

KURWONGBAH STATE SCHOOL

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

	<p><i>VISION STATEMENT</i></p> <p><i>At Kurwongbah all students are encouraged to become responsible, confident, self-motivated and co-operative individuals who aspire to achieve their maximum potential within a safe and supportive educational setting.</i></p>
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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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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 school review

SECTION 2**REVIEW OF SCHOOL**

PROCESS

A Full School Review was conducted at Kurwongbah State School from 22 July to 24 July 2015. The review and report were completed by a review team from the School Improvement Unit (SIU). The focus of the review was an evaluation of the school's performance against the nine domains of the National School Improvement Tool.

Three reviewers were involved with the review consisting of:

- a pre-review audit of the school's performance data and other school information
- a consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives including the Principal, Deputy Principals, Business Services Manager and office staff, Head of Curriculum, Master Teacher, Numeracy Success Coach, Learning Support teachers, Gifted and Talented Teacher, Special Education staff, 21 class teachers, other specialist teachers, teacher aides, P&C representatives, 28 parents, student leaders, 50 students, School Chaplains and local school partners.

FINDINGS / REVIEW OF SCHOOL

See Appendix for report from the School Improvement Unit.

SECTION 3**THE SCHOOL CONTEXT**

Kurwongbah State School is a large primary school with an enrolment of 960 students. The school is committed to providing a safe and supportive learning environment for all members of the school community through the nurturing of a school culture that recognises and celebrates the importance of the individual as part of a wider social environment.

The School motto – “Individuals Together” – is underpinned by key values: HONESTY, RESPECT, CARING, RESILIENCE and EXCELLENCE.

The school is well regarded within the local area and this is reflected in student enrolment growth over the past three years from 854 students in 2012 to 963 in 2015. School Opinion Survey results have been consistently high across all stakeholders – parents, students and staff. Positive school data has been noted in the areas of student safety, sense of community, school organisation, opportunities for students to do interesting things, high expectations of students and celebrations of student achievements.

Kurwongbah State School has a commitment to the provision of opportunities across a range of areas for all students to experience success, build self-esteem and a love of learning. The following programs and activities are available for students – Gifted and Talented, Performing Arts (Choirs, Instrumental Music, Drama), Student Leadership, Sports and Information Technology.

The school is well supported by the parent body and parents are encouraged to take an active role within the school to support their children’s education. There exists a range of forums in which parents can become involved – P&C Association, Parent Rep Group, Fundraising Committee, Craft Group, Eco Parents and Music Support Group. Two successful school fetes were organised by the school community in 2013 and 2015. Funds raised from all P&C activities contribute to improved facilities and resources for all students to enjoy.

New school facilities include the installation of an electronic school sign, electronic whiteboards in classrooms, a new student play area (Values Green), refurbished Uniform Shop, new bell system, boom gates at the school entrance and a new playground.

Key learning focus areas over the past three years have included the teaching of mathematics, reading and comprehension. The development and implementation of a School Pedagogical Framework has led to improved consistency in classroom teaching and management, and a school-based model of Peer Coaching within the teaching staff has enhanced professional goal setting in teaching skills.

A Discipline Audit was conducted at the school in 2014 with high and outstanding results being achieved across all areas.

Kurwongbah State School maintains a strong commitment to ensuring a quality educational experience for all students.

“INDIVIDUALS TOGETHER”

SECTION 4 SUMMARY OF KEY FINDINGS FROM SIU REVIEW – EXECUTIVE SUMMARY (SECTION 2.1)**Key Findings:**

- The tone of the school is caring, inclusive and happy. It reflects a school-wide commitment to purposeful and successful learning for all students.
- The school has a broad improvement agenda focused on five key priority areas including reading, numeracy, professional learning, pedagogy and success for students.
- A high priority is given to responsive programming for students informed through the school-wide analysis and discussion of data on student academic outcomes and behaviour.
- The school fosters a strong culture of teamwork and continuous professional learning. It is purposefully underpinned by a coaching model.
- The school's curriculum plan identifies curriculum, teaching and learning priorities and assessment tasks.
- There is a school-wide commitment to ensuring success for every student. Differentiation to cater for the full range of student needs is a priority of the school.

KEY IMPROVEMENT STRATEGIES RESULTING FROM SIU REVIEW (SECTION 2.2)

- Complete and embed a whole school reading program.
- Narrow the focus of the improvement agenda by refining the analysis of school data and targets for improvement in priority areas. Explore ways to further engage staff, parents and students with the improvement agenda through these targets and student goal setting.
- Ensure the alignment of the school's professional learning and coaching model for all teachers to the school priority areas of reading and numeracy, building deeper understandings of how students learn in order to inform curriculum design and pedagogy.
- Review and refine the current observations and feedback model to ensure quality teaching practices in the school priority areas are delivered consistently across every classroom in school.
- Expand the model of developing locally relevant curriculum in mathematics to other curriculum areas.

FINDINGS AND IMPROVEMENT STRATEGIES AGAINST DOMAINS

An Explicit Improvement Agenda -	Timeline
<ul style="list-style-type: none"> <i>Model of shared leadership and teamwork has been established to drive the improvement agenda</i> - Review and refine roles and responsibilities. Continue to build instructional leadership in school priority areas. 	2016 - 2019
<ul style="list-style-type: none"> <i>There is a broad improvement agenda encompassing a range of priority areas</i> – Narrow the focus by refining analysis of school data and targets for improvement and explore ways to further engage staff, parents and students with these targets. 	2016
<ul style="list-style-type: none"> <i>A range of whole school programs and processes are in place providing direction in curriculum and assessment. A locally developed maths program is being implemented. The school is refining a school reading program</i> – Complete and embed a whole school reading program that defines how to teach reading aligned to the school’s pedagogical framework and is scaffolded through the school’s professional learning model. 	2016
Analysis and Discussion of Data –	
<ul style="list-style-type: none"> <i>Tracking of student achievement data is used to monitor students’ learning progress and as a measure to reflect on the effectiveness of teaching and learning. A documented Data Action Plan and yearly overview for systematic collection and analysis of achievement are in place</i> – Review data collection overview and ensure alignment to improvement agenda. 	2016
<ul style="list-style-type: none"> <i>Curriculum, coaching and support teachers work collaboratively with class teachers to analyse student data and inform teaching programs. Most teachers use diagnostic testing to inform their planning or make adjustments for individual students. Targets for student improvement have been established. Not all teaching staff were able to articulate NAPLAN targets</i> – Continue to build teacher data literacy so teachers can confidently analyse students learning, reflect on effectiveness of their teaching and make adjustments in a timely manner. Increase awareness of aspirational student learning targets. 	2016 - 2019
A Culture that Promotes Learning -	
<ul style="list-style-type: none"> <i>The school provides a calm, safe, respectful, caring and productive learning environment. The tone of the school is caring, inclusive and happy reflecting a school-wide commitment to purposeful and successful learning for all students. School Opinion Survey data shows agreement between all three groups on the item ‘Student behaviour is well managed at this school.’ The school’s values – Respect, Caring, Honesty, Excellence and Resilience- are known and understood across the school.</i> - Review of the school’s Responsible Behaviour Plan for Students to ensure currency 	2016 – 2018 2019 (review)

and identify and strengthen successful practices to focus student learning behaviours.	
<ul style="list-style-type: none"> • <i>At the end of Semester 1, 2015 the attendance rate was 92.7 % with 24.3 % of students attending less than 90 % of the school year</i> – Maintain focus on student attendance and ensure that consistent practices are implemented for identification and management of students identified as falling below the 90 percent attendance threshold. 	2016 - 2019
Targeted use of School Resources -	
<ul style="list-style-type: none"> • <i>The School applies its resources in a targeted manner to respond to the learning and wellbeing needs of students and professional needs of staff. ICTs are being used to support student learning. Some staff expressed the view that ICT infrastructure could be improved to further explore innovative ways to support student learning</i> – Review the use of ICT and how it best supports student learning. Develop a school-wide plan for challenging and engaging all students using ICTs. 	2017
<ul style="list-style-type: none"> • <i>Resources are applied strategically to provide a range of school-wide programs and targeted intervention designed to address the diverse learning needs of the full range of students</i> – Track and monitor the achievement of set school targets monitoring achievements against the Great Results Guarantee (Investing For Success) agreement. Clearly define leadership roles in tracking and monitoring set school targets linked to targeted funding. 	2016 - 2019
An Expert Teaching Team -	
<ul style="list-style-type: none"> • <i>The school fosters a strong culture of continuous professional learning. Teachers expressed confidence in delivering effective classroom practice and a willingness to continuously enrich their professional knowledge base.</i> – Ensure school’s professional learning is aligned to school priority areas of reading and numeracy. 	2016
<ul style="list-style-type: none"> • <i>Professional learning includes both classroom-based learning and collaborative subject area learning and is purposefully underpinned by a coaching model.</i>– Refine the school’s approach to the DPD (Developing Performance Plan) to ensure alignment to the school priority areas of reading and numeracy. Make explicit the role of instructional leadership in improving the quality of teaching and student learning. 	2016
Systematic Curriculum Delivery -	
<ul style="list-style-type: none"> • <i>The school’s curriculum plan identifies curriculum, teaching and learning priorities and assessment tasks. Class teachers work collaboratively with specialist support teachers to ensure curriculum is responsive and engaging for the full range of students in their classes.</i> – Explore ways to ensure vertical alignment of curriculum planning and delivery so that learning progression is maximized across the years of school. 	2016 - 2019

<ul style="list-style-type: none"> • <i>Moderation practices occur in year levels using a range of assessment items through a folio approach.</i> – Explore ways to further enhance current moderation model through working with another schools. 	2016 - 2019
<ul style="list-style-type: none"> • <i>The school's curriculum in English is largely drawn from C2C units. The school's maths curriculum reflects the Australian Curriculum and has been developed locally.</i> – Expand the model of developing locally relevant curriculum in Mathematics to English. 	2016
Differentiated Teaching and Learning -	
<ul style="list-style-type: none"> • <i>There is strong evidence of a school-wide commitment to ensuring success for every student. Differentiation to cater for the full range of student needs is a priority of the school. Specialised differentiation programs including the school's gifted and talented programs, targeted intervention and behaviour support are embedded throughout the school.</i> – Focus on the identification and application of high-yield teaching strategies, including ASoT design questions, in priority areas that provide all students with access to the classroom program. 	2016 - 2019
<ul style="list-style-type: none"> • <i>There is evidence of teachers using feedback to encourage students to closely monitor their own learning and some students are able to clearly articulate their learning goals.</i> – Embed the practice so student goal setting across all classrooms linked to the school's priority areas and ensure students get purposeful and timely feedback related to their goals. 	2016 - 2019
Effective Pedagogical Practices -	
<ul style="list-style-type: none"> • <i>The school leadership team acknowledges that highly effective teaching is the key to improving student outcomes. The school has strategically drawn on the expertise of curriculum leaders to assist teachers to apply evidence-based teaching practices.</i> – Review and refine observation and feedback model to ensure quality teaching practices are delivered consistently across every classroom. 	2016 - 2019
<ul style="list-style-type: none"> • <i>A review process is being undertaken to inform the development of a school reading program to provide teachers with clear and explicit pedagogical approaches to how reading is taught at Kurwongbah SS.</i> – Complete and embed a program that clearly defines how reading is taught across all classrooms. 	2016
School and Community Partnerships -	
<ul style="list-style-type: none"> • <i>Parents and are recognised as integral members of the school community and partners in their child's learning. The school has a dedicated P&C Association and a number of active parent sub-committees. Parent involvement as volunteers is strongly evident.</i> - Explore opportunities to further engage parents and carers as partners in their children's 	2016 - 2019

learning.	
<ul style="list-style-type: none">• <i>There is an established partnership between the school, other local school and early learning providers.</i> – Continue to strengthen this partnership to support transition of pre-Prep students into the school.	2016 - 2019

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
An Explicit Improvement Agenda	<ul style="list-style-type: none"> • Continue to use KSS Pedagogical Model to lead curriculum reform • Refinement of school improvement targets • Improved Literacy and Numeracy data • Develop and refine whole school reading program • Refine whole school numeracy program 	<ul style="list-style-type: none"> • Revisit pedagogical expectations for teaching and learning • Develop expectation of staff to engage with aspirational targets in key learning areas • Specific focus on teaching reading, CARS and STARS, writing, spelling, numeracy including number facts, identify and implement key features of effective reading lessons • Develop and implement school English program including text types and unit overviews • Embed use of CARS and STARS • Review and refine current whole school numeracy program to align with Australian Curriculum • Implement number facts program • Target Oral Language Development in Early Years • Establish and monitor aspirational targets in key priority areas
Analysis and Discussion of Data	<ul style="list-style-type: none"> • Staff improvement in collecting and analysing data • A culture of self-evaluation and reflection across the school 	<ul style="list-style-type: none"> • Review data collection overview and ensure alignment to improvement agenda • Track student achievement data to monitor students' learning progress and reflect on teaching and learning • More effective use of Dashboard in Oneschool in providing all teachers with a clearer understanding and ownership of intervention and extension programs operating within the school • Use of DPP and Coaching to engage in self-reflection

A Culture the Promotes Learning	<ul style="list-style-type: none"> • School structures to build on current strong collegial culture • Continue to build a stronger feedback culture – staff and students • Continue to provide a calm, safe and supportive learning environment • Maintain focus on student attendance 	<ul style="list-style-type: none"> • Effective use of staff and year level meetings to share best practice • Students to have learning goals and receive regular and timely feedback • Teachers regularly receive opportunities for observation and feedback • Teachers to identify an ASoT goal and a goal to relate to a school priority. • Review Responsible Behaviour Plan for Students, including a Social Skills Program • Staff to revisit School Values throughout the year • Early identification and management of students falling below 90% attendance threshold.
Targeted Use of School Resources	<ul style="list-style-type: none"> • Target resources to respond to the learning and wellbeing of students and staff 	<ul style="list-style-type: none"> • Continue to enhance school learning support model to better cater for the needs of all students • Continue to resource and support the G & T Teacher role with a specific focus on improving school results in U2B in NAPLAN • Review use of ICT and how it best supports student learning² • Track and monitor achievement of set school targets • Continue to resource and support targeted intervention to address diverse learning needs of students • Development of School Facilities Plan to provide safe and appropriate learning environment for all students • Ensure school budget reflect key school priorities and that targeted funding is directed towards student learning improvement
An Expert Teaching Team	<ul style="list-style-type: none"> • Refine model for Developing Performance Plan (DPP) for all teachers • Continue to foster a strong culture of continuous professional learning 	<ul style="list-style-type: none"> • Ensure alignment of DPP to school priority areas – numeracy and the teaching of reading and comprehension • Provide / source PD in key identified priority areas • Provide opportunities for staff to provide and receive collegial feedback • Continue to build on Coaching Model across school to enhance teacher pedagogy • Support teacher pedagogy through specialist staff – Head of Curriculum, Master Teacher
Systemic Curriculum Delivery	<ul style="list-style-type: none"> • Vertical alignment of curriculum planning and delivery • Maintain and broaden moderation practices • Supervision of curriculum delivery 	<ul style="list-style-type: none"> • Provide release time for year level teachers to meet with HOC and Master Teacher to monitor consistency and to collaboratively plan • Explore ways to further enhance moderation model with another school and across year levels • Expand model of locally relevant curriculum in English

Differentiated Teaching and Learning	<ul style="list-style-type: none"> • Continue to differentiate to cater for a full range of student needs • Maintain the use of feedback to encourage students to monitor progress towards their learning goals • Use diagnostic testing to inform teaching • Individual Curriculum Plans for students requiring adjustments to their learning programs 	<ul style="list-style-type: none"> • Identify and apply high yield strategies in priority areas to provide students with access to classroom programs • Embed student goal setting across all classrooms and ensure students receive timely, purposeful feedback related to their learning goals • Develop and maintain effective ways of collecting, representing and using data. This may include broader use of OneSchool Class Dashboard and development of student/ class profiles. • Continue to use the North Coast Diagnostics and Reflective Teaching and Learning Cycle with a focus on Mathematics. • HOSES and ST:LaN to support class teachers to develop, document and implement ICPs • Continue to use the 'Differentiation Surfboard' template • Revisit Higher Order Thinking Skills Program and implement in all classes
Effective Pedagogical Practices	<ul style="list-style-type: none"> • Ensure highly effective teaching is evident in all classrooms • Develop and implement Whole School Reading Program • Develop explicitness around the teaching of writing • Promote consistent pedagogical practices 	<ul style="list-style-type: none"> • Review and refine observation and feedback model used to support teachers • Complete and refine how reading is taught across all classrooms and year levels • Investigate '7 Steps to Writing' – Provide professional development and teacher support • Embed ASoT strategies into daily practice
School and Community Partnerships	<ul style="list-style-type: none"> • Promotion of school as a community • Enhance local partnerships 	<ul style="list-style-type: none"> • Explore opportunities to further engage parents and carers as partners in their child's learning • Local media coverage of school events • Provide parent workshops in priority areas • Ongoing support for P&C initiatives and events to promote opportunities for school, staff and students to work together • Continue to work with the PRELS group • Establish to develop partnerships with the community through our Chaplaincy Program • Continue to communicate with parents using a variety of communication modes • Continue to work with local high schools to support transition programs

SECTION 5

APPENDICES

1. School Improvement Unit – Report – Executive Summary
Kurwongbah State School
(Attached)