

# Sandy Strait State School Strategic Plan 2014-2017

**Name of School:** Sandy Strait State School  
**Name of Principal:** Sharon McMorrow

**Region:** North Coast  
**Year Levels :** P-7

**School Band:** 10  
**QSR Year:** 2013

## School Profile

Sandy Strait State School is a P-7 campus providing a seamless transition from Prep to Year 7 through the Early Phase and Middle Phase of Learning. Sandy Strait opened its doors in 1995 and has grown to a school of approx 780 students. We have a high transient rate with many families moving in and out of the area for employment and family related issues.

In 2011 Sandy Strait embarked on an innovative school wide improvement agenda entitled "Leap into Learning". The purpose of which was to unite our school community with the understanding that every member of our school community has an important and distinctive role to play in whole school improvement. Across our school, in classrooms, on assemblies and in newsletters we encourage our school community to make leaps in their learning every day. We achieve this by establishing a school culture that focuses on feedback, promotes sharing and collaboration and emphasises learning. By breaking down classroom walls, sharing best practice and igniting a culture of life-long learning our staff place teaching and learning at the forefront of school business. There is a genuine belief that every child can make leaps forward every day. This belief is shared by both staff and students alike.

Educational outcomes as reported in systemic and school based data continue to rise and in 2013 Sandy Strait was the State Winner for the Showcase Awards for Excellence in Educational Leadership.

## School Vision and Values

At Sandy Strait our visions and values are derived from our school motto "Striving for Success"

- Success = striving for personal growth
- Success = striving for supportive partnerships
- Success= striving to meet high expectations in learning
- Success = striving for excellence to demonstrate responsible, respectful behaviour
- Success= striving for a professional learning

## Standards for Success

- Learners to be motivated
- Learners to be positive
- Learners to be successful
- Learners to be supported.
- Learners to be caring of others

## Research Underpinning

### Teaching Practice

- Marzano "The Art and Science of Teaching
- Differentiated Instruction.
- National Disabilities Standards for Education Legislation.

## Consultation/ Process

- Wk 2/3 term 3
- Initial staff meeting to outline QSR process and reflect ion previous QSR
  - Whole staff consultation and feedback around Whole School Vision and Social/ Emotional Learning
  - P&C meeting outlining focus and process
- Wk 4 term 3
- Working party formed to breakdown tasks, consultation and data gathering processes determined
- Wk 4-6 term 3
- Surveys developed and formulated for identified groups
  - Consultation and data gathering occurred.
- Wk 6-8 term 3
- Working party met to discuss progress to date with their area of consultation and review. Input from group around areas that require further interrogation or assistance to complete
- Wk 1 term 4
- Working parties shared their data from surveys, data analysis and tabled information with group.
- Wk 3 term 4
- Final recommendations shared with staff as part of pupil free day presentation, feedback invited. Progress to date also shared at P&C meeting.
- Wk 8 term 4
- Draft school plan presented to ARD
- Wk 9 term 4
- Staff meeting to share and discuss review outcomes of draft school plan
  - Draft school plan taken to P&C for endorsement

## School Improvement Priorities

- School wide approach to the teaching of Reading, Spelling , Maths Mentals/ Problem Solving
- Differentiated teaching focussed on the achievement of every student
- Broadening the Student Support Model School Wide.
- Strengthening identification and collaborative support process for students at educational risk and those requiring enrichment and extension.
- School wide focus on supporting and extending children in the upper 2 bandings of NAPLAN.
- Middle Years Improvement.
- High quality teaching practices
- Consistent classroom pedagogical practices, implementing the Art and Science of Teaching.
- Strengthening teacher observation/ feedback model utilising Marzano's IObservation Framework
- Strengthening of Instructional Leadership
- Continuing and strengthening workforce performance development through PD
- Productive partnerships with parents and school community stakeholders
- Strengthening and continued focus on recognising and rewarding Positive Behaviour
- Renewal of Social/ Emotional Learning Program school wide.

## Evidence Sources Used

- Previous Strategic Plan 2010-2013
- Annual Implementation Plans and School Annual Reports
- School Context and ICSEA rating
- School Performance Profile
- NAPLAN Data
- School based data ( PAT results, PM, One school, Target meetings and school based assessments)
- Report Card Data
- AEDI Profile
- School based moderation
- Learning support data, academic talent and enrichment program data, SWD data
- School based and systemic performance measures and agreed targets
- School based programs and policies
- School Opinion Surveys
- Teaching and Learning Audit.
- Attendance data
- Previous ICT Elearning Index reports
- Behaviour data from one school
- Professional Development Plans
- Developing Performance Plans.
- School developed surveys and consultation processes.

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## 2014-2017



### School and Community Partnerships

*High levels of student, parent, staff and school community confidence in the school's performance and achievement.*

Key Strategies	Performance Measures/ Targets
<p><b>Effective Communication with Parents.</b>  <i>Continue to build effective communication with parents through:</i></p> <ul style="list-style-type: none"> <li>- School website, fortnightly newsletters, Facebook to keep parents informed of school events and achievements.</li> <li>- Introduce SMS messaging to parents including absenteeism, reminders from teachers, positive behaviour/ achievement messages</li> <li>- Strengthen email communication between classroom teachers/ parents focussing on classroom happenings, student progress etc</li> <li>- Improve feedback to parents from support/ extra- curricular teachers including instrumental music and support/ extension staff.</li> <li>- Provide parent teacher interview opportunities which are inclusive of both working and non- working parents.</li> </ul> <p><b>Strengthening Stakeholder Confidence in the School's Performance and Achievements.</b></p> <ul style="list-style-type: none"> <li>- Continue to implement Pre Prep and engage early education providers to build parent awareness of the importance of Prep and State Schooling.</li> <li>- Conduct community events, sharing sessions, Dad's Days and approach local businesses for sponsorship to involve the community in the life of the school.</li> <li>- Investigate the establishment of a Parent Café near the tuckshop of a morning/ afternoon and a suggestion box in the office to encourage parent involvement in the school.</li> <li>- Arrange PD Session for parents in priority areas.</li> <li>- Build punctuality/ attendance campaign and reinforce expectations.</li> <li>- Formalise a renewed "Student Support Model" ensuring policy, structure and collaborative processes are documented for students experiencing learning difficulties, students with disabilities, students requiring enrichment, students at risk.</li> <li>- Continue to build a strong sense of school pride( behaviour, uniforms, school environment, sportsmanship, commitment to learning and achievement)</li> </ul>	<p>The school community is satisfied with the communication strategies of the school.</p> <p>Parents indicate they feel welcome at the school and can approach school staff for support and assistance.</p> <p>Parents indicate that they are satisfied with the information they receive from teachers about their child's progress.</p> <p>An increasing move to digital communication is evident.</p> <p>There is an improvement in student attendance and arrival times at school.</p>

### School Curriculum

*Consistent curriculum, planning and implementation to improve learning*

Key Strategies	Performance Measures/ Targets
<ul style="list-style-type: none"> <li>- Continue to implement National Curriculum, providing PD and support materials for staff.</li> <li>- Continue to build moderation processes across the school growing exemplar banks to be shared with students and parents aligned to C2C</li> <li>- Develop and implement a school wide approach to the teaching of Spelling, Maths Mentals/ Problem Solving with dedicated, daily teaching time</li> <li>- Continue to implement a school wide approach to the Teaching of Reading.</li> <li>- Provide Professional Development to staff to support school wide curriculum programs, National Curriculum and Digital Pedagogy.</li> <li>- Implement targeted teaching approaches in the middle school to enhance data outcomes in Reading, Spelling, Writing and Numeracy.</li> <li>- Continue to implement an Early Intervention Strategy with a focus on early identification/collaborative planning in the areas of oral language and early literacy.</li> <li>- Implement a broadened Student Support Program " LEAP- Learning, Enrichment and Adjustment Program" with additional focus on differentiation/ targeted teaching for: <ul style="list-style-type: none"> <li>- Students with Disabilities</li> <li>- Students not meeting year level expectation in Literacy and Numeracy</li> <li>- Students not meeting the narrow criteria for verification under AIMS</li> <li>- Students identified for extension and enrichment</li> </ul> </li> <li>- Broaden and consolidate school wide extension/ enrichment programs, identification processes, collaborative planning with a focus on increasing the number of students in the Upper 2 Bandings of NAPLAN.</li> </ul>	<p>Staff satisfaction levels indicate they know what to teach.</p> <p>Levels of staff satisfaction with PD provided are above average.</p> <p>Staff satisfaction levels with access to ICT's remains above average.</p> <p>High levels of parent and student satisfaction are evident in school opinion surveys.</p> <p>The number of children in the Upper 2 Bandings in NAPLAN increases from year to year.</p>

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## 2014-2017



Teaching Practice	
<i>High quality teaching focused on the achievement of every student</i>	
Key Strategies	Performance Measures/ Targets
<p><b>Teaching Practice and Student Achievement</b></p> <ul style="list-style-type: none"> <li>- Continue to develop and implement the Art and Science of Teaching school wide pedagogical model.</li> <li>- Continue to strengthen the school wide model of teacher observation and feedback through the Marzano IObservation Framework</li> <li>- Continue Leap Into Learning school wide approach to improvement, including 5 weekly target meetings with teachers focused on the achievement of every child through targeted / responsive teaching, data analysis and reflection</li> <li>- Consolidate and refine Team/ Year Level Meetings to ensure consistency of assessment standards and task conditions, planning for differentiation and ability focussed learning for students at educational risk and higher achieving students.</li> <li>- Utilise an 'effective planning model' to support teachers with differentiation and ensure a school wide approach to the achievement of every student</li> <li>- Continue to strengthen the use of questioning, higher order thinking, learning goals/ success criteria school wide.</li> <li>- Continue to embed Digital Pedagogy and high levels of ICT access with a focus on 21<sup>st</sup> Century Learners</li> <li>- Review and embed a formal process of identification of more capable students as well as those not achieving year level expectations and implement timely intervention responses.</li> <li>- Investigate models of subject specialisation in the middle years of schooling.</li> <li>- Build outcomes in the Middle School to dramatically increase the number of children in the Upper 2 Bandings of NAPLAN</li> </ul> <p><b>Workforce Performance and Enhancement.</b></p> <ul style="list-style-type: none"> <li>- Invest in PD aligned to Strategic Priorities and developing performance plans of all staff</li> <li>- Redefine coaching and mentoring processes within the school, building expert knowledge of all staff.</li> <li>- Continue the de-privatisation of practice through 'Twilight PD and a Teachers Leading Teachers Model', staff led PD and professional learning communities.</li> <li>- Continue to conduct PD for staff focusing on Digital Pedagogy to enhance teaching and learning.</li> <li>- Maintain a commitment to the effective use and professional development of Teacher Aides support learning in P-7 and Whole School Programs:               <ul style="list-style-type: none"> <li>- Literacy/ Reading Blocks ( P-7)</li> <li>- Differentiated Learning Support/ Enrichment</li> <li>- Spelling, Maths Mentals/ Problem Solving</li> <li>- Closing the Gap for Indigenous Students ( Lit/ Num)</li> <li>- Students with Disabilities</li> <li>- Early Intervention</li> </ul> </li> </ul> <p><b>School Wide Positive Behaviour.</b></p> <ul style="list-style-type: none"> <li>- Reinvigorate Social/ Emotional Learning Program through whole school PD and restructuring of the school wide teaching program</li> <li>- Ongoing PD focussing on strengthening staff understanding of various behaviour management strategies and associated research</li> <li>- Incorporate aspects of SWPB in regards to developing a whole school reflection and commitment to positive rewards for achievement and behaviour ( classroom, playground and whole school recognition)</li> <li>- Continue with positive recognition of student academic achievement, attendance and behaviour through dedicated ceremonies and assemblies.</li> <li>- Continue the implementation of the RIBBIT rewards program for behaviour.</li> <li>- Improve the tracking system for playground behaviour and positive recognition.</li> <li>- Introduce Reflection Sheets for Level 4 and 5 children</li> <li>- Investigate various rewards/ incentives for Reward Days.</li> </ul>	<p>Staff satisfaction with the feedback they receive about their teaching practice increases in school opinion survey data.</p> <p>Data collected from school wide moderation processes indicates consistency in teaching judgement both within and across year levels.</p> <p>The Art and Science of Teaching Design Questions are embedded in all classroom practices school wide by 2017.</p> <p>100% of students are achieving above National Minimum Standard in Reading, Spelling and Numeracy in all year levels by 2017.</p> <p>Numbers of students in the Upper 2 Bands of NAPLAN reach the target of 50% in year 3 and 40% in year 5 and 7 by 2017.</p> <p>Numbers of students with 'A', 'B', 'C' in English, Maths and Science on end of semester report cards in all year levels has increased each year.</p> <p>A "high" or "outstanding" is received in the area of differentiated learning in the 2016 teaching and learning audit and all other ratings are maintained.</p> <p>High levels of staff, parent and student satisfaction in school opinion survey data relating to a safe and supportive school environment.</p> <p>Discipline audit outcomes indicate that school wide processes for a safe and supportive school environment are embedded throughout the school.</p>

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Principal Leadership and School Capability	
<i>Instructional Leadership, with an unrelenting focus on improvement</i>	
Key Strategies	Performance Measures/ Targets
<p><i>Continue to engage in regular instructional leadership and provide targeted, focussed feedback to teachers through:</i></p> <ul style="list-style-type: none"> <li>- Classroom walkthroughs, formal observation/ coaching/ feedback incorporating Marzano's I-Observation suite of materials</li> <li>- Participate in formal moderation processes and provide targeted feedback to staff about the progress of groups and individuals.</li> <li>- Lead the strategic direction of the school and ensure daily school operations align with the school strategic direction.</li> <li>- Maintain an unrelenting focus on Whole School Improvement and Leaping into Learning. Continue to regularly share the good news stories about Sandy Strait and progress towards improvement with the community and local media</li> <li>- Continue to apply for trials/pilots and award incentives which align with improvement focus.</li> <li>- Continue to promote a culture of high expectations and intensely looking for evidence that this culture is in place.</li> <li>- Implement the transition of Year 7 to High School with students, staff and community.</li> <li>- Continue to implement a Professional Development Plan that focuses on Strategic Priorities for all staff.</li> <li>- Implement a staffing school wide commitment to the broadened, collaborative Student Support Model P-7</li> <li>- Construct an EdStudio through the Learning Place that provides a central location for policies and procedures, roles, responsibilities/ accountabilities, expectations and school wide approaches to ensure consistency and induction for new, contract or returning staff.</li> </ul>	<p>Data and evidence of feedback to staff members is readily available.</p> <p>The school's improvement agenda and strategic direction is known by all staff and is regularly articulated to all staff members through a variety of means ( presentations, display boards, staff memos and newsletters, AIP and whole school planning documents)</p> <p>New, contract, returning and current staff can readily access information about school policies, processes, plans, organisation etc through a dedicated EdStudio. This edStudio is kept current and up to date.</p> <p>The Student Support Model is fully implemented school wide.</p> <p>High levels of parent satisfaction with teaching and learning at Sandy Strait are evident in school opinion surveys.</p>

## APPROVAL/ENDORSEMENT PROCESS

The Triennial School Review is verified. The 4 Year School Plan is a meaningful statement of school achievement and strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

Sharon McMorrow

Principal

Kim Parnell

P&C President

Steve Case

ARD ( School Improvement)  
North Coast Region