

GOODWOOD STATE SCHOOL

A REVIEW OF 2012 – 2015 STRATEGIC PLAN AND IMPLEMENTATION 4 YEAR SCHOOL STRATEGIC PLAN 2016 - 2019

	<p style="text-align: center;"><i>Our Vision</i></p> <p>Goodwood State School is passionate about caring for the “whole child”; striving to develop and meet the needs of students’ socially, emotionally, physically and academically. We strive to enable every student to achieve the six pillars for life-long learning:</p> <ul style="list-style-type: none"> ❖ Love learning ❖ Excellent literacy skills ❖ Excellent numeracy skills ❖ Proficient ICT technology skills ❖ Proficient and confident problem solvers and lateral thinkers ❖ Solid self-esteem with positive belief in self and respect for others.
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APPROVAL/ENDORSEMENT PROCESS

A Review of the Strategic Plan 2012 – 2015 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2016 - 2019 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

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Steve Coleman

PRINCIPAL

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Karen Blain

P&C PRESIDENT/COUNCIL CHAIR

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Ross Zelow

ARD (SCHOOL IMPROVEMENT)
NORTH COAST REGION

SECTION 1**PURPOSE**

Purpose

The School Planning, Reviewing and Reporting Cycle (SPRRC) outlines the requirements for Queensland state schools to implement state and national reforms, and to meet the objective of the Department of Education and Training's (DET) Strategic Plan to drive improved learning outcomes for all students.

The guiding principles of SPRRC are:

- collaborative engagement in the school improvement planning process;
- being consultative and data-informed in reviewing performance; and
- accountability for outcomes.

All state schools develop a four-year plan (School Strategic Plan) to implement the strategic direction of the Department. The [School Strategic Plan](#) has a four-year outlook, which informs [Annual Implementation Plans](#) (AIP). The School Strategic Plan is reviewed and updated annually to maintain currency and alignment. Every four years, schools review their plan in order to maintain an informed long-term strategic focus that reflects the priorities, initiatives and performance measures of the DET Strategic Plan. The Every Student Succeeding [State Schools Strategy 2014-2018](#) is the improvement agenda that identifies key strategies to lift performance across the system to ensure every student succeeds.

Alignment

The DET Strategic Plan highlights the following key outcome:

Queensland students engaged in learning, achieving and successfully transitioning to further education, training and work.

The School Strategic Plan

The 2016 – 2019 School Strategic Plan is a succinct four-year outlook document detailing:

- the vision for the school, describing the aspirations of staff, parents and students
- the school's strategic direction, including improvement priorities, strategies, goals and performance measures and targets
- priorities and strategies in response to reviews undertaken.

The review of the 2012-2015 School strategic Plan included;

- The detailed findings from the schools audits
- Surveys and data collection across all stakeholders

SECTION 2**REVIEW OF SCHOOL****PROCESS –****Review methodology**

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Six teachers – classroom, relief and specialist
 - Three teacher aides
 - Administrative Officer
 - 23 Students
 - Two members of the Parents and Citizens' Association (P&C) executive
 - Two parents
 - Two community partners
 - Local primary and high school leaders

Review team:

Michelle D'Netto Internal reviewer, SIU (review chair)

Christopher McMillan Peer reviewer

REVIEW OF SCHOOL QSR 2012-2015**Key improvement agendas.**

MAJOR STRATEGIC DIRECTIONS	KEY STRATEGIES	COMMENTS ON PROGRESS AND ACHIEVEMENT
<ul style="list-style-type: none"> • Pre-Prep Preparation • Home to school Transition • Primary to Secondary Transition 	<ul style="list-style-type: none"> • Initiate a Birth to School program (2012- 2015) – inviting families with infant children to attend theme days. We host activities and morning tea for all ages. We have special guests (e.g. emergency services / commercial sector) to read a story that appeals to them (age appropriate) to a target group and participants complete activities associated with that story. • We supply a story book to new born babies in the area (in conjunction with Dept Community Health) with a school message inside the book • We will also consider aligning with the pre prep program being offered by Childers State School • Continue the development of high standards of learning and achievement for the Prep Year in readiness for Y1 • Collaboratively work with cluster schools to prepare the transition of Y7 to High school in 2015. 	<ul style="list-style-type: none"> • Currently seeking to establish a Pre-Prep program / Playgroup based at school and to offer a “pop-up playgroup” at Woodgate once a week • Prep Teacher is a part of the community Early Childhood committee for our area • Y7 and Y6 Transitions in place and have been running successfully. • Currently developing a Home to School Transition Program • Currently exploring the provision of after school care. • We supply additional readers for parents who have pre-school aged siblings of enrolled students.
<ul style="list-style-type: none"> • Literacy education • Numeracy education • Problem solving / lateral thinking and resilience • ICTs 	<ul style="list-style-type: none"> • Continue evidence based focus on school improvement and support with PD that exemplify best practices • Continue development of internal monitoring against benchmarked targets in reading, writing, spelling, and numeracy. • Identify lateral thinking & problem solving programs to strengthen thinking and resilience and timetable opportunities for students to engage in the program • Continue focus on effective use of ICTs to prepare students for future technologies in the workforce. 	<ul style="list-style-type: none"> • Engagement and participation in Region’s Success Schools program focusing on Reading using the Sheena Cameron strategies and the Gradual Release Model. Included appointment of reading coach to model, observe and monitor effectiveness in reading across the school. • Purchased time off class using GRG funding to engage with Pedagogical Coach role. Observed lessons and provided feedback using an agreed template based on our pedagogical framework. Developed a pedagogical framework. Developed Performance Development Plans that aligned with new standards (e.g. Professional Standards for Teachers). Staff accessed PD opportunities relevant to the PD Plans that aligned to QSR & AIP. • Principal completed Profile Training to carry our profiling of teachers to strengthen pedagogical practices and student engagement.

<ul style="list-style-type: none"> • Literacy education • Numeracy education • Problem solving / lateral thinking and resilience • ICTs 	<ul style="list-style-type: none"> • Ensure students are reaching high levels of attainment in English and Maths to ensure they are adequately equipped to engage in high school studies and vocational pathways thereafter. • Lateral & creative thinking, problem solving and having initiative are attributes highly valued by employers. Developing these attributes in our students increases their employability. • ICT and digital literacies assist students to be effective participants in the global community and in the workplace 	<ul style="list-style-type: none"> • NAPLAN results show relative gains are significantly above Similar Queensland Schools and our percentile achievements are substantially above our ICSEA percentile in all strands. • Internal monitoring and tracking of PAT shows positive overall growth and achievement in reaching or exceeding expected benchmarks, i.e. percentages of students meeting or exceeding benchmarks in all strands have increased. • Have increased bandwidth and upgraded our ICT hardware infrastructure. Currently installing school-wide wireless capability.
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SECTION 3

THE SCHOOL CONTEXT

Students of our school come from a range of socio-economic backgrounds and family structures. Some parents operate their own businesses, own or manage farms, are tradespeople, commute to other locations including mines or are employees in agricultural or retailing industries. A large number of our students live in the seaside community of Woodgate while others live in rural locations neighbouring the Goodwood area. Almost all of our families are from European backgrounds and are Australian born. A minority are from overseas. Many students have siblings attending school. There is an element of transience that impacts on school enrolments. Some families take up temporary accommodation by occupying holiday housing that is offered near the beach. There is a strong connection to the heritage of the school and its history. Goodwood State School is the preferred school of choice for most of the population in the area.

Goodwood State School places a particularly strong emphasis on the Whole Child – seeking ways to engage with and meet the diverse needs and interests of its students. To enact this philosophy, we offer the following extra-curricular activities:

Extra – Curricular Activities offered to our students:

- ❖ **After School Sport** - This grant-funded sports program is offered twice a week to our students who may not be otherwise be able to participate in such activities and receive coaching. We offer athletics, tennis, soccer, dance, touch and a range of other activities through the year. In 2015 we also offered AFL Auskick.
- ❖ **Maths Team Challenge / Academic Competitions** – Selected students in Years 5-7 participate in the Maths Team Challenge. This event allows Goodwood State School students to experience a competitive nature of mathematics. Students in Years 3-7 are also given the opportunity to compete in the national ICAS competitions for selected subjects including English, Spelling, Reading and Mathematics.

- ❖ **Chess Club** – Students in Years 3-6 have the opportunity to participate in the school’s Chess Club that operates once a week. Members participate in a school competition to select our top 4 champions to compete at interschool championships.
- ❖ **Instrumental Music Program After School** – Our school subsidises an after school instrumental music program for students in Y3 and above. In 2012 we initiated guitar lessons and in 2013 the option of woodwind was also provided. Saxophone and flute lessons are also offered to students now. Our instrumental music students demonstrate and celebrate their achievements by performing at the end of year awards night.
- ❖ **Sporting Opportunities** – This includes the opportunity to trial for selection in Isis District, North Burnett and Wide Bay sport representative teams.
- ❖ **Recognition of Excellent Performances** – Students are regularly rewarded for demonstrating an excellent performance by receiving weekly ‘Student of the Week’ Awards during our parade. Principal Awards are issued for outstanding achievement by students. Goodwood State School’s Annual Awards Night recognises students’ performances over a calendar year focusing on academic, sporting and cultural achievements.
- ❖ **After School Choir** – we have a parent who is a qualified teacher who volunteers to run choir lessons on Thursday afternoons after school. The intent is that the choir will be visiting aged homes in the area as part of providing a service back to our community. The choir also performs at our end of year concert/awards night.

Goodwood State School places emphasis on building close and strong links with the wider community

We have around 15 semi-retired professional people collectively known as **“The Woodgate Readers”** who volunteer to read to our students each morning before school, particularly focusing on Prep and Y1 students to fast-track their reading skills.

Our school has close connections with the **Woodgate RSL sub-branch** and participate in a number of projects and initiatives collaboratively. This includes establishing connections with a New Zealand primary school and a NZ Returned Soldiers League. We commemorated the ANZAC centenary by engaging in a substantial project that was launched in Winton NZ and Woodgate QLD simultaneously on ANZAC Day. Currently we are working with the RSL and NZ to prepare for a special commemoration of the Remembrance Day Centenary on November 11th 2015.

We also have close partnerships with local emergency services. Police are represented by the inclusion of our Adopt A Cop in special events. The Goodwood Rural Fire Brigade work with us on events and safety awareness as do the local SES.

Local businesses are also involved in our school by assisting with fundraising and in sponsoring special awards and medallions on Awards Night as well as funding the provision and maintenance of our Honour Boards.

SECTION 4**SUMMARY OF KEY FINDING FROM SIU REVIEW – EXECUTIVE SUMMARY (SECTION 2.1)****Key findings**

- **The school promotes a positive culture for student learning and wellbeing.**
Staff throughout the school demonstrate an understanding of the importance of positive and caring relationships to enhance learning. Staff uphold a strong commitment to the whole child. The school is held in high esteem within the broader school community.
- **The principal has identified an agenda for improvement and has communicated it to the school community.**
The school agenda is extensive. The main priorities are reading, writing and numeracy with the development of staff capacity as an underlying focus. The principal recognises that further clarity around strategic direction for school-wide improvement is required.
- **The teaching of reading has been a focus this year.**
A school-wide reading framework has been introduced and is supported by regional *Success Schools* funding and local resources. Explicit teaching strategies are being implemented across the school for the teaching of reading. The reading framework is yet to be documented.
- **The school is developing consistent pedagogical practices.**
Teachers have become knowledgeable in a number of evidence-based teaching practices with the explicit instruction and gradual release of responsibility model evident throughout the school. The principal devotes one day each week towards developing effective teaching practices across the school and is implementing a profiling approach to support reflections on teaching practices. This approach is linked to explicit instruction and informed by the guiding questions within the Art and Science of Teaching (ASoT).
- **Some data collection processes are in place.**
There are documented school overviews for the annual and semester collection of data. This is accompanied by associated targets for reading for the end of the year. Short-term targets and timelines have not been established. A culture for using data to inform practice is being developed.
- **Exemplar partnerships have been developed with the local community.**
The school has established valued partnerships with a number of community based groups. The partnerships with Woodgate Readers and Woodgate Returned and Services League (RSL) are valued and widely considered to benefit the school and community. The school was a significant partner with the local RSL, New Zealand 6 Returned Services' Association (RSA) and a sister school in New Zealand for the Centenary of ANZAC commemoration that has received wide-spread commendation. This is an on-going partnership.

KEY IMPROVEMENT STRATEGIES RESULTING FROM SIU REVIEW (SECTION 2.2)

- ❖ Narrow and sharpen the explicit improvement agenda with agreed timelines and targets for improvement.
- ❖ Make explicit a priority set of improvement goals that are measurable and time referenced to drive further learning for all students.
- ❖ Use available school resources to continue to embed the reading agenda commenced under the *Success Schools* funding.
- ❖ Build on the existing practice of classroom observation and feedback regarding the explicit instruction model to develop consistency in pedagogy and enhance teaching practices.

FINDINGS AND IMPROVEMENT STRATEGIES AGAINST DOMAINS

Strategy	Timeline
<p>3.1 An explicit improvement agenda. Improvement strategies:</p> <ul style="list-style-type: none"> ❖ Narrow and sharpen the explicit improvement agenda, including agreed timelines and targets for improvement. ❖ Document, monitor progress and regularly articulate this agenda to the whole school community to fully embed it. 	Semester 1, 2016
<p>3.2 Analysis and discussion of data. Improvement strategies:</p> <ul style="list-style-type: none"> ❖ Develop the data literacy skills of all staff. ❖ Collaboratively develop short term targets with associated timelines and use the data wall for the tracking of these targets. ❖ Use short term data cycles to inform future planning and teaching. 	Semester 1, 2016
<p>3.3 A culture that promotes learning</p> <ul style="list-style-type: none"> ❖ Consider further steps to improve school attendance for identified students. ❖ Continue steps towards a culture where staff observe the practice of others and provide feedback to assist with further improvement of teaching practice. 	Semester 1, 2016
<p>3.4 Targeted use of school resources</p> <ul style="list-style-type: none"> ❖ Continue to resource the reading agenda and the successes experienced to date over a sustained period. 	Ongoing
<p>3.5 An expert teaching team</p> <ul style="list-style-type: none"> ❖ Consider ways to further support teachers to visit the classrooms of colleagues to discuss and share practice. ❖ Formalise the established practice of classroom observation and feedback for the purpose of developing consistency in pedagogy and enhancing practice. 	Ongoing – embedded by Semester 1 2017

<p>3.6 Systematic curriculum delivery</p> <ul style="list-style-type: none"> ❖ Embed the practice of using the newly developed continua for maths and English to provide all teachers clear direction and alignment of the vertical curriculum. ❖ Complete the documentation of the reading program with explicit shared and agreed strategies and structures for the teaching of reading. ❖ Ensure the reading program makes explicit what and when teachers should teach and students should learn. 	Semester 2, 2016
<p>3.7 Differentiated teaching and learning</p> <ul style="list-style-type: none"> ❖ Develop staff capacity to differentiate the curriculum and deliver the modified curriculum to suit the needs of students. ❖ Implement the newly developed referral process with a view to review and refine it if necessary. ❖ Establish mechanisms to extend high achieving students so that they are challenged in their learning and develop higher order thinking skills. ❖ Introduce a template for differentiation for use in teachers' planning. 	Semester 2, 2016
<p>3.8 Effective pedagogical practices</p> <ul style="list-style-type: none"> ❖ Consider a small number of shared and agreed priority pedagogical practices to be developed over a sustained period of time and ways to determine effectiveness through evidence. ❖ Continue to carefully develop a sense of shared accountability and rigour in the continual improvement of teaching practice through modelling, evaluating and providing constructive feedback on teaching practice. 	Ongoing embedded by Semester 2, 2018
<p>3.9 School and community partnerships</p> <ul style="list-style-type: none"> ❖ Develop partnerships with early year providers and directly with the families of pre-Prep students as part of an Early Years strategy. 	Semester 2, 2015

SECTION 4 Continued

SCHOOL STRATEGIC PLAN 2016-2019 FINE GRAIN STRATEGIES *REFERENCING STATE SCHOOLS STRATEGY*

FOCUS AREA	MAJOR STRATEGIC DIRECTIONS FOR THE NEXT FOUR YEARS	KEY STRATEGIES
<p>SUCCESSFUL LEARNERS</p> <p><i>Students engaging in learning and achievement, and successfully transitioning to further education, training and employment.</i></p>	<p><u>Know your Learners</u></p> <p><u>Meet your Learners' Needs</u></p>	<ul style="list-style-type: none"> • Analyse student data regularly to inform improvement, guide teaching practices, and prompt early intervention. • Expand opportunities for all students to reach their potential; identify and support at-risk students. • Implement, monitor and review attendance and attainment strategies for continuous improvement. • Create a culture of engaging learning that improves achievement for all students. • Provide challenging learning experiences that further develop reading, writing, numeracy and science expertise across the curriculum. • Cater for students' academic, social and emotional needs, including junior secondary. • Provide case management that supports student attendance and retention, literacy and numeracy achievement and Year 12 attainment for Aboriginal and Torres Strait Islander students.
<p>GREAT PEOPLE</p> <p>Teaching quality <i>Teachers employing high quality, evidence-based teaching practices focused on success for every student.</i></p> <p>Principal leadership and performance <i>School leaders delivering extraordinary and sustained improvement</i></p>	<p><u>Develop Professional Knowledge</u></p> <p><u>Develop Professional Practice</u></p> <p><u>Develop Professional Engagement</u></p>	<ul style="list-style-type: none"> • Develop a deep understanding of the P-12 curriculum, assessment and reporting framework. • Use a deep understanding of the Australian Curriculum, to adopt and adapt the Curriculum into the Classroom (C2C) materials to suit the school context. • Implement a research-validated school-wide pedagogical framework. • Improve students' literacy and numeracy achievement in all learning areas. • Use peer observation, feedback, differentiated coaching and learning communities to improve teaching practices. • Support career and capability development using performance development processes. • Use the Australian Professional Standards
<p>HIGH STANDARDS</p> <p>School Performance <i>Schools achieving success through an intentional approach to improving the progress of every student.</i></p>	<p><u>Know your Data</u></p> <p><u>Know your Strategies</u></p>	<p>1.</p> <ul style="list-style-type: none"> • Triangulate available data to monitor performance and inform practice. • Apply the learnings from Teaching and Learning Audits and school reviews to inform the improvement agenda. • Develop and drive an explicit improvement agenda documented in the school plan and aligned to the requirements of the School performance assessment framework. • Share successful practice across classrooms to ensure better outcomes for students. • Work collaboratively within and across schools to improve performance.

<p>ENGAGED PARTNERS</p> <p>Regional Support Regions providing a renewed focus on supporting performance and outcomes across the three sectors – early childhood education and care, state schools, and training and employment.</p> <p>Local decision making Schools ensuring community needs are central to decision making processes, autonomy and accountability.</p>	<p><u>Maintain Alignment</u></p> <p><u>Develop Consistency</u></p> <p><u>Scale Up Success</u></p> <p><u>Embrace Autonomy</u></p> <p><u>Create Partnerships</u></p>	<ul style="list-style-type: none"> • Provide effective and efficient support for sustained school improvement. • Provide a differentiated model of principal supervision and support, informed by school context, achievement and improvement, to develop collective capacity. • Share effective practices across the system and foster collaborative capacity within and across regions. <ul style="list-style-type: none"> • Embrace increasing autonomy by collaborating with local communities. • Maintain understanding of systemic priorities and requirements. • Drive the school improvement agenda with school leadership teams, teaching staff and corporate service staff. • Implement the Parent and Community Engagement Framework, engaging the community, business and industry in decision making. • Establish strong, innovative and sustainable partnerships that support student learning (e.g. early childhood providers, local affiliate schools and training organisations).
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SECTION 5**APPENDICES**

1. SIU School review report
2. Discipline Audit