	Individual teachers use the Australian Standards for Teachers as a professional reflection tool, prior to the completion of their Performance Development Plans.	✓	✓	✓	✓	Teaching staff with principal. Non-teaching staff with BSM, HOSES...	Teachers highlight areas of strength and areas for further improvement. Individual discussions between staff and relevant school leader regarding PDPs.	PFD Jan each year during Term 1 Review in Term 3
	PL	Effective mentoring of beginning teachers. Establishing a culture of proactivity for all staff in their own professional development.	✓	✓	✓	✓	\$1,000 for PD	Coaching model being used for beginning teachers. Key personnel providing weekly information sessions.	term 1 every year
	PL	Align and allocate resources to identified strategies to meet student and staff needs and the core learning priorities.	✓	✓	✓	✓	Funding to support program area action plans.	Budget provisions aligned with priorities.	on-going
	TP	Continue to provide opportunities for staff to share ideas, expertise – celebrate successes.	✓	✓	✓		Affirmations, celebrations, feedback	For example, showcasing, watching others work, staff sharing sessions, make and take sessions, coaching, staff barbecues/dinners, affirmation wall SOs data – staff morale > 80% S2069 – enjoy working at this school > 80%	once a term annually annually
	PL	Continue to provide opportunities for acting roles and work shadowing for staff to build sustainability.	✓	✓	✓	✓	See above.	Opportunities are provided as available aligned to staff PDPs.	on-going
Teaching and Learning – pedagogical framework, improvement agenda, school wide practices	TP SC	Implement and consolidate a balanced literacy block which incorporates: - Daily Five and Literacy CAFE - Visible learning - Explicit teaching - Thinking skills framework	✓				Use of coaching model to support implementation. K-2 and 3-6 curriculum coordinators from Term 4, 2014	100% uptake of balanced Literacy and Numeracy blocks. % of students in U2B to be at national levels for reading, writing and numeracy. A – E data shows consistent improvement by all students in English and Maths each semester. All students achieving C or better in English and Maths. School wide practices embedded as evidenced through negotiated learning walks. All teachers to receive written feedback aligned to the negotiated focus with the opportunity for conversation.	2014 2015
	TP SC	Implement and consolidate a balanced numeracy block which incorporates: - Explicit teaching of problem solving and other strategies for developing higher order thinking - YuMi Deadly Maths strategies and utilising concrete materials - Proportional Reasoning strategies		✓			\$200,000 over 2 years	Budget provisions to support Curriculum roles.	2015 2016 each semester

Priorities	UPE Pillars	Strategies	Implementation Year				Resourcing Approximations: People/Funds	Performance Measures	
			2014	2015	2016	2017		Description:	Target date:
	TP SC	Revise pedagogical framework and school improvement agenda to align with current priorities. Unpack the components & obtain on-going PL team support for development of pedagogical practices which embed: <ul style="list-style-type: none"> - whole school practices, moderation - development of metalanguage for the different key learning areas - research-based teaching strategies - evidence-based learning - individual goal setting - personalised learning plans 	✓		✓		School leaders and SER team working with teachers.	100% commitment to school-wide signature practices. Scheduled Professional Learning Team meetings. All teachers to reflect on assessment tasks and associated criteria sheets to refine teaching practices. School cluster principals to provide opportunities for moderation annually. Sharing of effective teaching strategies schedules into Staff Meetings/ Pupil Free Agendas. Improvements noted through School Opinion Survey particularly regarding access to PD and staff morale, SOS data – S2086 > 85% SOS data - S2109 > 95%	from 2014
	PL TP	Consolidate the incorporation of powerful practices into school planning documents and embed into lessons delivery. Provide feedback to teachers to inform practice through professional dialogue meetings, coaching, release time.	✓	✓	✓	✓	School leaders & coaches	Monitor through walk throughs each of which will have a specific, agreed focus. All teachers to receive written feedback aligned to the agreed focus. Budget and/or staffing allocations to allow time for once a term professional dialogue meetings.	from 2014
	PL TP	Continue to provide support to help embed the essential skills for classroom management through conscious focus on specific elements and through individual coaching where required.	✓	✓			BST as coach.	School community can articulate school goals. Students can articulate specific weekly focus areas for behaviour. Teachers can describe specific classroom management focus for each week. Behaviour Support Teacher provides fortnightly focus area information papers or lessons.	from 2014
Partnerships – internal, departmental, external – that support school operations and programs	SCP OR	Continue to access and develop strong partnerships with organisations that can provide services/resources beyond school capacity limits: <ul style="list-style-type: none"> - Pathways to Resilience, Smith Family - Youth Workers, YFS, HOF - Community Hub, Gunyjuu, Durithunga - C&K, Save the Children playgroup - Community groups, LCC, FOGS 	✓	✓	✓	✓	Annual purchase of Indigenous coordinator from Closing the Gap funding Funding for Community Hub Coordinator \$50,000 annually	Improvements in SOS levels of satisfaction: <ul style="list-style-type: none"> • Parent information sharing 80%, 82%, 84%, 86% • Student behaviour 80%, 82%, 84%, 86% • Staff morale 80%, 85%, 90%, 95% School to be a pilot school for SEL through the Pathways to Resilience Trust research project. Initial data being collated from 2013 – pre and post implementation for current year.	on-going from 2014
	PL OR	Build student leadership and positive attitudes through explicit teaching, modelling, goal setting and feedback to students.	✓	✓	✓	✓	\$1,000 annually to support student leadership programs	Improvements in SOS student levels of satisfaction and sense of ownership over own learning – having input into school operations – SOS data – S2065 encourages me to be a community member > 95%.	annually
	PL OR	Lunchtime activities organised and supervised by student leaders and supported by key personnel.	✓				\$2,000 annually to support clubs and cultural centre	Student Council members trained to facilitate lunchtime activities. Initial trial to review success – SOS data – S2047 – opportunities to do interesting things > 95%.	2014 on-going if trial successful annually


Priorities	UPE Pillars	Strategies	Implementation Year				Resourcing Approximations: People/Funds	Performance Measures	
			2014	2015	2016	2017		Description:	Target date:
	SCP OR	Continue Flying Start transition programs with: <ul style="list-style-type: none"> - secondary schools - Kindergarten - other early childhood facilities. 	✓	✓	✓	✓	Sectors coordinators	Feedback from local secondary schools regarding success in transition of WNSS students. Increasing percentage of children moving from Kindy and local child care facilities to prep classes at WNSS.	
	SCP OR	Continue to build strong relationships with parents through regular communication, special events such as showcases, meet the teacher and open days.	✓	✓	✓	✓	\$1,000 annually to support events	Community response to multimedia communication networks. Improvements in SOS levels of satisfaction with electronic communications S2029 from 78% to > 80%	
Student Behaviour and Attendance	TP OR	Continue to build teacher capability to develop the social emotional learning skills and attitudes of students through curriculum delivery.	✓	✓	✓	✓	Release time and coaching.	All teachers engaging in professional readings, conversations and/or coaching.	High needs students well supported by specialist personnel resulting in continued reduction of SDAs and increased attendance rates.
	PL	Continue provision of behaviour and mobility support teacher roles.	✓	✓			\$160,000 over 2014 and 2015.	Support personnel to reduce number of students requiring SDAs and increased attendance rates for all students. MST survey to confirm parent response to SOS for S2032 – strong sense of community.	
	TP	Profiling for individual coaching with respect to classroom management strategies.	✓	✓			BST & MST	Percentage of improvement in student behaviours as evidenced in incident referrals and positive behaviour records.	
	TP OR SCP	Continue to implement Tier 2 processes. Training for Tier 3 processes. Implementation of Tier 3 processes with identified students.	✓	✓		✓	\$2,000 release time for PD	Monitor and review progress through OneSchool data. Reduce number of negative incidents and increase number of positive incidents recorded. Selected staff complete training then facilitate training for other staff members and parents. Personalised support plans recorded on OneSchool and being used with identified students.	
	OR	Using social media, Q Apps, text messaging to remind parents of the importance of attendance and being on time.	✓	✓	✓	✓	\$1,000	Parents of every student absent for 3 or more days to receive text message/follow-up phone call for explanation.	from 2014
	OR	Continue regular analysis of data re behaviour and attendance. Check OneSchool Dashboard to identify patterns. Share data analysis on attendance with school community at assemblies.	✓	✓	✓	✓	BST & MST	Strategies in place to address identified patterns. Increasing % of students attending > 95% of time. Celebration of successes – increased attendance, fewer late arrivals, reduction in behaviour referrals. Improved feedback to key stakeholders as evidenced in SOS data. Parents SOS data – S2010 – support children's learning and S2012 – student behaviour well managed.	
	PL	Strong leadership to support staff with high level incidents. Communication between all stakeholders. Consistent practices.	✓	✓	✓	✓	School leaders		

Priorities	UPE Pillars	Strategies	Implementation Year				Resourcing Approximations: People/Funds	Performance Measures	
			2014	2015	2016	2017		Description:	Target date:
Closing the Gap for key student groups: <ul style="list-style-type: none"> - Indigenous - ESL/D learners - Students with challenging behaviours - Kids in Care - Students with learning difficulties - High achieving students 	SC TP	Use data to identify gaps for specific groups of students with respect to academic achievement. Identify best practices to support these students including use of case managers. Employ an Indigenous liaison officer (teacher aide) to link with families, improve engagement.	✓	✓	✓	✓	Purchase of additional 0.2 Speech Language Pathologist through NP funding provisions \$19,000. Purchase add TA time for ESL, Indigenous & Pacifica support if required.	On-going improvement in performance of all students engaged in additional support programs. Data recorded on OneSchool and tracked over time. SNAC & SWPBS meetings to determine what provisions are necessary for referred students. Programs monitored and reviewed according to needs. Indigenous students' attendance on a par with non-Indigenous students.	on-going alternate fortnights every term by 2015
	PL	Developing increased teacher understanding about the impact of poverty and factors relating to poverty and how to enable students with challenging life situations to deal positively with their circumstances.		✓			Pupil free days allocated to PD \$4,000.	Budget allocated to provide training. All teachers engaged in the professional development.	Jan 2015
	OR	Focus on Nutrition and Healthy Habits: <ul style="list-style-type: none"> - Tuckshop/breakfast club meals - Monitoring lunches - Health care programs, eg. dental - Parent support through hub 	✓	✓	✓	✓	Relevant staff	Continue to provide information to parents re health and well-being. Continue toothbrush program and provide all students with a toothbrush. Community hub operations commence and link with resilience programs, family support programs, provide support for migrant women and young children.	2014 2014
	SCP	Work with parent representatives and key school staff to strengthen partnerships between home and school.	✓	✓	✓	✓	Relevant staff	Increased levels of engagement by parents in operational activities including student reporting interviews. SOS data – S2027 – participation in school activities > 90%. S2020 – active role in my child's education > 95%. Improvements in Closing the Gap data. Increased parent levels of satisfaction with school seeking their input into operations SOS data – S2024 > 85%.	from 2014
	SCP	Advise parents of the learning goals in literacy, numeracy and social-emotional development. Students set the goals for themselves in consultation with teachers. Teachers share strategies with parents/carers so they are able to support students in achieving these goals.	✓	✓	✓	✓	Teachers	Celebration of achievements, notification to parents. SOS data – S2033 – parents celebrate student achievements > 95%. SOS data – S2066 – students celebrate their achievements 100%. 100% of all students to have individual learning goals which are reviewed and renewed as they are achieved.	from 2014 annually

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.


 Principal
 Muriel Collings


 P and C Association
 Elizabeth Foster


 Assistant Regional Director
 Samantha Knowles

Date: 11.12.2013

Date: 11.12.2013

Date: 12.12.13