



# NOOSAVILLE STATE SCHOOL

## A REVIEW OF 2014 – 2017 STRATEGIC PLAN AND IMPLEMENTATION 4 YEAR SCHOOL STRATEGIC PLAN 2018 - 2021

	<p><i>Noosaville State School and community are committed to all students being successful, empowered and environmentally and socially conscious.</i></p>
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**APPROVAL/ENDORSEMENT PROCESS**

A Review of the Strategic Plan 2014 – 2017 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2018 - 2021 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

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## TABLE OF CONTENTS

<b>SECTION 1</b>	<b>PAGE</b>
Purpose.....	3
<b>SECTION 2</b>	
School Review 2014-2017 .....	4-6
a) Process	
b) Major Findings – achievements / areas for improvement	
<b>SECTION 3</b>	
The School Context.....	7
<b>SECTION 4</b>	
School Improvement Unit Findings and Response	
School Strategic Plan 2018-2021 .....	8
<b>SECTION 5</b>	
Appendices.....	9



## 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 the [Annual Improvement 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 2017-2021](#) 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 2018 – 2021 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 2014-2017 School strategic Plan included;

- The detailed findings from the school review



## SECTION 2

## REVIEW OF SCHOOL

### PROCESS

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Noosaville State School** from **31 July to 2 August 2017**.

#### Contributing stakeholders

The following stakeholders contributed to the review:

School community:

Principal, deputy principal, Head of Special Education Services (HOSES), Head of Curriculum (HOC), acting HOC, Support Teacher Literacy and Numeracy (STLaN), twenty classroom teachers, two specialist teachers, Business Manager (BM), two administration officers, 13 teacher aides, two schools officers, four cleaners, 31 students and 12 parents.

Community and business groups:

Two Parents and Citizens' Association (P&C) executive members, volunteer, SAGE Music Academy manager and Helping Hands Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

Two high schools and two kindergartens.

Government and departmental representatives:

ARD, Regional Principal Education Advisor - Australian Curriculum (PEA-AC), Head of Department (HOD) Regional Support - Literacy, PBL Advisor and Age-Appropriate Pedagogies Project Officer.

**Supporting documentary evidence**

Annual Improvement Plan 2017	Strategic Plan 2013-2017
Investing for Success 2017	School Data Profile (Semester 1, 2017)
Headline Indicators (2016)	School budget overview
OneSchool	School newsletters and website
Responsible Behaviour Plan	Curriculum planning documents
School improvement targets	Assessment and Target Schedule
Whole School Intervention Plan	Annual Performance Development Plans
School based curriculum, assessment and reporting framework	School Opinion Survey



## **FINDINGS / REVIEW OF SCHOOL**

### **Findings**

School leaders give consideration and focus to understanding and addressing the learning needs of all students in the school.

All members of the school leadership team are currently acting in their roles. Staff members report that this has caused some uncertainty regarding clear roles, responsibilities, accountabilities and communication.

The STLaN analyses data to identify students requiring additional learning support. NAPLAN results, diagnostic testing, classroom assessments and teacher observations are utilised to select students for small group support in literacy and numeracy activities. Recording of these support provisions in OneSchool is apparent.

Students with disability are identified through the verification process and grouped in classes to provide effective human resource support. Students with disability have PLPs and Individual Curriculum Plans (ICP) where appropriate and are provided with some targeted curriculum support by special education teachers and teacher aides. Case managers are responsible for the ICP planning, teaching and reporting. PLPs are recorded on OneSchool and reviewed regularly by the case manager in consultation with parents, class teachers and specialist support staff.

A Student Support Committee meets fortnightly to review referrals. The committee includes the Head of Special Education Services (HOSES), STLaN, guidance officer, Speech Language Pathologist (SLP), chaplain and a representative from Child and Youth Mental Health Service (CYMHS).

The HOSES and STLaN work collaboratively to allocate human resources to best meet the learning needs of students. Clear processes to monitor and evaluate the effectiveness of support allocations and intervention programs in the school are yet to be developed. Staff members express the desire for further clarity about the range of support programs available and the process for allocation of human resources.

The school has received \$182 641 in Investing for Success (I4S) funds for 2017. The I4S funding plan includes developing and implementing a whole-school approach to teaching reading and numeracy. The school plans to build teacher capacity through providing PD to 'lead learners' in each year level, employing an additional 0.5 FTE support teacher, developing a feedback and coaching model, providing teacher aide support and delivering parent workshops. The I4S plan is not yet being fully implemented.

The principal and BM make budgetary decisions relating to curriculum, teaching and learning. Staff members indicate a desire for a more collaborative, transparent approach to developing the budget and deciding on the allocation of resources.

School leaders report that decreasing enrolment and a staff profile that is characterised by many part-time employees has presented challenges in the management of human and financial resources. Some staff members report that their skills and expertise are not yet being used effectively.



The current balance of the cash at bank is \$301 761. A systematic process to monitor the budget and the effectiveness of resource allocation in the delivery of student outcomes is yet to be implemented.

Information and Communication Technology (ICT) is utilised to supplement the explicit teaching of the school's curriculum. Desktop computers and iPads are available to assist students with their learning. The P&C provides additional funds to purchase iPads and desktop computers. Staff members indicate varying degrees of confidence in the use of digital pedagogy in their classroom practices. Conversations with students indicate a desire for greater access to ICT.

The P&C contributes additional resources towards student learning and wellbeing. Funds raised contribute to the purchase of physical education equipment, refrigerators, air-conditioning and school chaplain support. Specialist teachers deliver the Health and Physical Education (HPE), languages and music curriculum. These programs are highly valued by the students and are adequately resourced through contributions from the P&C and school resourcing.

The school presents as an attractive and well-maintained learning environment. All classrooms are air-conditioned and the physical environment of the school allows for inclusive learning spaces for students. Classrooms are well organised for learning and allow for whole-class, small group and individual work spaces. Scaffolded posters to support student learning processes and the display of student work are visible in most classrooms. Teachers report they are provided with ample quality material resources to support learning.



## SECTION 3

## THE SCHOOL CONTEXT

<b>Location:</b>	Beckmans Road, Noosaville
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1996
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	498
<b>Indigenous enrolment percentage:</b>	5 per cent
<b>Students with disability enrolment percentage:</b>	14.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1023
<b>Year principal appointed:</b>	2017 (acting)
<b>Full-time equivalent staff:</b>	42
<b>Significant partner schools:</b>	Tewantin State School, Eumundi State School, Cooroy State School, Peregrin Springs State School, Noosa District State High School, Sunshine Beach State High School
<b>Significant community partnerships:</b>	Parent representatives, Tewantin Noosa Returned Services League of Australia (RSL), SAGE Music Academy
<b>Significant school programs:</b>	Music programs including instrumental and academy, Sporting programs including surfing, mountain biking and dance fit, Positive Behaviour for Learning (PBL), Upper 2 Band (U2B) project (Impact-Booster), Early Childhood Development Centre, Chaplaincy



# Noosaville State School - Strategic Plan 2018 - 2021

## Key Improvement Strategies

- Collaboratively review, develop and communicate the EIA to provide a narrow and sharp focus on an agreed key school priority that includes responsibilities, accountabilities, specific targets and timelines.
- Review all communication and interaction protocols to ensure they are respectful, timely, professional and contribute to a common purpose and direction.
- Develop shared understandings and ownership of the whole-school curriculum plan.
- Provide opportunities for teaching teams to interrogate systemic and school-based achievement data to generate starting points for learning that will support the continuous improvement of student outcomes.
- Develop shared understandings and ownership of a school-wide and evidence-based pedagogical framework based on high expectations of every learner.
- Develop clear, transparent budget processes and resource allocation methodologies reflective of the school's improvement agenda and communicate these to all staff members.

Domains of National School Improvement Tool	Improvement Strategies for consultation with region and school community for planning period 2018 - 2021	2018	2019	2020	2021
<b>An Explicit Improvement Agenda</b>	<ul style="list-style-type: none"> <li>• Collaboratively review, develop and communicate the EIA to provide a narrow and sharp focus on an agreed key school priority that includes responsibilities, accountabilities, specific targets and timelines.</li> <li>• Collaboratively develop, document and implement a clear strategic vision for the future improvement of the school.</li> <li>• Monitor the implementation of all elements of the EIA to ensure consistency of practice is occurring across the school.</li> </ul>	→			
<b>Analysis and Discussion of Data</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for teaching teams to interrogate systemic and school-based achievement data to generate starting points for learning that will support the continuous improvement of student outcomes.</li> <li>• Engage all staff members in ongoing structured and systematic opportunities to build teachers' data literacy skills to enable a deeper understanding of data to better inform differentiated teaching practices.</li> <li>• Collaboratively review the school-wide assessment schedule and benchmarks to ensure all scheduled assessment items are consistently implemented across the school.</li> </ul>	→			
<b>A Culture that Promotes Learning</b>	<ul style="list-style-type: none"> <li>• Review all communication and interaction protocols to ensure they are respectful, timely professional and contribute to a common purpose and direction.</li> <li>• Develop and implement a cohesive and proactive approach to staff wellbeing.</li> <li>• Develop policy and processes to monitor and improve student attendance.</li> </ul>	→			
<b>Targeted use of School Resources</b>	<ul style="list-style-type: none"> <li>• Develop clear, transparent budget processes and resource allocation methodologies reflective of the school's improvement agenda and communicate these to all staff members.</li> <li>• Monitor the expenditure of funds to ensure the effectiveness of targeted resources in driving improved student achievement.</li> <li>• Collaboratively review support systems and the use of human resources to ensure the delivery of intended student outcomes.</li> </ul>	→			
<b>An Expert Teacher Team</b>	<ul style="list-style-type: none"> <li>• Develop and enact the coaching program based on data-driven decisions regarding student needs aligned with the EIA.</li> <li>• Ensure ongoing support for teachers and teacher aides to build expertise and utilise consistently new practices.</li> <li>• Develop a whole-school professional learning plan and associated budget to support school priorities.</li> </ul>	→			
<b>Systemic Curriculum Delivery</b>	<ul style="list-style-type: none"> <li>• Develop shared understandings and ownership of the whole-school curriculum plan.</li> <li>• Develop a Quality Assurance (QA) process to ensure vertical alignment of curriculum planning throughout the school.</li> <li>• Continue regional collaboration to advance year level unit planning.</li> </ul>	→			
<b>Differentiated Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Develop shared understandings of the nature of inclusive support and the variety of ways this can be implemented.</li> <li>• Collaboratively develop a framework to scaffold teacher differentiation to meet the needs of all students and provide relevant professional learning opportunities.</li> <li>• Develop the capacity of teachers to differentiate in their curriculum planning to meet the needs of high achieving students to ensure they are engaged, challenged and extended in their learning.</li> <li>• Develop a whole-school approach to the setting and monitoring of individual student learning goals.</li> </ul>	→			
<b>Effective Pedagogical Practices</b>	<ul style="list-style-type: none"> <li>• Develop shared understandings and ownership of a school-wide and evidence-based pedagogical framework based on high expectations of every learner.</li> <li>• Develop and implement a whole-school approach to observation, feedback and coaching for all staff members.</li> <li>• Develop a school-wide approach to the provision of timely, purposeful and specific feedback to students.</li> </ul>	→			
<b>School Community Partnerships</b>	<ul style="list-style-type: none"> <li>• Develop strategic partnerships with early years' providers and local secondary schools to ensure transitions for students are positive and improve outcomes for students.</li> <li>• Develop and implement a Parent and Community Engagement (PaCE) framework with all stakeholders that outlines school processes for engaging with parents, community groups and businesses to work together to maximise student learning outcomes.</li> <li>• Strengthen existing partnerships that are leading to positive student outcomes.</li> </ul>	→			



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 Kirsten Prytherick P&C Representative

*Janelle Reid*  
 Janelle Reid NCR ARD School Improvement NCR

10-11-17  
 Date



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**SECTION 5**

**APPENDICES**

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1. SIU School Review Report (Uploaded to One School - One Plan)
  2. A3 Strategic Plan Overview (Uploaded to One School – One Plan)