Bowen State School Strategic Plan 2019 - 2022

| WE BELIEVE | Every student should be supported to become creative, collaborative, independent learners, who have a strong sense of community and strive for excellence. |

| VISION | At Bowen State School we aim to empower all students to learn, to achieve their full potential.

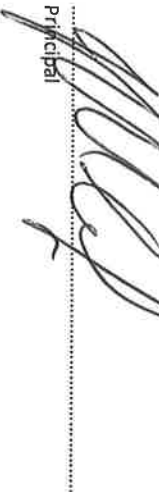| DoE Strategic Plan 2018-2022	State Schools Strategy 2018-2022	Strategies	Performance Measures	Evidence Source

Alignment	Successful Learners	**Knowing our learners**
		- Systematize planning and delivery of differentiated teaching practices, early intervention programs for students at risk and enrichment programs.
		- Formalise a whole school approach to developing student learning goals, feedback to students about their learning and next steps.
		High expectations for all learners
		- Prioritise the teaching of reading, writing and numeracy
		  - Review processes to ensure consistency of teaching strategies, knowledge and skills across all year levels.
		  - Establish a clear and shared understanding of school policies.
		  - Continue to develop consistent school-wide language.
		- Develop 'Assessment Literate Learners' through increasing teacher capability in data literacy and evidence based strategies.
		- Embed a consistent approach to positive behaviour for learning (PBL) to cater for students' academic and social and emotional needs to ensure a culture of learning across the school.
		- Embed whole school attendance strategies to improve attendance and engagement of students.
		- Provide high quality curriculum and ICT resources to support engagement and achievement of all students.
		- Clarity and effectiveness of referral pathways for collaborative problem solving through Student Engagement Hub.
		- Focus on student connectedness to ensure every student has positive connections with classmates, teacher and school to maximise engagement.
			LOA
			- ≥ 85% of students achieving A-C in English and Maths
			- ≥ 85% of students achieving above year level reading benchmarks
			- ≥ 90% of students can effectively answer 5 questions for students (Sharrat & Fullen)
			- Decrease in gap between indigenous students and non-indigenous students
			NAPLAN
			- ≥ 95% of students achieving better than NMS in all aspects of NAPLAN Year 3 & Year 5
			- Relative gain per child to be 2 or more bands 3-5 NAPLAN (growth = at least 2 years' worth of learning)
			PAT-M, PAT-R, PAT-S
			- ≥ 85% of students achieving stanine 5 or above
			Early Start
			- ≥ 95% of students show a year of growth in Prep – Year 2
			Attendance
			- Whole school attendance is ≥ 93%
			- ≤ 15% of students attending school less than 85% of the time
			- ≤ 20% of indigenous students attending school less than 85% of the time
				LOA Data
				NAPLAN
				Early Start
				Literacy Continuum
				School Data Profile
				PBL school data
				Attendance Data
				Reading Data
				Oneschool
				Annual School Opinion Survey

Collaboration	Teaching Quality	**Professional Knowledge** - Design a whole school curriculum map aligned to the P-12 Curriculum, Assessment and Reporting Framework. - Deepen and expand knowledge to implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. - Deepen and expand teacher knowledge of high quality evidence-based teaching practices in alignment with renewed pedagogical framework. - Build staff capacity to effectively teach and embed the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority across the Australian Curriculum. **Professional Practice** - Utilise instructional coaching cycles to develop school wide pedagogical practice. - Focused classroom observations, walk-throughs, data meetings and professional learning conversations. - Embed high yield strategies to improve student learning and performance across the school. - Ensure problem solving and critical and creative thinking are planned and implemented across the school. - Students are supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. **Professional Engagement** - Formalise processes for staff to engage in instructional coaching, data meetings, Watching Others Work (WOW), mentoring and Professional Learning Communities (PLCs) to enhance and strengthen professional collaboration. - Embed the Annual Performance Review Framework for all staff to systemise access to professional development aligned to school priorities.	- Support provisions documented in Oneschool - Implementation of wellbeing and social and emotional learning programs - Whole School Curriculum map aligned to ACARA - 100% of teaching staff enact and embed the Australian Curriculum in daily teaching and learning. - 100% of teaching staff utilising pedagogical approaches from the school pedagogical framework. - ≥ 90% of teachers' state: *"I feel confident in my knowledge of evidence based teaching and learning practices."* - ≥ 90% of teachers' state: *"I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas."* - 100% of teaching and non-teaching staff engage in school professional learning program annually - Renewed Pedagogical Framework - Increase in percentage of staff engaging in instructional coaching cycles - 100% of staff engage in classroom observations, walkthroughs and feedback conversations. - ≥ 90% of teachers' state: *"I feel confident applying evidence-based teaching and learning practices.* - Individualised plans documented for identified students on Oneschool - Increase in percentage of staff engaging in professional collaboration opportunities. - 100% of staff engage in Annual Performance Plan process and plans align with the Explicit Improvement Agenda. - ≥ 90% of staff state: *"I have access to quality professional development."*	Planning Documents Professional Learning Plan Pedagogical Framework Annual Performance Development Plans Annual School Opinion Survey

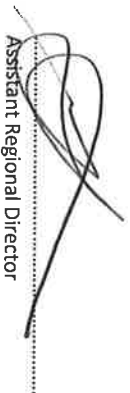# Bowen State School Strategic Plan 2019 - 2022

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	Empowerment/Capability	Accountability	
Principal Leadership & Performance	**Leadership Enhancement** ▪ Develop and refine leadership capabilities of the Principal through the Performance and Capability Framework, engagement in Regional Principal Learning Communities and professional development. ▪ Support the development of Principal and school leaders' instructional capabilities through the AITSL Professional Practices. ▪ Provide differentiated support to aspiring and emerging leaders to develop leadership capabilities. **Structures, roles and responsibilities** ▪ Annual review and refinement of leadership and middle leadership roles and responsibilities. ▪ Develop Middle Leadership Team structures to support the development and implementation of action plans linked to Key priorities. ▪ Review Senior Teacher, Experienced Senior Teacher, HAT and Lead Teacher roles and responsibilities and align these to school priorities. ▪ Annual review of the Explicit Improvement Agenda to ensure implementation of current priorities.	▪ Annual complete of Principal Performance and Development Plan goals ▪ Participation in regional and cluster leadership forums and PLCs ▪ Engagement of all Experienced and Senior Teacher staff in roles aligned to school priorities ▪ Explicit Improvement Agenda aligned to current priorities.	PDP's ARD visit feedback Staffing Structure Roles and Responsibilities document Middle Leadership Team action plans
School Performance	**Evidence based/Data driven decision making** ▪ Embed the use of quality assurance strategies, including intra and interschool moderation, sampling and triangulation of data to validate student achievement standards. ▪ Communicate and promote the schools explicit improvement agenda to the whole school and wider community. ▪ Embed the school's data plan to strengthen school-wide monitoring processes and track and respond to emerging and significant attendance, achievement and engagement concerns. ▪ Embed best practice strategies for an inclusive school by collaboratively formulating, implementing, documenting and reviewing support provisions for students. **Expert Teaching Teams** ▪ Continue the development of Expert Teaching Teams across the school to achieve greater outcomes and success for all students whilst developing staff capability. ▪ Develop actionable plans for improvement and innovation based on evidence based best practice and student data. ▪ Implement the staff wellbeing framework through a collaborative approach to promote health and wellbeing initiatives.	▪ 100% of staff can articulate the Explicit Improvement Agenda ▪ Support provisions for students are documented on Oneschool ▪ ≥ 90% of staff state: *"My school has an inclusive culture where diversity is valued and respected."* ▪ Increase in the percentage of staff that state: *"I feel that staff morale is positive at my school."* ▪ Feedback from staff wellbeing surveys ▪ Middle leadership action plans linked to school priorities and have identified goals, targets and measures	Moderation samples Staff Wellbeing survey Staff wellbeing action plan Annual School Opinion Survey Expert Teaching Team action plans
Local Decision Making/Regional Support	**Build and sustain positive partnerships** ▪ Strengthen partnerships with a wide range of community agencies to support and enhance student academic and wellbeing needs. ▪ Improve effective communication with the school community through a variety of channels. ▪ Enact the Parent & Community Framework and continue to promote our school as a community hub. **Successful transitions** ▪ Provide high quality transitions programs (Pre-Prep, Inter-school, High School) for all students by supporting positive engagement of key stakeholders.	▪ ≥ 90% of parent's state: *"This school keeps me well informed."* & *"This school is well organised."* ▪ ≥ 95% of parent's state: *"This school has a strong sense of community."* ▪ Increase in the percentage of parents attending school events. ▪ Community groups engaged with families of the school.	Service agreements with community agencies. Transition programs Parent workshop and school events registers Annual School Opinion Survey

▪ Review induction and mentoring program for new and returning, beginning and pre-service teachers, to ensure a strong and rigorous process that clearly outlines departmental, systemic and school based expectations.

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

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Principal

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P & C President

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Assistant Regional Director