

Verified on 6/10/2016

		<b>AIRVILLE STATE SCHOOL STRATEGIC PLAN 2016 – 2020</b> <b>“A Caring Community Campus”</b> <b>MOTTO: ALWAYS YOUR BEST</b>		
		<b>OUR VISION:</b> At Airville State School children will engage in positive learning experiences, develop socially acceptable skills, learn within an environment that is safe, disciplined, tolerant, challenging and family orientated, be treated with respect and courtesy, be supported to become active and reflective Australian and global citizens, develop lifelong learning skills, experience a culture that recognises and supports individual needs, abilities and learning styles.		
DET Strategic Plan 2016-2020	State Schools Strategy 2016-2020	Strategies	Performance Measures	Evidence Source
Successful Learners	Successful Learners	<ul style="list-style-type: none"> <li>Embed the practice of students defining explicit personal learning goals in reading, writing and numeracy based on summative, formative &amp; diagnostic assessments and feedback.</li> <li>Embed differentiation processes which includes maintaining documented evidence of same recorded on One School.</li> <li>Embed consistency and continuity of delivery of spelling, writing and reading processes across all year levels.</li> <li><b>Embed opportunities for students to participate in learning activities with students from Burdekin Band 5/6 cluster schools.</b></li> <li><b>Embed an explicit improvement agenda focussing on targets for reading, writing and numeracy.</b></li> <li>Continue to analyse and triangulate diagnostic and summative data (LOA, internal diagnostic tests, NAPLAN) to inform and guide teaching practices and to improve and extend student capabilities.</li> <li>Establish and embed Science, Technology, Engineering &amp; Mathematics (STEM-including robotics &amp; coding) opportunities for learning within curriculum delivery practices.</li> <li>Implement and embed a school-wide case management system focussing on early intervention and support.</li> <li>Review and refine systems and processes for monitoring and improving attendance and behaviour.</li> <li>Embed practices of providing explicit feedback to students on their progress and goals for improvement.</li> <li>Continue practices for Closing the Gap.</li> </ul>	<ul style="list-style-type: none"> <li>100% of students have Individual learning goals identified.</li> <li>Differentiation strategies for all students recorded on student profile in support provisions.</li> <li>All teachers are implementing the Australian Curriculum.</li> <li>&gt; 90% attendance for all students.</li> <li>All student absences are explained.</li> <li>100% of students achieving 'C' or better in end of semester reports in Maths, English, Science and History. (LOA)</li> <li>&gt;90% students in Years 3 and 5 to achieve results equal to or above the National Minimum Standard (NMS) on NAPLAN tests for Reading, Writing, Spelling, Grammar &amp; Punctuation and Numeracy.</li> <li>50% of students in Years 3 and 5 to achieve within the Upper TWO Bands (U2B) on NAPLAN scale in Reading, Writing, Spelling, Grammar &amp; Punctuation and Numeracy.</li> <li>100% of student satisfaction with, 'My teacher provides me with useful feedback about my work' and 'My teachers encourage me to do my best'.</li> <li>100% of parent satisfaction with: 'Teachers at this school provide my child with useful feedback about their work'.</li> <li>100% of students to have an assessment profile by 2018.</li> <li>All student summative and diagnostic data in OneSchool by 2017.</li> <li>Gradual release model enacted in all classes.</li> <li>Short term data cycles evident in all classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Learning goals recorded in student target books</li> <li>OneSchool student profile – support provisions</li> <li>OneSchool Class Dashboard</li> <li>NAPLAN reports</li> <li>Burdekin Band 5/6 Cluster School Wide Assessment and Internal Monitoring schedule</li> <li>LOA data</li> <li>School Opinion Surveys: Students: 2040, 2059</li> <li>Parents: S2006</li> <li>Closing the Gap report</li> <li>School Profile report</li> <li>Individual Student Profiles – One School</li> <li>Data walls in all classrooms and whole school data wall in admin area.</li> <li>Case management plans</li> <li>Individual Curriculum Plans</li> </ul>
		Great People	Teaching Quality	<ul style="list-style-type: none"> <li><b>Establish and embed a culture of collaboration, networking and teamwork with Burdekin Band 5/6 cluster schools to share teaching practices, resources and assist leadership development.</b></li> <li>Implement professional development for staff in the use of data analysis tools on OneSchool.</li> <li>Continue to develop and implement Higher Order Thinking (HOT) strategies and Age Appropriate Pedagogical (AAP) practices for teaching and learning.</li> <li>Develop staff knowledge and usage of OneSchool Dashboards to inform teaching and learning.</li> <li>Link staff professional development opportunities to the Australian Standards for Teachers.</li> <li>Develop an understanding by all staff of the Leading Quality Teaching and Learning Framework to embed practices that suit the school's context and improvement agenda.</li> <li><b>Embed coaching, mentoring, focussed classroom observations, walk throughs and data conversations as elements of a continuous improvement agenda.</b></li> <li>Embed the Australian Curriculum into teaching and learning through adopting and/or adapting Curriculum into the Classroom (C2C) materials to suit the school's context.</li> </ul>
Principal Leadership & Performance	<ul style="list-style-type: none"> <li><b>Narrow the focus of the school's improvement agenda to a manageable number of key priorities.</b></li> <li>Embed the use of OneSchool as a central storage system for assessment data in numeracy and literacy.</li> <li>Monitor targeted resources across the school to ensure learning programs and teaching meet the school's Explicit Improvement Agenda (EIA)</li> <li>Ensure staff professional development plans link to the school's Explicit Improvement Agenda. (EIA)</li> <li>Embed the shared belief that all students can learn and all teachers can teach.</li> <li>Link professional development activities and professional capacity building to the Australian Professional Standards for Principals.</li> <li>Continue to promote a culture of high expectations within the school community.</li> <li>Drive and lead future-focused school improvement agendas.</li> <li>Analyse summative and diagnostic data on OneSchool to inform teaching, learning and the school's improvement agenda.</li> <li>Lead the implementation and review of Age Appropriate Pedagogies (AAP) high quality curriculum teaching, learning, monitoring, and assessment and feedback practices.</li> <li><b>Mentor beginning teachers.</b></li> </ul>		<ul style="list-style-type: none"> <li>All staff engage in professional development activities aligned with the school's explicit improvement agenda.</li> <li>Headline Indicators: % C or Better to be &gt;95% English, Maths, Science.</li> <li>Principal Performance and Development Plan completed annually and reviewed by Assistant Regional Director (ARD)</li> <li>Participation in Regional Leadership Forums and PLC activities.</li> <li>All staff involved in NQR feedback and observation process.</li> <li>All staff are satisfied that: 'They are provided with quality professional learning opportunities and are encouraged to participate in these professional development activities'.</li> <li>Learning walls utilised as improvement tools.</li> <li>All teachers are satisfied that they: 'Feel confident in using student assessment data to improve student achievement'.</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Plan for Principal</li> <li>Australian Standards for Principals</li> <li>Headline indicators</li> <li>Annual Performance Review</li> <li>NQR Feedback Continuum</li> <li>OneSchool Dashboard</li> <li>School Opinion Survey: Staff: S2100 Teachers: S2116</li> <li>Data and learning walls</li> </ul>
High Standards	School Performance	<ul style="list-style-type: none"> <li>Embed procedures to monitor targets and ensure programs are systematically evaluated.</li> <li>Design, document, implement &amp; embed a moderation strategy that includes multiple opportunities to conduct a purposeful moderation program in partnership with nearby schools.</li> <li>Refine the Whole-school Assessment Schedule to include tools to track school-wide achievement data.</li> <li><b>Embed formal feedback, coaching and mentoring processes.</b></li> <li>Continue to monitor and track classroom performance goals.</li> <li>Embed the sharing of successful practices across classrooms to ensure better outcomes for students.</li> <li>Review, update and embed school's Responsible Behaviour Plan including PBL processes.</li> <li>Review and update Airville State School's guidelines for procedures and practices in the teaching of: reading, writing and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Policies and procedures' documents to be reviewed and updated.</li> <li>Moderation occurring once per term internally and with cluster schools.</li> <li>Data walls updated and reviewed each term to indicate school-wide and individual student improvement or targets for improvement.</li> <li>Whole school curriculum plan to reflect systemic changes and current school context.</li> <li>Feedback recorded on student assessment criteria sheets for students to determine personal learning goals for improvement.</li> <li>100% of students, 'feel safe at this school and my teachers care about me'.</li> <li>100% of parents, students and staff agree, 'Behaviour is well managed at this school'.</li> <li>OneSchool utilised for recording both positive and negative student behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>Burdekin Band 5/6 edStudio</li> <li>Moderation timetable</li> <li>Data Walls</li> <li>Whole School Curriculum Plan</li> <li>Unit assessment task GTMJs</li> <li>Airville's handbooks on Guidelines for Reading, Writing and Spelling.</li> <li>Pedagogical Framework</li> <li>On School Dashboard and student profiles</li> <li>School Opinion Survey: Students: S2073 S2063 S2044 Parents: S2012 Staff: S2074</li> <li>Responsible Behaviour Plan</li> </ul>
		Local Decision Making	<ul style="list-style-type: none"> <li><b>Communicate all elements of the school's improvement agenda more broadly to the school community.</b></li> <li>Establish partnerships with early childhood providers as conduits for enrolments.</li> <li>Establish and embed the Adopt-a-Cop program and Adopt-a-Councillor program.</li> <li>Continue to engage in local state high schools' Junior to Secondary transition programs.</li> <li>Embed the KidsMatter program to support learning and wellbeing.</li> <li>Embed the Learning and Wellbeing Framework into all learning opportunities.</li> <li>Continue positive communication processes between community and school.</li> <li>Continue to encourage parental involvement in school activities and school decision making processes.</li> <li>Participate in community events and occasions.</li> <li>Work with support agencies to broaden curriculum offerings in school including, Fire Education and Sporting Schools.</li> </ul>	<ul style="list-style-type: none"> <li>100% of parents satisfied with, 'The school asks for my input'.</li> <li>100% of students in Years 5 and 6 participate in the Burdekin schools' Junior Secondary transition programs.</li> <li>Collegial networks established for transitioning to Prep and Junior to Secondary.</li> <li>School website, newsletters, school Facebook page and local newspaper used as avenues for communicating school activities, news and events.</li> <li>Engagement with Burdekin Band 5/6 Cluster Schools in events such as Science days, The Arts days, Technology days, Sports days and sharing of resources.</li> </ul>

This plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirement.

Principal: 

P&C President: 

Assistant Regional Director: 