



Wellers Hill State School

A Proud Japanese Bilingual Independent Public School

STRATEGIC PLAN 2016-2019

School Profile

Wellers Hill State School is an IPS school, with a current enrolment of approximately 884 students. It is the vision of Wellers Hill State School to offer a varied and interesting curriculum, within an atmosphere of family support and values. Our curriculum aims to develop the whole child academically, physically, artistically, culturally, globally and socially. In 2014 the school introduced a Japanese Bilingual Programme in Year 1, a programme that recognizes the strong links WHSS has with Japan. This programme in 2016, operates across Year 1 to Year 3. Close links between the classroom and the home is a vital component in ensuring the students achieve to their maximum potential.

Vision and Values

It is the vision of Wellers Hill State School to offer a varied and interesting curriculum, within an atmosphere of family support and family values. Wellers Hill State School operates a curriculum that aims to develop the whole child academically, physically, artistically, culturally / interculturally and socially. At Wellers Hill State School we believe close links between the classroom and the home are vital in ensuring all students achieve to their maximum potential.



SYSTEMIC PRIORITIES

The Every Student Succeeding **State Schools Strategy 2016-2020** is the improvement agenda that identifies key strategies to lift performance across the system to ensure every student succeeds.

<i>Success Indicators</i>	<i>Supported at school level through:</i>
<p>Successful learners Students engaging in learning and achievement, and successfully transitioning to further education, training and employment</p>	<p>School data plan and processes Attendance Policy and processes At-risk identification and intervention programs Strategic deployment of staff School Pedagogical Framework School assessment policy Literacy and Numeracy Framework Junior Secondary strategy Case management practices to support ATSI students Key partnerships-external providers Other</p>
<p>Teaching quality Teachers employing high quality, evidenced-based teaching practices focused on success for every student.</p>	<p>Pedagogical Framework Professional Learning Program Coaching and mentoring framework School Curriculum, Assessment and Reporting Framework School Literacy and Numeracy framework Performance Development processes</p>
<p>Principal leadership and Performance School leaders delivering extraordinary and sustained improvement and achievement.</p>	<p>Principal PDP Professional Learning Program PILA – WHSS Permanent staff specific</p>
<p>School performance Schools achieving success through an intentional approach to improving the progress of every student.</p>	<p>Literacy and Numeracy framework Investing for Success Strategy School Data Plan Professional Learning Program Engagement with external review processes ATSI strategy Explicit Improvement Agenda Wellbeing Framework Cluster activities</p>
<p>Regional support Regions providing a renewed focus on supporting performance and outcomes across the three sectors.</p>	<p>Engagement with regional PD and support Engagement with supervisor Engagement with QELI and other learning providers</p>
<p>Local decision making Schools ensuring community needs are central to decision making processes, autonomy and accountability.</p>	<p>School Council structure P&C Committee structure Parent Support Group Structures Key partnerships Parent and Community engagement Strategy</p>

SCHOOL IMPROVEMENT PRIORITIES 2016-2019

School Improvement Priority: An Explicit Improvement Agenda

SUCCESS INDICATORS:

The school leadership team have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Strategies	2016	2017	2018	2019
Develop an agreed narrow and sharp explicit improvement agenda reflective of systemic and school-based data analysis. <ul style="list-style-type: none"> • Headline Indicators • NAPLAN • School based diagnostic data 				
Align the narrow and sharp improvement agenda to identified high yield programs and strategies to drive improvement in student achievement levels. <ul style="list-style-type: none"> • Comprehension strategies • Professional Development • Coaching staff • Monitoring and tracking student success 				
Continue school wide approaches to the improvement of professional practices through the established coaching processes and ongoing developmental opportunities. <ul style="list-style-type: none"> • Staff training in QELi Growth Coaching • Lead Coaches position in each Year Level 				



School Improvement Priority: Analysis and Discussion of Data

SUCCESS INDICATORS:

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student well-being. Data analysis consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement / regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Strategies	2016	2017	2018	2019
<p>Develop a strategic model of data analysis and its use so that evidence-based decisions frame all operations of the school improvement agenda and inform the teaching and learning processes.</p> <ul style="list-style-type: none"> • Develop a cycle of Data Conversations between teachers on a Year Level basis, and individual conversations with the Year Level supervisor. • Data is used to justify Educational Assistant classroom allocation time and STL&N allocations. 				
<p>Further develop staff capacity in the use of data to inform teacher planning and classroom practices to address the learning needs of individual students.</p> <ul style="list-style-type: none"> • Ensure all staff are trained in data analysis. 				
<p>Develop a School Improvement Planning Template that provides a meaningful summary of school performance based on school, like school and national performance indicators in key areas.</p>				



School Improvement Priority: A Culture that Promotes Learning

SUCCESS INDICATORS:

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of school learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, and inclusive and that promotes intellectual rigour.

Strategies	2016	2017	2018	2019
<p>Continue to build a culture of high expectations for student learning, behaviour, and attendance.</p> <ul style="list-style-type: none"> Reintroduce ASOT Pedagogical Framework for all staff. Embed DETs Inclusion Policy for students to ensure all students are being catered for academically and emotionally. Maintain whole school behaviour management processes, including use of Rule of the Week and Gotchas. Maintain focus on absences in line with DET policy and inform all parents of the importance of attendance. 				
<p>Develop and refine the explicit link between the school's motto, the school's values statement, school artefacts and symbols, and the explicit expectations that the school and its community are aligned.</p> <ul style="list-style-type: none"> Survey and review stakeholder expectations and beliefs. 				

School Improvement Priority: Targeted Use of School Resources

SUCCESS INDICATORS:

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Strategies	2016	2017	2018	2019
<p>Review and implement a transparent whole-school budget process based on systemic and school data to align the narrowed improvement agenda and the strategic allocation of human and financial resources to meet the learning needs of all students.</p> <ul style="list-style-type: none"> Ensure all budget items align to the AIP and strategic goals of the school. 				

School Improvement Priority: An Explicit Teaching Team

<p>SUCCESS INDICATORS: The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.</p>
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Strategies	2016	2017	2018	2019
Develop and implement a whole-school research-based observation and feedback process involving all school leaders to build the capacity of all teaching staff in line with the pedagogical framework and the explicit improvement agenda.				
Continue the explicit coaching program and support the school staff to share ways of working across the school.				
Ensure all staff have a professional learning plan aligned to the defined school improvement agenda.				
Embed a culture where performance data does not meet expectations is treated as developmental and is "collectively owned" and where data exceeds expectations is celebrated and "collectively owned".				

School Improvement Priority: Systemic Curriculum Delivery

<p>SUCCESS INDICATORS: The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. The plan is shared with parents and families.</p>
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Strategies	2016	2017	2018	2019
Develop an overarching curriculum plan that ensures all elements of the school's curriculum including vertical alignment are identified and endorsed.				
Incorporate and embed data discussions into the planning processes so that it overtly informs the teaching/learning cycle in all classrooms.				
Strengthen quality assurance mechanisms to ensure the curriculum planning processes are followed by feedback regarding the planning documents developed.				
Embed a streamlined classroom assessment regime (Type and frequency) that is relevant, time efficient and delivers data, both formative and summative, that teachers use to inform future student learning and reporting to parents.				

School Improvement Priority: Differentiated Teaching and Learning

SUCCESS INDICATORS:

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Strategies	2016	2017	2018	2019
Further develop teacher data literacy skills to confidently analyse class data to plan for the differentiated learning needs of all students.				
Develop policy and procedures to ensure consistency of practices across the whole school so that all students' individual needs are catered for.				
Continue to differentiate learning opportunities for all students and strengthen processes to ensure students identified as requiring extension are catered for.				
Embed a culture of teaching where teachers adjust teaching and learning activities in terms of content and complexity; pacing the provision of appropriate resources; development of appropriate support levels and scaffolding to meet students' differential readiness to learn.				

School Improvement Priority: Effective Pedagogical Practices

SUCCESS INDICATORS:

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encourage the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Strategies	2016	2017	2018	2019
Collaboratively revisit the existing whole school pedagogical framework and the implementation plan.				
Consolidate teacher's knowledge of the framework and re-establish the links between quality teaching and the desired improvement in student learning at the classroom level.				
Implement the use of Data Notebooks where students reflect on their own learning to improve their learning outcomes. This will allow them to become the key decision makers in setting goals for their own learning development.				

School Improvement Priority: School and Community Partnerships

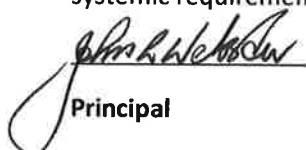
SUCCESS INDICATORS:

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in the children's education. Partnerships are strategically established to address identified student needs and operated by providing access to experiences, support and intellectual and / or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the schools partnerships.

Strategies	2016	2017	2018	2019
Implement documented review processes to monitor the effectiveness of key partnerships to ensure they maintain relevance and effectiveness in meeting school and student needs.	Yellow	Green	Yellow	Green
Develop and periodically review strategies to recognise and celebrate strategic relationships with partner organisations.	Yellow	Green	Yellow	Green
Continue to develop partnerships with local kindergarten and day care providers that are mutually beneficial to transition arrangements and school expectations.	Blue	Blue	Blue	Blue
Develop and foster support networks, to enable the school community to share ideas, discuss issues and advance best practice – i.e. Support Groups.	Green	Green	Green	Green

Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.


Principal



P and C/School Council

Deputy Director General

Traffic Lights

Colour	Indicates:
Yellow	Examining
Blue	Implementing
Green	Embedding