

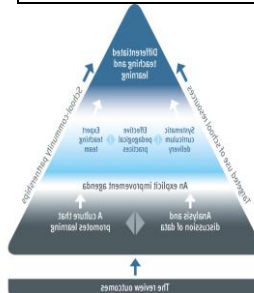
# Narangba State School - Strategic Plan 2019 - 2022

## Four Year Focus / Key Improvement Strategies

- Ensure whole school approaches to effectively managing student behavior are clearly outlined, consistently implemented, supported by all staff and are embedded across the school.
- Enhance the statement of roles and responsibilities to include accountabilities, key actions and implementation timelines for all school and teacher leaders and ensure these are effectively communicated to, and understood by all staff
- Extend the formal moderation processes, within and beyond the school, to deepen teacher understanding of the effective implementation of the AC achievement standards and develop consistency and confidence in teacher judgment across all year levels.
- Collaboratively develop a whole school differentiation plan that outlines processes to record intervention strategies and adjustments for all students.

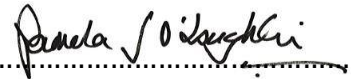


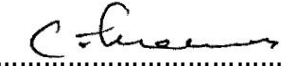
Domains NSIT	Improvement Strategies for planning period 2019 - 2022 Strategies, Targets and Resources, listed within the AIP, identify how improvement strategies within the School Strategic Plan are implemented, monitored and evaluated.	2019	2020	2021	2022
<b>An Explicit Improvement Agenda</b>	<ul style="list-style-type: none"> <li>• Collaboratively develop the agreed, school-wide teaching practices relating to the EIA; provide sufficient time for teachers to embed these as part of their range of practice, and monitor implementation leading to a consistency of practice.</li> <li>• Enhance the statement of roles and responsibilities to include accountabilities, key actions and implementation timelines for all school and teacher leaders, and ensure these are effectively communicated to, and understood by, all staff.</li> <li>• Regularly monitor progress towards established targets that detail specific improvements sought in student performance.</li> </ul>	✓ ✓ ✓	✓ ✓	✓ ✓	✓ ✓
<b>Analysis and Discussion of Data</b>	<ul style="list-style-type: none"> <li>• Regularly review and refine the school's assessment schedule and ensure all staff have a deep understanding of the agreed data sets that enable teachers to know their students and utilize collected data to inform teaching practice.</li> <li>• Provide PD for school staff to ensure their data literacy skills enable deeper understandings of data and the implications for learning.</li> </ul>	✓ ✓	✓ ✓	✓ ✓	✓ ✓
<b>A culture that promotes learning</b>	<ul style="list-style-type: none"> <li>• Ensure the whole-school approaches to effectively managing student behaviour are clearly outlined, consistently implemented, supported by all staff and are embedded across the school.</li> <li>• Enhance the inclusive environment of the school through further investigation of the school processes for all students, in line with the departmental expectation of every student with disability succeeding.</li> <li>• Explore ways to monitor and track the school-wide academic progress of identified groups including EAL/D, students with disability and Indigenous students within the school to ensure the continuous improvement of students.</li> </ul>	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
<b>Targeted use of School Resources</b>	<ul style="list-style-type: none"> <li>• Ensure that line management and role responsibilities of the school administration team are equitable and acted upon by relevant staff.</li> <li>• Ensure effective human, financial and material resource provision is included in the re-development of the RBPS.</li> </ul>	✓ ✓			
<b>An expert teacher team</b>	<ul style="list-style-type: none"> <li>• Ensure PD plans are reflective of the school context and the school's priorities, are rigorously actioned and regularly monitored – Teacher Leaders, STEM, PLCs, Literacy Programs, PBL</li> <li>• Further develop the strong collegial teaching culture to ensure vertical alignment of expectations, strategies and professional dialogue across the year levels.</li> <li>• Expand the observation, feedback and coaching model to ensure that all teachers are able to receive support in using high-yield teaching practices to improve student learning.</li> </ul>	✓ ✓ ✓	✓ ✓ ✓	✓	✓
<b>Systematic Curriculum delivery</b>	<ul style="list-style-type: none"> <li>• Extend the formal moderation processes, within and beyond the school, to deepen teacher understanding of the effective implementation of the AC achievement standards and develop consistency and confidence in teacher judgment across all year levels.</li> <li>• Quality assure the school's enacted curriculum through the development of processes to monitor the implementation of planning, teaching and assessment in all classrooms.</li> <li>• Ensure consistent implementation of planned curriculum units and assessment tasks to provide horizontal and vertical alignment of the curriculum.</li> </ul>	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
<b>Differentiated teaching and learning</b>	<ul style="list-style-type: none"> <li>• Collaboratively develop a whole-school differentiation plan that outlines processes to record intervention strategies and adjustments for all students.</li> <li>• Review school strategies to ensure all stakeholders have a clear understanding of their role in inclusive education practices and that these genuinely support a whole-school approach for students with disability and other students with diverse needs.</li> </ul>	✓ ✓	✓ ✓		
<b>Effective Pedagogical practices</b>	<ul style="list-style-type: none"> <li>• Collaboratively identify an effective range of evidence-based teaching strategies in the improvement area of writing and ensure that these are consistently embedded.</li> <li>• Enhance the school's formal collegial feedback model to include an analysis of common professional learning needs of staff that is then able to be used to inform the staff professional learning program.</li> <li>• Implement a range of classroom strategies to ensure a sharp focus on the engagement and appropriate cognitive challenge for every student, particularly high achieving students.</li> </ul>	✓ ✓ ✓	✓ ✓	✓	✓
<b>School Community Partnerships</b>	<ul style="list-style-type: none"> <li>• Further strengthen relationships with local early childhood providers and feeder high schools to enhance student transitions through their years of schooling.</li> <li>• Monitor and review existing partnerships, and continue to explore opportunities to develop new relevant partnerships within the local community to enhance student-learning outcomes.</li> </ul>	✓ ✓	✓ ✓	✓ ✓	✓ ✓



### APPROVAL/ENDORSEMENT PROCESS

A Review of the Strategic Plan 2015 – 2018 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2019 - 2022 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

  
Pamela O'Loughlin, Principal

  
Carolyn Thomas, School Council Chair

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Trevor Walker, ARD School Improvement NCR

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Date