

**WINFIELD STATE SCHOOL**

**TRIENNIAL SCHOOL REVIEW 2011 - 2013  
4 YEAR SCHOOL STRATEGIC PLAN: 2015 - 2018**



**Our Vision**

Winfield State School will provide a safe, supportive, inclusive, interactive and disciplined learning environment for every student. We will prepare our students for life long-learning to enable them to be effective participants within our society. Our aim is to educate our students to be caring, considerate, courteous, cooperative and to use their common sense.

**APPROVAL/ENDORSEMENT PROCESS**

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

*[Signature]*

Rob Dreise

PRINCIPAL

13 . 11 . 14

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Prue Saunders

P&C PRESIDENT/COUNCIL CHAIR

13 . 11 . 2014

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Steven Case

ARD (SCHOOL IMPROVEMENT)  
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13 . 11 . 2014

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**SECTION 1****STATEMENT OF PURPOSE****DEFINITION:**

Our role is to prepare children for life long-learning to enable them be effective participants within our society.

**The School will;**

provide a safe, supportive and disciplined learning environment that respects:

- the rights of all students to learn
- the rights of teachers to teach
- the rights of all to be safe.

**Staff will:**

- Create effective teaching and learning experiences for their students.
- Develop safe, positive and productive learning environments where all students are encouraged to participate.
- Design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements.
- Be active participants in their profession and with advice from colleagues identify, plan and evaluate their own professional learning needs.
- Communicate effectively with students, colleagues, parents/ carers and community members.
- Behave professionally and ethically in all forums.
- Be team members who work collaboratively with colleagues.

**SECTION 2****TRIENNIAL SCHOOL REVIEW 2011-2013****PROCESS –**

The review process for Winfield State School was as follows:

- Inform all stakeholders of the impending review, what its purpose is and how it will happen.
- Establish a consultative committee to inform and guide the process  
(Committee comprised of principal, staff members and a P&C representative)
- Issue surveys to families, and staff.
- Review and analyse School Opinion Survey responses
- Review and analyse Curriculum and Teaching Audit commendations, affirmations and recommendations
- Review and analyse Discipline Audit commendations, affirmations and recommendations
- Review and analyse NCR Assessment Guidelines and Benchmarks
- Review and analyse NAPLAN Results
- Analyse the survey responses and determine common patterns in acknowledging school service and recommendations for improvement.
- Reviewed and analyse previous Annual Implementation Plans.

**REVIEW OF SCHOOL STRATEGIC PLAN 2011 – 2013**

<b>Major strategic directions identified for 2011 – 2013</b>	<b>Progress to date</b>	<b>Further action (if necessary)</b>
Utilize ICT to deliver a high quality multimodal education	1 on 1 computer / student ratio Quality programs embedded; Mathletics, Literacy Planet, Reading Eggs, Acer Online Testing	Maintenance & replacement Investigate iPad capabilities
Students become resilient, persistent, happy and healthy citizens who are respected within the school and community	Students completed 'Program Achieve' and 'Friends for Life' social development programs.	Consolidate
Quality Reading Comprehension Program	Sheena Cameron Reading Strategies Embedded	Consolidate
Parent and Community Partnerships	Established	Consolidate
Establish a well-resourced library in the new BER	Established. An excellent resource for WSS	Consolidate
Embed a balanced reading program	Achieved	Consolidate
Implementation of the C2C units and resources.	Achieved	Consolidate
Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement	Parent Information Sessions, History Day, School camp, Art and Writing Showcase and Award Night	Embed
Liaise with feeder Secondary Schools	Achieved	Consolidate
Trial Lemphonics and seek further staff training to implement this as a school wide spelling program	Trialled Lemphonics	Further professional development required
Develop and implement an overarching Curriculum Framework based on ASoT	Achieved	Consolidate
Embed English, Mathematics, Science and History (National Curriculum) using the C2C resource ensuring alignment with community expectations	Achieved	Consolidate
Trial Geography using the C2C resource	Achieved	Consolidate

Major findings from the review: There is a very strong positive tone to the school this can be seen in the interactions between staff and students. These relationships provide the foundation for effective teaching and learning.

### **Achievements**

- The school has a renewed focus and the principal is working across a number of fronts to ensure ongoing improvement in student outcomes
- Resources are surprisingly extensive given the size of the school. There is a direct alignment between the school's improvement agenda and the use of school funds.
- The school has a significant focus and funding has been around technology resources such as iPads as well as a suite of web-based learning packages including Mathletics, Literacy Planets and Reading Eggs.
- Commended on the high level of engagement from a cross-section of the community as they provide a range of support that is adding to the success of the school. This engagement has been particularly helpful in providing additional support around student reading.
- Recent upgrade of the website and the inclusion of current information is helping to promote the good work of the school.
- The school is providing broad and regular use of student performance data and this is being displayed in a number of formats. Students are aware of their current level of performance and encouraged to set and pursue targets particularly in the area of reading.
- Weekly timetable has undergone a number of refinements to ensure the most efficient and effective use of time in order to maximise student learning.
- The school is to be commended for running a before school reading program and has 100% attendance.
- The principal employs a highly structured before-school routine that provides a settling influence that ensures students are ready to transition to the formal start of the school day.
- The school has a genuine open door policy for the community as shown by the many retired locals that support the school in a variety of ways.
- Parents and other community members frequently attend school functions and join in to share in the acknowledgement of student performances.
- The principal has ensured that all teaching and non-teaching staff have engaged in the Essential Skills of Classroom Management.
- The Responsible Behaviour Plan for Students is current and has been endorsed by the Principal, P and C and the Assistant Regional Director.
- The school has two sets of rules rules (*Respect, Learning and Safety* as well as the *Five C's: Cooperation, Care, Courtesy, Consideration and Commonsense*) these are clarified through the use of a more detailed matrix.
- The school has a set of incremental responses to manage negative behaviours and these steps are known to students and visible in the classroom.

**Areas for improvement**

- Take the time to deeply embed the current suite of new initiatives to ensure they are refined and working and delivering improved outcomes.
- Promote and explain the justification for the current explicit improvement agenda in order to ensure support and understanding from the staff and community. This will allow the staff and the community to understand the links between the different strategies and programs and this will add to further fostering a team approach directed at improving student outcomes.
- Further refine the assessment strategies to ensure clear approach to teacher use of allocating end of semester reporting of A to E academic performances for each subject.
- Further refine and clarify the whole school curriculum plans so that they are a single point of truth around the teaching useable format. Consider modifying the plans for parents and students so that they are aware of the learning program and can therefore become active contributors to the learning.
- Consider an individual student learning plan that identifies strengths and weaknesses and provide students and parents with key strategies for improvement. A data handbook could be used as a template to allow students to track their own progress.
- Provide structured opportunity for consultation with staff and community around the school's strategic direction as well as any refinements in day-to-day operations. Consider including the consultation in routine meetings and keep minutes to ensure ideas and updates are recorded and actioned.
- Introduce a matrix for end of semester reporting that can help guide teacher judgment when rating both student behaviour and effort. Consider sharing this matrix with parents and students to provide awareness and clarity around the school's expected standards of behavior.
- Provide professional development to all staff members to ensure consistency in the use of OneSchool data entry this should include a common understanding of 'minor' and 'major' behaviour incidents.
- Explore the potential of the OneSchool class dashboard in order to track and set targets around student attendance. Share these targets with the community and include rewards and recognitions for improvements.
- Design and implement a formalized staff, student and parent induction plan that includes details of the school's programs and processes around managing student behaviour. This will help ensure clear and consistent expectations that will help maintain the positive culture and support a smooth transition into the school.
- Consider implementing a student leadership program that is based around meeting a set of criteria rather than appointing a formal school leader. This broadened approach will allow all the more senior students that are interested and capable to meeting the criteria rather than limiting the role to just one student.
- Engage in broad community consultation to review the effectiveness of the current twin set of school rules. Ensure that the process has enough school and consider broad consultation in adapting or editing these into one small cohesive set that reflect

## SECTION 3

## THE SCHOOL CONTEXT



# Whole School Curriculum Snapshot 2014

## The School Context



*This document is designed to give an overview from which to build consistent, ongoing, curriculum planning and delivery across our school (P-6).*

<b>Community Profile</b>	<b>Shared Vision</b>	<b>2014 Priorities</b>
<p>Winfield State School is located in a rural Community.</p> <p>Winfield has:</p> <ul style="list-style-type: none"> <li>• a Teaching Principal Mr Rob Dreise</li> <li>• A Learning Support Teacher Mrs Kathy Dreise</li> <li>• Additional Teacher Mrs Jenny Neubecker</li> <li>• 2 Teacher Aides Mrs Julie Leyland &amp; Ms Sue Johnston</li> <li>• Ao2 Mr David Maike</li> <li>• School Cleaner Mrs Tracey Dickson</li> <li>• Groundsperson Mrs Prue Saunders</li> <li>• Visiting Specialist Teachers Mr Andrew Martin (P.E.), Mrs Peta Swan (LOTE) &amp; Mr Michael Henson (Music)</li> </ul>	<p>At Winfield State School, we strive to support all students to achieve their potential.</p> <p>Our curriculum goals reflect system priorities of delivering quality teaching and learning.</p> <p>We seek to maximise school improvement by engaging in frequent and scheduled professional planning and learning, across the Discover Coast / Rosedale Cluster and within the North Coast region.</p>	<p>Opportunities for every student to learn in all areas of the curriculum with our Improvement Agenda targeting the following two areas: <b>Reading and Internal Monitoring</b></p> <hr/> <p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Australian Curriculum</li> <li>• C2C: Curriculum into the Classroom</li> <li>• Essential Assessment</li> <li>• EQ Strategic plan 2014-2018</li> <li>• NCR Guidelines &amp; Benchmarks</li> <li>• NCR Mathematics Portal</li> <li>• ASOT Pedagogical Framework</li> <li>• Parent and Community Engagement Plan</li> <li>• PSS Curriculum Tool</li> <li>• Winfield SS Professional Development Plan</li> </ul>

## ***Teaching and Learning 2014***

### ***Where are we at?* Curriculum – Australian Curriculum + PSS Curriculum Tool + Essential Assessment**

#### **1. An Explicit Improvement Agenda**

The school has developed an agenda for improvement and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent - teacher meetings and on the school website using a variety of formats to suit local needs. There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible. Teachers take responsibility for the changes in their practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.

#### **2. Analysis and Discussion of Data**

The principal and staff clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda. The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement data through a comprehensive Internal Monitoring Program. Data is used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.

#### **5. An Expert Teaching Team**

Staff at Winfield take personal and collective responsibility for improving student learning, working as a team and learning from each other's practices. There is an emphasis on the analysis of student work and on teaching strategies for improving student learning. Teachers plan, deliver and review the effectiveness of lessons. Staff participate in professional learning activities and each member has a Professional Development Plan.

#### **6. Systematic Curriculum Delivery**

The school has a clearly documented whole school overview which drives curriculum delivery. This plan is aligned with the Australian Curriculum makes explicit what (and when) teachers should teach and students should learn. A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.

### 3. A Culture that Promotes Learning

The ‘tone’ of the school reflects a school-wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are minimal behavioural problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers. High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school’s ability to meet the needs of all students. Parents, school leaders and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.

There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class ‘busy work’ is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning.

### 4. Targeted Use of School Resources

Staff identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs.

(PM 20 +, Words Their Way, C2C Resources)

A school-wide process has been established for identifying specific student learning needs. (Essential Assessment) This process includes systematic testing to establish learning gaps and special needs. Records of individual student needs, achievements and progress are maintained. Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.

### 7. Differentiation

Staff tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are up to in their learning and to identify skill gaps and misunderstandings.

Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.

Planning shows how the different needs of students are addressed, and how multiple opportunities to learn

### 8. Effective Teaching Practices

Staff are committed to continuous improvement in teaching practices throughout the school and there is an expectation that teachers identify ways of doing this. There is clarity about what students are expected to learn and be able to do, high expectations of every student’s learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action are key elements of the school’s push for improved teaching and learning.

<p><i>What are our target areas for improvement?</i></p> <p><u>Explicit Improvement Agenda:</u></p> <ol style="list-style-type: none"> <li>1. Reading</li> <li>2. Internal Monitoring</li> <li>3. Writing</li> <li>4. Vocabulary</li> <li>5. Spelling</li> <li>6. Mathematics – Number, Measurement and Algebra</li> <li>7. Assessment – Clear internal monitoring and tracking procedures</li> </ol>	<p><i>How will we get there?</i></p> <ol style="list-style-type: none"> <li>1. A relentless focus on teaching and learning</li> <li>2. Explicit Instruction</li> <li>3. Embed the Art and Science of Teaching (ASOT) Pedagogical framework</li> <li>4. Tracking student achievement</li> <li>5. Community Engagement – (see plan)</li> </ol>
<p style="text-align: center;"><i>Strategic Objectives</i></p> <ul style="list-style-type: none"> <li>• Teaching and Learning Programs for all KLAs</li> <li>• Ensuring students set personal and academic goals at all year levels.</li> <li>• Develop baseline internal monitoring data and data collection schedule</li> <li>• Provide access to PD for staff in relation to our improvement agenda</li> </ul>	
<p style="text-align: center;"><b>Assessment / moderation</b></p>	
<p><i>Winfield State School has an Assessment Plan. The expectations and demands of the task are made explicit to students.</i></p>	

## Curriculum

- Curriculum leadership and how it is developing an explicit improvement agenda

The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery (to meet the needs of the range of students within each year level) is designed. The school has developed an agenda for improvement and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent - teacher meetings and on the school website using a variety of formats to suit local needs. The principal and other school leaders have analysed school performance data over a number of years and are aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines. The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements. There is evidence of a school wide commitment to every student's success and staff of the school tells stories of significant student improvement.

- How the school uses data on student outcomes, including academic, attendance and behavioural, to inform teaching and learning

There is evidence that the principal and other school leaders view reliable, timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of student outcome data. One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school. The school has ensured that appropriate software is available and that the assigned staff have been trained to undertake data analyses (e.g. training in the use of the Corporate Data Warehouse (One School)). Time is set aside (e.g. on Pupil Free Days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action

- Effective teaching practices

There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students. Teachers are open to constructive feedback and provide feedback to colleagues. The school is implementing the Department's Developing Performance Framework as the basis for professional discussions with staff. The school's professional learning agenda is made explicit to staff at induction. The school provides opportunities for teachers to take on leadership roles outside the classroom.

- Differentiated classroom learning

School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are up to in their learning and to identify skill gaps and misunderstandings. Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression. Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities. Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.

## **Learning Environment**

- A culture that promotes learning

The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are very few obvious behavioural problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers. There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class 'busy work' is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning. Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings. Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully. Staff morale is generally high.

- Targeted use of school resources that support the learning environment.

The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet needs. The school has developed for identifying student learning needs. A range of initiatives (eg, across-class and across grade groupings for literacy and numeracy; the sharing of specialist teachers with neighbouring schools) is being implemented to make more effective use of available resources to enhance teaching and learning. The school deploys staff in ways that make best use of their expertise (e.g., specialist reading/science teachers)

**The School Strategic is supported by the following mandated elements which are available to all stakeholders:**

- Whole-school curriculum, assessment plan and reporting
- Responsible Behaviour Plan for Students
- Emergency Management
- Workplace Health, Safety and Wellbeing
- Enrolment Management Plan (where applicable based on enrolment demand)
- Asset Replacement
- Facilities Maintenance
- NCR Assessment Guidelines & benchmarks
- Winfield SS Assessment Schedule
- Winfield SS Charter of Expectations
- Winfield SS Parent & Community Framework
- Winfield SS Learning & Wellbeing Framework
- Winfield SS Annual Operation Plans
- Winfield SS School Improvement Agenda
- Great Results Guarantee

**SECTION 4****SCHOOL STRATEGIC PLAN 2014 – 2017**

*Schools will use school performance data, contextual information and the findings of the Teaching and Learning and/or Discipline Audit to inform school planning. Minimum performance measures and targets are included below.*

<b>FOCUS AREA</b> <i>(See DETE Strategic Plan 2013-2017 for more details)</i>	<b>MAJOR STRATEGIC DIRECTIONS FOR THE NEXT QUADRENNIUM</b>	<b>KEY STRATEGIES</b> <i>(identify broad key strategies to achieve planned outcomes – specific strategies outlined in the school's Annual Implementation Plan, are linked to these strategies)</i>
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<p><b>Successful Learners</b>  <i>Strong foundations for lifelong learning                      and global citizenship                      Creative thinkers shaped by inspiring                      and challenging learning experiences                      Improved outcomes for all students                      Successful transitions to further learning                      and work</i></p>	<p><b>The Arts</b></p> <p><i>Develop a Balanced Writing Program</i></p>	<p>2015 Familiarise → 2016 Implement</p> <p>Embed Sheena Cameron writing strategies into the writing procedures.                      Align writing pedagogy to Pearson’s Gradual Release of Responsibility Model                      Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing</p> <p>Embed <b><i>Numeracy Rich Routines</i></b> that address key aspects of number as identified through NAPLAN and internal data sources. With PEAC support and cluster opportunities (<b><i>Best Practice Networks</i></b>), develop best practice pedagogy and greater teacher knowledge in the teaching of Math                      Ensure a range and balance of assessment tools are being used. Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content. Practice and deepen number facts</p>
	<p><b>Numeracy Rich Routines</b></p>	
	<p><b>Geography</b></p>	<p>Implement →</p>
	<p><b>Health &amp; Physical Education</b></p>	<p>2015 Familiarise → 2016 Implement</p>
	<p><b>Civics &amp; Citizenship (From Year 3)</b></p>	<p>2015 Implement →</p>
	<p><b>Economics &amp; Business (From Year 5)</b></p>	<p>2015 Implement →</p>
	<p><b>Languages</b></p>	<p>2015 Familiarise → 2016 Implement</p>
	<p><b>The Arts</b></p>	<p>2015 Familiarise → 2016 Implement</p>
	<p><b>Technologies</b></p>	<p>2015 Familiarise → 2016 Implement</p>

<p><i>Great People Skilled and committed teachers focused on each students' learning and achievement</i></p>	<p><b><u>Developing Performance Framework</u></b></p>	<ul style="list-style-type: none"><li>• Embed in Term1 the DPF with all staff (teaching and non-teaching) ensuring an alignment to school improvement priorities and individual needs.</li><li>• Teaching staff Performance Plans align with AITSL: National Professional Standards for Teachers</li><li>• Consultation and feedback structures are in place and occur in a timely manner (Once a term)</li><li>• Implement processes to monitor staff and personal wellbeing</li></ul>
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<p><b>High Standards</b>  <i>Performance information and evidence          focused on improving services          Quality standards and regulation          Safe and inclusive learning and working          environments</i></p>	<p><b><u>Upper 2 Bands Priority</u></b></p> <p><b><u>Moderation</u></b></p> <p><b><u>NAPLAN Strategy</u></b></p> <p><b><u>Curriculum Teaching and Learning/          Discipline Audit</u></b></p>	<ul style="list-style-type: none"> <li>• Ensure a variety of processes are in place for the identification of possible U2B students</li> <li>• Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, UNSW testing, Intensive reading program, Reading Eggs, Literacy planet, Mathletics, Lexile Reading Program, Think Tank, PM, PROBE.</li> <li>• Embed <b>differentiation</b> strategies across all year levels using diagnostic assessment processes and ACARA recommendations</li> <li>• Develop opportunity for inter and intra moderation processes ensuring sound assessment practice</li> <li>• Complete a thorough interrogation of NAPLAN data - 2013 / 2014 in preparation for 2015 NAPLAN</li> <li>• Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B</li> <li>• Implement recommendations from previous audit</li> <li>• Review classroom planning by extending the use of One School for curriculum units in English, Mathematics and science.</li> <li>• Investigate professional development opportunities for higher order thinking to enhance classroom teaching practices.</li> </ul>
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## QSR - SCHOOL SUMMARY NOTES

### Winfield State School

<b>Celebrations:</b> <ul style="list-style-type: none"> <li>• Outstanding School Opinion Survey for all clients</li> <li>• Yr 3 - Trending up in 3 of 5 MSS and U2B</li> <li>• Yr 5 - 100% NMS for all strands from 2012-2014</li> <li>• Not one Unexplained Absence in Sem 1 2014</li> </ul>	<b>Concerns:</b> <ul style="list-style-type: none"> <li>• Yr 3 Writing - trending down in MSS and NMS</li> <li>• Yr 3 Numeracy - trending down in MSS and NMS</li> </ul>
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<b>School Banding:</b>	5	<b>Enrolment:</b>	15	<b>ICSEA Value:</b>	999	<b>ICSEA %-ile:</b>	47
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Attendance Data 2013				Absence Data, S1 2014				SDA Data, 2014 to date		
< 90%*	90% to < 95%*	95% to <=100%*	2013	Unexpl	Illness	Holiday	All Other	Susp 1-5 <sup>2</sup>	Susp 6-20 <sup>2</sup>	Cancel <sup>2</sup>
29.4%	41.2%	29.4%	92.7%	0.0% NCR:	22.7%	42.0%	35.3%	0	0	0
NCR: 32.5%	NCR: 26.0%	NCR: 41.5%	NCR: 90.4	31.6%	NCR: 35.5%	NCR: 6.9%	NCR: 26.0%			

\* % of students by attendance rate range (NCR includes all schools, not just P-7)

# Numbers of SDAs

2013 School Opinion Survey Results					
Client Group	n	>= State & Like Schools	Between State & Like Schools	<= State & Like Schools	100% agreement
Parent	5	35/35 (100%)	0/35	0/35	35/35 (100%)
Student	9	30/33 (91%)	0/33	3/33 (9%)	30/33 (91%)
All Staff	9	40/42 (96%)	0/42	2/47 (4%)	40/42 (96%)
Staff	4	18/18 (100%)	0/18	0/18	18/18 (100%)

NAPLAN Results	Compared with National Mean (NM)	Band Report <sup>2</sup> (in % of Students)				Pos in Band 5/6 in NCR 2014
		Domain	>=NMS	In U2B	E/AW	
Yr 3 NAPLAN 2014	Similar to National Mean for all strands. This is the same as results achieved in 2013 where all strands were similar to NM.  Max no of students for NAPLAN tests: 4	R W S G&P N	75.0 (93.6) 75.0 (93.8) 100 (92.8) 100 (93.5) 75.0 (94.7)	75.0 (46.1) 50.0 (39.1) 75.0 (43.6) 75.0 (49.7) 75.0 (36.3)	0/0 0/0 0/0 0/0 0/0	R: 5 of 47 W: 38 of 47 S: 4 of 47 G/P: 3 of 47 N: 41 of 47
Yr 5 NAPLAN 2014	No comparison data to National Mean available due to small numbers of NAPLAN participants.  Max no of students for NAPLAN tests: 1	R W S G&P N	100 (92.9) 100 (90.3) 100 (92.8) 100 (92.9) 100 (93.3)	0.0 (34.4) 0.0 (15.5) 0.0 (33.4) 0.0 (36.6) 0.0 (25.7)	0/0 0/0 0/0 0/0 0/0	R: 38 of 48 W: 42 of 48 S: 45 of 48 G/P: 38 of 48 N: 13 of 48
Yr 7 NAPLAN 2014	No Year 7 students are enrolled at Winfield State School.  Max no of students for NAPLAN tests: 0	R W S G&P N				

<sup>2</sup> For the Band Report, the first % in each domain is the school result, the second % (in brackets) is the National %. Font colour indicates comparison to National: Green = Above, Blue = At and Red = Below

NAPLAN - Three Year Trends 2012-2014									
Domain	MSS			NMS			U2B		
	Yr 3	Yr 5	Yr 7	Yr 3	Yr 5	Yr 7	Yr 3	Yr 5	Yr 7
Reading	U			S	S <sup>1</sup>		U	S	
Writing	D			D	S <sup>1</sup>		S	S <sup>0</sup>	
Spelling	U			S <sup>1</sup>	S <sup>1</sup>		U	S	
G&P	U			S <sup>1</sup>	S <sup>1</sup>		U	S <sup>0</sup>	
Numeracy	D			D	S <sup>1</sup>		S	D	

\*Source - OneSchool Data Export

3 year trends adjusted - small sample

S<sup>1</sup> - 100 % for 3 yearsS<sup>0</sup> - 0 % for 3 years**Definitions:**

MSS: Mean Scale Scores

NMS: Students at or above National Minimum Standard

U2B: Students in the Upper 2 Bands

E/AW: Exempt/Absent or Withdrawn students

Key	
DB	Down Strongly (>10%)
D	Down (>3% and <10%)
S	Steady (<3% either way)
U	Up (>3% and <10%)
US	Up Strongly (>10%)

## SECTION 5

## APPENDICES



### Australian Curriculum Implementation: (What)

	2015	2016	2017	2018	Target
<b>School</b>	<p>Implement Geography, Civics and Citizenship (From Year 3), Economics &amp; Business (From Year 5)</p> <p>Familiarise Health &amp; Physical, Languages, The Arts and technologies.</p> <p>Implement and embed NCR Assessment Guidelines and Benchmarks</p> <p>Embed English, Maths, Science &amp; History using C2C resources</p> <p>Embed a balanced Reading and Writing program aligned to Pearson's Gradual Release model</p>	<p>Implement Languages, The Arts and Technologies using C2C resources</p> <p>Refine Year level Guides to making judgements</p> <p>Review whole school balanced Reading &amp; Writing programs</p>	<p>Consultation on Whole School Curriculum, Assessment and Reporting Plan</p> <p>Embed a balanced Whole school Vocabulary program</p>	<p>Refine Whole School Curriculum, Assessment and Reporting Plan for implementation of Australian Curriculum to suit school context in 2018</p>	<p>Embedded Whole School Curriculum, Assessment, and Reporting Plan</p>
<b>Teacher/Staff</b>	<p>Administer diagnostic assessments</p> <p>Data analysis, entering data</p> <p>Create and implement Individual Learning Plans</p> <p>Monitor learning against benchmarks</p> <p>Use C2C to design and implement year level curriculum and assessment plans to suit school context</p>	<p>Develop a shared understanding and pedagogical practice of the 4 writing procedures. (Modelled, shared, guided &amp; independent)</p> <p>Develop year level Curriculum and Assessment plans</p> <p>Administer summative and diagnostic assessments. Use Year level Guides to making judgements and report card comments bank in reporting</p>	<p>Use Whole School Curriculum, Assessment and Reporting Plan to guide teaching and assessment of units</p> <p>Participate in PD to support implementation of Whole School Curriculum, Assessment and Reporting Plan</p> <p>Review and implement Individual Learning Plans</p>	<p>Use C2C to guide teaching and assessment of units monitoring learning against benchmarks</p> <p>Implement and review Individual Learning Plans</p> <p>Refine Year Level Curriculum Plans and Benchmarks for 2018</p> <p>Administer summative and diagnostic assessments</p>	
<b>Student</b>	<p>Complete diagnostic assessments</p> <p>Participate in C2C units and complete summative assessment pieces</p> <p>Participate in developing and implementing Individual Learning Plans</p>	<p>Complete diagnostic assessments</p> <p>Participate in C2C units and complete summative assessment pieces</p> <p>Participate in reviewing and implementing Individual Learning Plans</p>	<p>Participate in C2C units and complete summative assessment pieces</p> <p>Participate in reviewing and implementing Individual Learning Plans</p>	<p>Complete diagnostic assessments</p> <p>Participate in C2C units and complete summative assessment pieces</p>	



### Explicit Teaching: Consistent classroom pedagogical practices (How)

	2015	2016	2017	2018	Target
<b>School</b>	<p>Involvement in professional development on explicit teaching practice</p> <p>Embed quality explicit teaching practices</p> <p>Participate in Best Practice meetings on Explicit Teaching of Reading, writing &amp; Vocabulary</p>	<p>Model quality explicit teaching practices and Observe teaching practice using Observation Checklist and Lesson Exemplars to give feedback and set teaching goals</p> <p>Facilitate conversations with community, staff and students to inform Pedagogical framework</p>	<p>Model quality explicit teaching practices and Observe teaching practice using Observation Checklist and Teaching Standards to give feedback</p> <p>Attend PD to support explicit instruction.</p> <p>Facilitate conversations with community, staff and students to inform Pedagogical framework</p>	<p>Model quality explicit teaching practices and Observe teaching practice using Observation Checklist and Teaching Standards to give feedback</p> <p>Facilitate conversations with community, staff and students to implement and embed Pedagogical framework</p>	<b>Embedded Pedagogical Framework</b>
<b>Teacher/Staff</b>	<p>Use Observation Checklist to self-evaluate capability in explicit teaching</p> <p>Use Lesson Exemplars to plan explicit teaching episodes</p> <p>Engage in relevant PD and reading</p> <p>Use Observation Checklist to reflect on modelled explicit teaching</p>	<p>Use Lesson Exemplars to plan explicit teaching episodes</p> <p>Use Observation Checklist to reflect on modelled explicit teaching</p> <p>Participate in professional conversations with a view to developing Pedagogical Framework to support explicit teaching in school context</p>	<p>Participate in Lesson Observations and feedback sessions to measure and review teaching goals</p> <p>Use Lesson Exemplars and Teaching Standards to plan explicit teaching episodes</p> <p>Review &amp; revise Pedagogical Framework</p>	<p>Use Pedagogical Framework to plan explicit teaching episodes</p> <p>Participate in Lesson Observations and feedback sessions to measure and review teaching goals</p> <p>Review Curriculum Framework based on ASOT (Where to from here?)</p>	
<b>Student</b>	<p>Learn procedures and common language for engaging in explicit teaching lessons</p>	<p>Participate in explicit teaching lessons</p> <p>Contribute to discussions to support design of Pedagogical framework</p>	<p>Participate in explicit teaching lessons</p>	<p>Participate in explicit teaching lessons</p>	



**Core Priority: Reading**

	2015	2016	2017	2018	Target
<b>School</b>	<p>Use research, student data, curriculum and available resources to plan whole school Reading Program</p> <p>Purchase resources (including HR) and PD to support Reading Program</p> <p>Implement explicit teaching of Comprehension (Sheena Cameron) and Guided Reading Programs by communicating expectations, modelling lessons, observing and providing feedback</p>	<p>Implement a whole school approach to teaching comprehension, phonics and sight-words</p> <p>Purchase resources (including staff) and PD to support Reading Program</p> <p>Implement PROBE for students who have completed PM level 30</p>	<p>Data Analysis of NAPLAN and strategic response</p> <p>Monitor and support consistent, school wide application of Reading Program</p>	<p>Measure compliance and provide feedback and targeted support to further embed Reading program</p> <p>Data Analysis of Pat-R, PM Benchmark, Cars &amp; Stars and First Steps to track progress</p> <p>Consult with students, staff and community on a school wide framework for setting, achieving and celebrating reading goals</p>	<b>Embedded Reading Plan</b>
<b>Teacher/Staff</b>	<p>Data analysis of Pat-R, PM Benchmark and First Steps</p> <p>Use research, student data, curriculum and available resources to plan explicit reading lessons</p> <p>Participate in PD and view resources</p> <p>Observe modelled lessons, plan, and participate in lesson Observations and feedback sessions</p>	<p>Use research, student data, curriculum and available resources to plan explicit and guided reading lessons</p> <p>Plan literacy blocks using Literacy Plan</p> <p>Participate in PD</p> <p>Data Analysis of First Steps and PM</p> <p>Consult on the development of Literacy Plan</p>	<p>Teach students expectations set for student effort and bookwork</p> <p>Data Analysis of NAPLAN</p> <p>Plan literacy blocks using Literacy Plan</p> <p>Consult on reading goals framework</p>	<p>Participate in peer-coaching and lesson observations and feedback sessions</p> <p>Data Analysis of Pat-R, PM Benchmark and First Steps to progress and inform planning for 2018</p> <p>Embed Literacy Plan and support students to achieve expectations set for student effort and bookwork</p> <p>Consult on reading goals framework</p>	
<b>Student</b>	<p>Sit diagnostic reading assessments</p> <p>Participate in explicit and guided reading lessons, Literacy Planet, C2C, Reading Eggs, PM, M100W &amp; Cars and Stars</p>	<p>Diagnostic reading assessments</p> <p>Participate in Intervention as required</p>	<p>Participate in explicit and guided reading lessons, C2C, Literacy Planet, Reading Eggs, PM, M100W &amp; Cars and Stars</p>	<p>Diagnostic reading assessments</p> <p>Achieve ACARA Standards</p>	



**Parent and Community Engagement Framework (Who) 2015 - 2018**

	Term 1	Term 2	Term 3	Term 4	Target
School/Staff	Consult with the community on the achievement of improved student outcomes, targets, and strategic planning Hold Parent Information Sessions on curriculum and pedagogy Parent/Teacher Interviews Newsletters to include a information on School Improvement	Hold Parent Information Sessions on curriculum and pedagogy Newsletter to inform community about Explicit Teaching of reading History Day Organise Cluster Days	Parent/Teacher Interviews School Camp arrangements Parent Information Session – Data	School Showcase – organise and promote an evening to showcase the projects students/community Continue to pursue and enhance community partnerships	<b>Student learning enhanced by parent and community engagement</b>
Student/Parents	Attend Parent/Teacher Interviews Read and contribute to School Newsletter Consult on School Camp	Participate in extra-curricular programs	Participate in Parent/Teacher interviews and information sessions Participate in school camp Showcase Art	Participate in School Award Night	
P&C	Plan P&C fundraising /plan for 2014	Fundraising	Fundraiser	Support School Awards Night	
Community	Professional development on Reading Strategies	History Day	Art Showcase	School Awards Night Performance	

