



Noosaville State School - Strategic Plan 2019 - 2022

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 cation 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	2019	2020	2021	2022
An Explicit Improvement Agenda	<ul style="list-style-type: none"> • ✓ 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. • ✓ Collaboratively develop, document and implement a clear strategic vision for the future improvement of the school. • ✓ Monitor the implementation of all elements of the EIA to ensure consistency of practice is occurring across the school. 	→			
Analysis and Discussion of Data	<ul style="list-style-type: none"> • 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. • 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. • Collaboratively review the school-wide assessment schedule and benchmarks to ensure all scheduled assessment items are consistently implemented across the school. 	→			
A Culture that Promotes Learning	<ul style="list-style-type: none"> • ✓ Review all communication and interaction protocols to ensure they are respectful, timely professional and contribute to a common purpose and direction. • Develop and implement a cohesive and proactive approach to staff wellbeing. • ✓ Develop policy and processes to monitor and improve student attendance. 	→			
Targeted use of School Resources	<ul style="list-style-type: none"> • ✓ Develop clear, transparent budget processes and resource allocation methodologies reflective of the school's improvement agenda and communicate these to all staff members. • ✓ Monitor the expenditure of funds to ensure the effectiveness of targeted resources in driving improved student achievement. • ✓ Collaboratively review support systems and the use of human resources to ensure the delivery of intended student outcomes. 	→			
An Expert Teacher Team	<ul style="list-style-type: none"> • Develop and enact the coaching program based on data-driven decisions regarding student needs aligned with the EIA. • ✓ Ensure ongoing support for teachers and teacher aides to build expertise and utilise consistently new practices. • Develop a whole-school professional learning plan and associated budget to support school priorities. 	→			
Systemic Curriculum Delivery	<ul style="list-style-type: none"> • Develop shared understandings and ownership of the whole-school curriculum plan. • Develop a Quality Assurance (QA) process to ensure vertical alignment of curriculum planning throughout the school. • ✓ Continue regional collaboration to advance year level unit planning. 	→			
Differentiated Teaching and Learning	<ul style="list-style-type: none"> • Develop shared understandings of the nature of inclusive support and the variety of ways this can be implemented. • Collaboratively develop a framework to scaffold teacher differentiation to meet the needs of all students and provide relevant professional learning opportunities. • 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. • Develop a whole-school approach to the setting and monitoring of individual student learning goals. 	→			
Effective Pedagogical Practices	<ul style="list-style-type: none"> • Develop shared understandings and ownership of a school-wide and evidence-based pedagogical framework based on high expectations of every learner. • ✓ Develop and implement a whole-school approach to observation, feedback and coaching for all staff members. • Develop a school-wide approach to the provision of timely, purposeful and specific feedback to students. 	→			
School Community Partnerships	<ul style="list-style-type: none"> • ✓ Develop strategic partnerships with early years' providers and local secondary schools to ensure transitions for students are positive and improve outcomes for students. • 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. • ✓ Strengthen existing partnerships that are leading to positive student outcomes. 	→			



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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 Date