Goodna State School

Strategic Plan

2022 - 2025

GOODNA STATE SCHOOL

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WHAT DO WE BELIEVE:

At Goodna State School we believe that access to quality inclusive educational opportunities, within a safe and supporting school environment, is the key to empowering all our students to become successful global citizens.

WHAT DO WE VALUE as a COMMUNITY:

We understand and value the importance of the provision of a safe and engaging learning environment where we are all challenged each day, with one eye on the present but a constant outlook to the future.

We also value the role of the total school community in providing the opportunities for our students to participate in a quality instructional environment.

WHAT DO WE PROFESSIONALLY VALUE:

Knowing our students and how they learn.

Planning and constructing success for students through the implementation of an inclusive curriculum and the provision of focused and timely feedback regarding student progress and achievement.

Engaging in professional dialogue with colleagues, community and parents/care givers to ensure our practice is relevant, reflective of current educational thinking and, in its application, we are meeting the needs of our students.

Good to be Goodna...

The school culture is permeated by an enthusiasm and commitment by staff members to support the learning and wellbeing needs of students.

Staff members, students and parents celebrate the diversity of cultures and backgrounds of students and their families as a strength of the school.

Interactions amongst staff, parents and community members are positive, caring and inclusive of a diverse school community.

Feedback from students and parents indicates a high degree of satisfaction with the efforts made by all school staff to make them feel welcome.

Education Improvement Branch Review 2021

Goodna State School Strategic Plan

Executive Summary 2022 - 2025

Our Next Four Years...

GOAL ONE — **BUILDING CAPABILITY**

Deepen our culture of continuous professional engagement to ensure we have the necessary knowledge and skills to adapt and balance pedagogical practices to meet the expectations of the AC with the developmental needs of students.

GOAL TWO — **IMPLEMENTING EXPLICIT TEACHING AND LEARNING FRAMEWORKS TO SUPPORT YEAR LEVEL PLANNING**

Use CADS, and CIMs to explicitly align the school curriculum framework to emerging pedagogical influences supporting student ownership of the desired learning outcomes.

GOAL THREE — **DEEPENING DATA CYCLES FOR QUALITY ASSURANCE**

Establish formal mechanisms to explicitly analyse and regularly report on improvements in student outcomes in relation to cost benefits, achievement of expected outputs, outcomes and targets.

MEASURING IMPROVEMENT:

Target:	By 2025, 80% students achieving at a "C" or above Level of Achievement in English, Maths and Science
Comparative:	Boys, Girls, Indigenous students, EALD and SWD
Tracking:	LOA (A-C) against MSS and LOA (A-B) against U2B student performance in NAPLAN
	Ongoing reporting informing CADs and CIMs
	Annual Review presented to staff in September of each year.
Target:	90% student attendance above 90% *(Target <12 150 total absences for tracking)*
Target Group:	All students, Boys, Girls, EALD students and students regularly identified in attending < 85%
Tracking:	Monthly year level reporting to staff and community
Target:	Above 95% staff satisfaction regarding professional engagement
Tracking:	Key elements of the Staff Opinion Survey pertaining to well-being, professional development and capability
	Annual reporting of identified elements from Staff Opinion Survey

KEY ACTIVITY PLANNER

GOAL ONE BUILDING CAPABILITY

Deepen our culture of continuous professional engagement to ensure we have the necessary knowledge and skills to adapt and balance pedagogical practices to meet the expectations of the Australian Curricula with the developmental needs of students.

We will know when this program is embedded when *unit planning reflects a variety of pedagogies engaging students in relevant learning sequences developed from the AC and data from observations confirms a variety of pedagogies in use in classrooms.*

Staff report engagement in observation, feedback, coaching and WOWs has impacted on their pedagogy.

Key Activity	Actions	Strategic Oversite
One	Collaboratively develop a new Collegial Engagement Framework.	Executive Leadership Team
Two	Apply the CEF to promote a culture of professional engagement through observation/feedback, coaching and collegial sharing.	
Three	Deepen staff knowledge regarding the range of school identified pedagogies to support an engaging curriculum.	
Embedding Activities	Using CEF explore inquiry and social learning pedagogies as a part of the collegial learning process supporting the existing core Explicit Instruction pedagogy Review annually the impacts and effectiveness of the systemic requirements of Induction and APDP processes.	Leadership Team

OUTCOMES, OUTPUTS AND RESPONSIBILITIES

Key Activity One

OUTPUT: Collegial Engagement Framework is completed.

Responsible Officer: Cheryl Dwyer (Deputy Principal)

Key Activity Two

OUTCOME: The CEF promotes a culture of professional engagement.

TARGET: 100% teacher engagement in co-piloting professional learning experiences pertaining to the Strategic Plan.

MEASURES: Anecdotal data from Executive Leadership team classroom observations, APDP process and Staff Opinion Survey.

Responsible Officers: Executive Leadership Team

Key Activity Three

OUTCOME: Unit planning reflects a range of school identified pedagogies to support an engaging curriculum.

TARGET: 100% of teachers report using a range of pedagogies to support varied curriculum expectations and student needs.

MEASURES: Anecdotal data gathered by the Executive Leadership Team during CADS and lesson observations. Pre and Post teacher surveys compared to the appropriate indicators of the Staff Opinion Surveys.

Responsible Officers: Executive Leadership Team

KEY ACTIVITY PLANNER

GOAL TWO IMPLEMENTING EXPLICIT TEACHING AND LEARNING FRAMEWORKS INTO YEAR LEVEL PLANNING

Use CADS and CIMs to explicitly align the school curriculum framework and identified pedagogical practices supporting student ownership of the desired learning outcomes.

We will know when this program is embedded when *year level planning documentation identifies and structures learning sequences aligned to the school's defined pedagogical approaches.*

The General Capabilities component of the AC will become more explicit in planning learning sequences for all students.

Student growth in engagement and ownership of learning will be evident in their use of personal learning goals.

Key Activity	Actions	Strategic Oversite
One	Develop an annual Planning and Engagement Profile to ensure specific time is allocated to analyse and develop unit plans.	Executive Leadership Team
Two	During the unit planning process, apply staff knowledge regarding the range of school identified pedagogies to effectively implement the expectations of the Australian Curriculum.	
Three	Collaboratively establish school wide practices for engaging students in discussions regarding their learning and the next steps in improving their levels of achievement.	
Embedding Activities	Review the level of clarity across cohorts regarding the essential activities embedded in the CAD and CIM processes. Analyse Year Level Unit Plans to verify the linkage between the AC, school pedagogical expectations and the role of formative/ summative assessment and student learning goals.	Leadership Team & GTC Role

OUTCOMES, OUTPUTS AND RESPONSIBILITIES

<u>Key Activity One</u>

OUTPUT: Teaching and Learning Overviews reviewed annually and provided on a term by term basis.

Responsible Officer: Nathan Eiby (Principal)

<u>Key Activity Two</u>

OUTCOME: A consistent framework/expectations assisting year level teams when engaging students in ongoing feedback increasing levels of student ownership of their next stages in learning.

TARGET: 100% of students can identify age appropriate learning goals in English and Maths.

MEASURES: Anecdotal data gathered by the Executive Leadership Team during CADS, lesson observations and discussions with students.

Responsible Officers: Executive Leadership Team and Lisa Tonscheck (HOD - C)

<u>Key Activity Three</u>

OUTCOME: Unit planning reflects a range of pedagogical influences enhancing the school's core pedagogy - Explicit Instruction.

TARGET: 100% of teachers report using a range of pedagogies to support varied curriculum expectations and student needs.

MEASURES: Anecdotal data gathered by the Executive Leadership Team during CADS and lesson observations. Pre and Post teacher surveys compared to the appropriate indicators of the Staff Opinion Surveys.

Responsible Officers: Tracy McKay (Deputy Principal) and Jay Page (Ped Coach)

KEY ACTIVITY PLANNER

GOAL THREE DEEPENING DATA CYCLES FOR QUALITY ASSURANCE

Establish formal mechanisms to explicitly analyse and regularly report on improvements in student outcomes in relation to achievement of expected outputs, outcomes and targets.

We will know when this program is embedded when *School Data Roadmap is operational and a focused and scheduled analysis of data provides regular updates on the impact of the identified Key Activities.*

Levels of data literacy across the staff will show an improvement in the consistency of data entry.

Key Activity	Actions	Strategic Oversite
ONE	Collaboratively develop a School Data Roadmap to align the three tiered data collection processes identifying data collection and analysis processes.	Leadership Team
TWO	Apply the activities identified in the School Data Roadmap to a schedule of discussion related to the CIM and CAD overviews.	
THREE	Deepen staff data literacy to effectively utilise digital technologies to monitor and track student learning outcomes via a defined procedural protocol.	
Embedding Activities	Analyse the Data Roadmap to quality assure the level of reliability of data informing differentiation and student Levels of Achievement. Analyse the school CARF to ensure alignment between curriculum, assessment/moderation and reporting formats.	Leadership Team Executive Leadership Team and Business Manager

OUTCOMES, OUTPUTS AND RESPONSIBILITIES

Key Activity One

OUTPUT: A School Data Roadmap is developed and identifies the timing, expectations and benefits of systemic, diagnostic and school based data collections.

Responsible Officers: Ross Hill (Deputy Principal) and Lisa Tonscheck (HOD - C)

Key Activity Two

OUTPUT: An annual Planning and Engagement Profile is available to all staff scheduling data reviews and analysis.

OUTCOME: Student performance data is provided to Goodna Team Co-ordinators for further analysis at CADs to inform differentiation in unit planning.

Student levels of achievement are moderated against AC Assessment Standards, samples from other schools and systemic data.

Responsible Officer: Executive Leadership Team

Key Activity Three

OUTPUT: A protocol for managing data entry is developed.

OUTCOME: Improved consistency in the recording of student data pertaining to differentiation, levels of curriculum adjustment and behaviour.

Responsible Officers: Ross Hill (Deputy Principal), Lisa Tonscheck (HOD - C) and Jay Page (Ped Coach)

KEY ACTIVITY PLANNER		
GOAL THREE: **Resourcing Analysis** Establish formal mechanisms to explicitly analyse and regularly report on improvements in student outcomes in relation to cost benefits, achievement of expected outputs, outcomes and targets.		
Key Activity	**Action**	**Strategic Oversite**
One	Develop a reporting component to Leadership Team Meetings to plot, timeline and track progress of key activities for progress reporting to staff.	Principal
Two	Use outcome data linked to expenditure data to analyse improvement against cost.	Principal and Business Manager
Embedding Activities	Analyse outcome data and student outcome data to provide an annual cost benefit summary for reporting to staff and parents groups as appropriate.	Principal

OUTCOMES, OUTPUTS AND RESPONSIBILITIES

Key Activity One

OUTPUT: Agenda and minutes for Leadership and Executive Leadership meetings feature Key Activity Reporting.

OUTCOME: Progress reports relating to the budget alignment to key school based activities and identified outcomes/target achievement is provided to Goodna Team Co-ordinators for inclusion in CAD discussions.

Responsible Officers: Nathan Eiby (Principal) and Tracey Patterson (Business Manager)

Key Activity Two

OUTPUT: Annual School Report includes an analysis of investment against student outcomes and targets.

OUTCOME: An annual review of the budget alignment to key school based activities and identified outcomes/target achievement is provided to Year Level Co-ordinators for inclusion in CAD discussions.

Responsible Officers: Nathan Eiby (Principal) and Tracey Patterson (Business Manager)

ENDORSED:

Principal ..... **Date:** 10.03.2022

P & C President ..... **Date:** 10.3.2022

L.C.C. Rep ..... **Date:** 10/3/2022

ARD ..... **Date:** 16/3/22

OPERATIONAL ADDENDUM

Key Developmental Activities	Focused Strategic Initiatives	2022	2023	2024	2025
Collegial Engagement Framework	Provide a framework for engaging all staff in capability development appropriate to their role in relation to the achievement of expectations of the 2022 Strategic Plan. Use the CEF to explore new pedagogies based on social and inquiry models to improve student engagement.	✓	Ongoing		
Review the school based Curriculum Assessment and Reporting Framework	Revise the School Data Roadmap to include aspects relating to the use, analysis, moderation and reporting of systemic and diagnostic data against student outcome data.	✓	✓	✓	✓
	Continuously update year level unit plans with links to differentiated practices and pedagogical influences aligned to the expectation of the AC.	✓	✓	✓	✓
	Engage in defined practices to track and report on the achievement of Key Activities pertaining to the Strategic Plan against expenditure.	✓	✓	✓	✓
Develop a Planning and Engagement Framework	Develop an annual framework outlining and timelining the essential elements for discussion in CIMS and CADs including review points for tracking the implementation of the key elements of the Strategic Plan and the engagement of the leadership team and Year Level Co-ordinators in the communication process.	✓	Ongoing		

Key Maintenance/Ongoing Activities	Focused Operational Initiatives.	2022	2023	2024	2025
Maintain and review effectiveness of current curriculum guidelines.	Reading, Oral Language and Writing frameworks and support provisions.	✓	✓	✓	✓
Maintain teacher capability development to embed inclusive practices for SWD.	Continue to use the CIM and CAD processes to support curriculum practices appropriate for SWD engaging in classroom experiences.	✓	✓	✓	✓
Maintain current emphasis on identified pedagogical influences.	Explicit Instruction, Berry Street and AAP supported by the Essential Skills of Teaching program.	✓	✓	✓	✓
Maintain Parent and Community Engagement Agreements.	Formalise community partnerships with the HUB, Google, Kindy LinQ, Playgroup and UIHU.	✓	Review Annually		
Maintain specialised curriculum support personnel.	Continue the specialist teaching support in Digital Technology, Science and Visual Arts.	✓	Review Annually		

School Report 2021 - Improvement Strategies

Collaboratively unpack the school Culture Placemat to build a common understanding of the school vision, future directions and agreed expectations.

Develop precise strategies and actions, including timelines for implementation and accountabilities for key staff to support the realisation of the school vision and associated strategic plan.

Further develop the data plan with precision and alignment of core priority areas identifying key cycles for data collection to inform enhanced teaching and learning opportunities.

Deepen case management practices and approaches across the school to identify and track high absenteeism.

Build teacher capability in data literacy to incorporate triangulation of relevant data sets aligned to cohort tracking and informing improved student outcomes.

Prioritise the building of a shared understanding and implementation of high expectations and intellectual rigour across the school.

Develop a systematic process to review the roles, responsibilities and accountabilities of key staff members to support the Quality Assurance (QA) of their impact on improving student learning and wellbeing outcomes.

Formalise the collegial engagement framework and build the instructional capability of staff to lead the agreed coaching and mentoring processes.

Refine the school's intentional collaboration structures to ensure opportunity for deep learning and teacher sharing of practice.

Develop systematic processes, including internal and external moderation with peers and knowledgeable others, to develop and quality assure school curriculum resources and teacher judgement, and include processes to ensure the intended curriculum is enacted within classrooms.

Provide further PD for teachers to equip them to design quality curriculum units, summative assessments and associated GTMJs.

Review the structure and organisation of CADS to enable deep conversations regarding the AC and the development of classroom curriculum.

Refine school processes to build teacher capability in focusing on formative assessment data to determine next steps for teaching.

Build teacher confidence and expertise to utilise Bump it up walls to increase student agency, develop personalised learning goals for students, and provide relevant and timely feedback to students on how they are able to improve.

Strengthen the implementation of signature pedagogical approaches and practices, with ongoing access to high quality professional learning experiences for all staff, including opportunities for school visits, coaching, observation, feedback and sharing of practice.

Further develop and implement agreed signature pedagogies supported by PD, to enable consistency and precision of practice.

Regularly review community partnerships to maintain authentic community relationships that support the school's EIA and the desired positive culture within the school community.