



## SCHOOL PLAN

# Innisfail State School

## FOUR YEAR SCHOOL PLAN 2015 – 2018

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

..... Principal ..... P and C ..... Assistant Regional Director

Name of principal: Ms Susan Hoad

Address: Emily Street Innisfail Qld 4860

School band: 7 Grades P-6

Last quadrennial school review (QSR): 2015

### School Profile

Innisfail State School was opened in 1887 and has a proud history of educational success in the Cassowary Coast region. It is a co-educational school with an enrolment of 170 students across Prep to Year 6. The school's student population reflects the multi-cultural nature of the area, with 61% identified as indigenous. School leaders and staff work to maintain a rigorous learning environment that is safe, respectful and inclusive. Priority is given to building positive relationships between staff, students and families to be partners in learning and generating a culture of mutual responsibility. Innisfail State School is a member of the Canecutter Cluster of Schools, including 8 other state primary schools – Flying Fish Point, Goondi, Innisfail East, Mena Creek, Mourilyan, Mundoo, Silkwood, South Johnstone, Innisfail State College and the Diverse Learning Centre (a State Special School). Leaders and staff work collaboratively across the cluster to ensure successful transitions, continuous student improvement and consistent assessment and reporting. The school also has built partnerships with community agencies including Mamu, Qld Health, Community Support Centre, Community Police Liaison, Rock Church and sporting groups to continuously improve student outcomes. Innisfail State School recognises that industrious collaboration is essential in *WORKING TOWARDS GREATER THINGS*.

Vision	Priorities over the next 4 years	Performance measure																																																																																	
Working towards greater things	<ul style="list-style-type: none"> <li>Explicit Improvement Agenda               <ul style="list-style-type: none"> <li>School Leaders are driving a focused improvement agenda that narrows and sharpens, the whole school's attention on core learning priorities.</li> <li>Clear targets are set with accompanying timelines which are rigorously actioned.</li> <li>School leaders are committed to improving student attendance by regularly monitoring attendance patterns and examining barriers to regular student attendance.</li> </ul> </li> <li>Analysis and Discussion of Data               <ul style="list-style-type: none"> <li>Data is analysed to determine effectiveness of teaching practices.</li> <li>Formative assessment is used to monitor student progress over time.</li> </ul> </li> <li>A Culture that Promotes Learning               <ul style="list-style-type: none"> <li>Key programs are monitored to ensure effectiveness of targeted strategies.</li> <li>Classrooms are predictable and productive learning precincts with interruptions to teaching time kept to a minimum.</li> <li>School's RBP is refined with high expectations used to advance focused learning time.</li> </ul> </li> <li>Targeted Use of Resources               <ul style="list-style-type: none"> <li>Roles and responsibilities of key staff in curriculum planning and delivery are understood, documented and enacted to ensure the needs of all learners are met.</li> </ul> </li> <li>An Expert Teaching team               <ul style="list-style-type: none"> <li>A strong collegial culture in which teachers have a shared commitment to the improvement of teaching, and an openness to quality feedback is established.</li> <li>School leaders actively network with cluster colleagues to optimise leadership efficacy.</li> </ul> </li> <li>Systematic Curriculum Delivery               <ul style="list-style-type: none"> <li>A Whole School Curriculum Plan that fulfils the requirements of our local community, the Australian Curriculum and P-12 CF is developed to provide a shared vision for quality practice.</li> <li>An authentic moderation process is established to ensure consistent judgements of student work.</li> </ul> </li> <li>Differentiated Classroom Learning</li> </ul>	<table border="1"> <thead> <tr> <th>Quantitative Measures</th> <th>Target</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>ATTAINMENT - 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<ul style="list-style-type: none"> <li>High quality teaching and learning for all</li> <li>Genuine community engagement</li> <li>Student well-being</li> <li>Respectful relationships</li> <li>Safe and supportive environments</li> <li>Successful life-long learning</li> </ul>																																																																																			
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Whole school priorities	School goals	Who	15	16	17	18
<b>STANDARDS OF PRACTICE.</b>	<ul style="list-style-type: none"> <li>○ A whole school approach to student learning identifies and provides additional support for the learning needs of all students.</li> <li>• Effective Pedagogical Practices               <ul style="list-style-type: none"> <li>○ Pedagogical framework is reviewed to ensure it closely reflects the priorities identified by school leaders.</li> <li>○ Teachers' capacity to use quality feedback is expanded to improve student ownership of learning.</li> </ul> </li> <li>• School and Community Partnerships               <ul style="list-style-type: none"> <li>○ A deliberate strategy is implemented to engage, inform and empower parents to be partners in learning.</li> </ul> </li> <li>• Review of School Plans               <ul style="list-style-type: none"> <li>○ Review and develop systemic plans.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Document community partnerships</li> <li>- Plans reviewed in rotation</li> </ul>	Completed All plans	2017 2017		
<b>EXPLICIT IMPROVEMENT AGENDA</b>						
<ul style="list-style-type: none"> <li>• School Leaders are driving a focused improvement agenda that narrows and sharpens the whole school's attention on core learning priorities.</li> <li>• Clear targets are set with accompanying timelines which are rigorously actioned.</li> <li>• School leaders are committed to improving student attendance by regularly monitoring attendance patterns and examining barriers to regular student attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• School has collaboratively developed an agenda for student improvement.</li> <li>• The agenda is communicated in staff meetings, school parades, P&amp;C, school leaders, school newsletters, parent-teacher meetings and on the school website using a variety of formats.</li> <li>• Monitor &amp; analyse performance data trends over a number of years.</li> <li>• Develop clear targets and timelines.</li> <li>• Generate a school wide commitment to every student's success.</li> <li>• Celebrate significant student improvement.</li> <li>• Review leadership roles and responsibilities as identified in an organisational chart.</li> <li>• Develop a 4 year Strategic Plan, AIPs and AAPs aligned to the improvement agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• CPO</li> </ul>				
<b>ANALYSIS AND DISCUSSION OF DATA</b>						
<ul style="list-style-type: none"> <li>• Data is analysed to determine effectiveness of teaching practices.</li> <li>• Formative assessment is used to monitor student progress over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritise time in staff meetings to progress the systemic collection of student outcomes data through the year.</li> <li>• Identify key staff responsible for the implementation of the data plan.</li> <li>• Timetable for school leaders to have data conversations at whole-school, team and individual levels to inform teacher planning.</li> <li>• Facilitate PD aimed at building teachers' and leaders' data literacy skills.</li> <li>• Regular discussions using short-term data cycles to be used as drivers for teachers to evaluate and refine pedagogical practices.</li> </ul>	<ul style="list-style-type: none"> <li>• HOC</li> </ul>				



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Whole school priorities	School goals	Who	15	16	17	18
<b>CULTURE THAT PROMOTES LEARNING</b>						
<ul style="list-style-type: none"> <li>Classrooms are predictable and productive with interruptions to teaching time kept to a minimum.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure a strong focus on successfully engaging all students in challenging, meaningful learning.</li> <li>Revise the Responsible Behaviour Plan.</li> <li>Generate a positive, optimistic feel to the school where high trust is apparent across the community.</li> <li>Class teachers write at least 2 positive post cards a year to each family.</li> </ul>	<ul style="list-style-type: none"> <li>PB4L</li> </ul>				
<b>TARGETED USE OF RESOURCES</b>						
<ul style="list-style-type: none"> <li>Key programs are monitored to ensure effectiveness of targeted strategies.</li> <li>Roles and responsibilities of key staff in curriculum planning and delivery are understood, documented and enacted to ensure the needs of all learners are met.</li> </ul>	<ul style="list-style-type: none"> <li>Implement a resourcing model that aligns to the whole-school improvement agenda.</li> <li>Continue to collect student outcome data to continually review and progress intervention strategies.</li> <li>Ensure budget processes are effective and transparent in the allocation of human and physical resources.</li> <li>Specific role description developed for all key staff and implemented across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> </ul>				
<b>EXPERT TEACHING TEAM</b>						
<ul style="list-style-type: none"> <li>A strong collegial culture in which teachers have a shared commitment to the improvement of teaching, and openness to quality feedback is established.</li> <li>School leaders actively network with cluster colleagues to optimise leadership development.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate weekly sharing of best practice through the Curriculum Café</li> <li>Provide mechanisms for teachers to collaboratively review student progress and collaboratively plan.</li> <li>Develop a Professional Learning Plan aligned to the school's improvement agenda and staff need.</li> <li>Refer to Individual Development Plans for teachers and leaders as a basis for professional discussion.</li> <li>Network with schools within the Canecutter Cluster:               <ul style="list-style-type: none"> <li>Principal to Innisfail East</li> <li>HOC to Innisfail East</li> <li>Class teachers to observe others at Innisfail SS, Innisfail East and Goondi</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> </ul>				
<b>SYSTEMATIC CURRICULUM DELIVERY</b>						
<ul style="list-style-type: none"> <li>A Whole School Curriculum Plan that fulfils the requirements of our local community, the Australian</li> </ul>	<ul style="list-style-type: none"> <li>Develop a Whole School Curriculum Plan in collaboration with leadership and teaching staff.</li> <li>Establish processes to quality assure and monitor the ongoing implementation of the Whole School Curriculum Plan.</li> </ul>	<ul style="list-style-type: none"> <li>HOC</li> </ul>				



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<ul style="list-style-type: none"> <li>Curriculum and P-12 CF is developed.</li> <li>An authentic moderation process is established to ensure consistent judgements of student work.</li> </ul>		<ul style="list-style-type: none"> <li>Work collaboratively with the Canecutter Cluster to develop a Writing Standards Portfolio and for class teachers to participate in cluster moderation.</li> </ul>					
<b>DIFFERENTIATED CLASSROOM LEARNING</b>							
<ul style="list-style-type: none"> <li>A whole school approach to student learning identifies and provides additional support for the learning needs of all students.</li> </ul>		<ul style="list-style-type: none"> <li>Continue mentoring and coaching to ensure that differentiation is a feature of every teacher's practice.</li> <li>Leaders engage teachers in regular discussions around students' achievement data to identify their specific strengths and weaknesses, starting points for teaching and learning goals.</li> <li>Continue coaching and mentoring to build class teachers' capability to consistently plan C2C units including:               <ul style="list-style-type: none"> <li>Unit overview</li> <li>Achievement standards matched to differentiated year levels</li> <li>Content and resources tiered to differentiate learning</li> <li>Mapped critical content and key lessons</li> <li>Products / assessments including task sheets &amp; criteria sheets.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>HOC</li> </ul>				
<b>EFFECTIVE PEDAGOGICAL PRACTICES</b>							
<ul style="list-style-type: none"> <li>Pedagogical framework is reviewed to ensure it closely reflects the priorities identified by school leaders.</li> <li>Teachers' capacity to use quality feedback is expanded to improve student ownership of learning.</li> </ul>		<ul style="list-style-type: none"> <li>Refine the school's pedagogical framework to embrace the local context and specific school agenda.</li> <li>Ensure school leaders spend time working with teachers to improve pedagogical practices, including modelling, evaluating and providing feedback on classroom teaching.</li> <li>School leaders build teachers' capability to provide regular and timely feedback to students to clarify what actions individuals can take to make further learning progress.</li> </ul>	<ul style="list-style-type: none"> <li>HOC</li> </ul>				
<b>SCHOOL AND COMMUNITY PARTNERSHIPS</b>							
<ul style="list-style-type: none"> <li>A deliberate strategy is implemented to engage, inform and empower parents to be partners in learning.</li> </ul>		<ul style="list-style-type: none"> <li>Encourage effective communication between parents and teachers to build partnerships that support student learning.</li> <li>Student Semester Plans that promote mutual responsibility with school / carers / students to be collaboratively developed and reviewed at parent-teacher interviews each semester.</li> </ul>	<ul style="list-style-type: none"> <li>CPO</li> </ul>				

**REVIEW OF SCHOOL PLANS**



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<i>Whole school priorities</i>	<i>School goals</i>	<i>Who</i>	15	16	17	18
<ul style="list-style-type: none"> <li>Review and develop systemic plans.</li> </ul>	<ul style="list-style-type: none"> <li>Review facilities maintenance plan.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>		X		
	<ul style="list-style-type: none"> <li>Review Workplace, Health Safety and Wellbeing Plan.</li> </ul>	<ul style="list-style-type: none"> <li>WPHS Officer &amp; Team</li> </ul>		X		
	<ul style="list-style-type: none"> <li>Review Emergency Management Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Principal &amp; GO</li> </ul>		X		
	<ul style="list-style-type: none"> <li>Review NAPLAN Preparation Plan</li> </ul>	<ul style="list-style-type: none"> <li>Principal &amp; HOC</li> </ul>		X		