

# FOUR YEAR SCHOOL STRATEGIC PLAN

<b>NAME OF SCHOOL</b>	<b>Inglewood State School (P-10)</b>	<b>NAME OF PRINCIPAL</b>	<b>Garth Callaghan</b>
<b>ADDRESS OF SCHOOL</b>	<b>Chilcott Street, Inglewood, QLD, 4387</b>	<b>STUDENT FTEs AS AT DAY 8</b>	<b>156</b>

## SCHOOL CONTEXTUAL BACKGROUND

Inglewood State School (P-10) is a Band 8 school, and part of the Darling Downs South West education region of Queensland. A small rural community, Inglewood is central to the larger centres of Goondiwindi (90km), Warwick (110km), Toowoomba (155km) and Stanthorpe (110km). Similar P-10 schools in close proximity are Texas (57km to the South) and Milmerran (70km to the North).

Inglewood State School has been a State educational tradition since 1872, the school actually situated on its present site since 1964. Students are drawn from the local community and neighbouring properties, with three local bus routes in operation. Feeder schools primarily include Yelarbon State School (30km to the South) and the local Catholic school (St Maria Goretti Primary School). The very nature of our school allows for a good student / teacher ratio, class sizes being kept small to maximise learning and provide extensive student support. School data reveals:

- A significant increase in transience, with a number of families choosing to relocate in search of cheaper alternative housing and employment;
- Approximately 14% of the student population identifies as indigenous;
- School attendance sits around the 90% mark (with indigenous attendance rates comparatively lower than non-indigenous rates);
- Cohort-dependant NAPLAN data fluctuates dramatically, but more than 50% of “mean performances” are significantly below that of the Nation; and
- Approximately 45% of the Year 7 cohort each year elect to transition to other high schools for senior studies (Goondiwindi, Warwick or boarding schools).

Staff satisfaction levels are quite high (and turnover of staff is low), but Student and Parent surveys indicate that student outcomes, school and learning climate are areas for improvement. The wider community and P&C is largely supportive of its school, and central to the National Partnership Plan is a joint continuing focus on increasing:

- Parent/community involvement in the educational journey of students;
- Positive behaviour support strategies to encourage and enable learning; and
- Public perception – and actively promoting the school (public displays at business houses, shows, District Office displays, newspapers and local gazette).

## KEY PRIORITIES TO BE ADDRESSED

- Quality Teaching and Learning – “Teaching and Learning Pods” established across all junctures, with extensive support around productive pedagogy (explicit teaching), curriculum, mentoring, networking, coaching and feedback to embed “best practice” in every classroom and build staff capacity to provide the “best possible education for all students”.
- Literacy and Numeracy – High expectations for achievement through differentiated curriculum delivery, individualised student targets, and effective use of data to inform planning/teaching.
- Engagement and Behaviour – Link families to the school via development of community liaison processes, with a clear focus on School-Wide Positive Behaviour Support and the introduction of easy-access community and parent programs/initiatives (Playgroup, Breakfast Club, Homework Club).
- Closing the Gap – Developing an Indigenous Reference Group to support each “Learning Pod” by providing cultural and academic support – linking with the community to promote active learning and engagement for all students (“Every Day Counts”).

## **COMMUNITY ENGAGEMENT AND CONSULTATION PROCESS UNDERTAKEN**

A range of key stakeholder groups have been consulted and engaged:

- Students – Through “Students Voice/Council” and Year 10 cohort (School Captain nominees).
- P&C and Community – Plans tabled and discussed at meetings (further individual consultation invited as a follow-up), plus local business people/owners consulted through CAN (Community Access Network) meeting.
- LCC/Staff – Plans tabled and discussed at Staff and “Pod” meetings, ratified by LCC.
- Indigenous representatives – Personal interaction with parents/caregivers (community liaison), represented by staff member at meetings.

## **OUTCOMES**

- All students are successfully engaged in learning.
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.
- Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.
- Australian students excel by international standards.
- Young people make a successful transition from school to work and further study.
- Community confidence in the capability of schools.

## **NATIONAL PARTNERSHIP KEY REFORM AREAS:**

1. Incentives to attract high-performing principals and teachers.
2. Adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals.
3. School operational arrangements which encourage innovation and flexibility.
4. Provision of innovative and tailored learning opportunities.
5. Strengthened school accountability.
6. External partnerships with parents, other schools, businesses and communities and provision of access to extended services.

# SCHOOL STRATEGIC PLAN

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
<p>1. Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.</p> <p>Australian students excel by international standards.</p>	<p>1.1 Literacy and numeracy – improving NAPLAN results across all band levels</p> <p>Utilise expertise of current school staff to build teacher capacity to provide effective and efficient teaching and learning opportunities for all students:</p> <p>(a) 0.4 FTE teaching load of HOD used to develop and mentor staff in curriculum and C2C requirements. Individual and ‘Pod’ work around school planning, assessment, and individualisation and intervention strategies as an ongoing focus of HOD’s curriculum and school improvement work ;</p> <p>(b) Purchase 0.6 FTE classroom teacher to support extensive professional development opportunities for teachers around explicit teaching, networking with cluster schools, and establishing coaching and feedback loops as a means to identify and embed ‘best practice’ in the classroom.</p>	<p>Term 1, 2012 – review annually. Continue with HOD’s current role of mentoring, fostering and facilitating ‘best practice’ for classroom teachers.</p> <p>Term 2, 2012 – review whole school reading program – liaise with Angela Ehmer (Literacy Solutions) about provision of PD to facilitate whole school approach to reading. (Embed program by Term 1, 2013).</p> <p>Term 3, 2012 Review whole school literacy and numeracy programs. Embed literacy and numeracy blocks.</p> <p>Term 1, 2013 – ongoing. Review reading and comprehension resources to assist with independence and NAPLAN-style testing (Reading Boxes, SRA Kits) – purchase as required/needs identified.</p> <p>Term 1, 2012 – Review annually. LCC to ratify school improvement strategy of employing additional teacher time (from local pool of community supply teachers) as an LRT/support role to assist with building staff capacity (and increase opportunities for personal development, by providing appropriate avenues for moderation and sharing of ideas and strategies).</p>	<p>160000</p>	<p>260000</p>	<p>160000</p> <p>260000</p>

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	(c) Purchase 0.2 FTE additional STLAN time to assist, work with and mentor teachers in purposeful use of data, using data to inform future planning.	Term 1, 2012 – to be reviewed annually. STLAN to assist teachers with ownership of data – HOD to allocate/timetable time for teachers to meet with STLAN during each 5-week cycle of improvement – feeding into PODS for further professional conversations/investigations into individual and group student improvement priorities and strategies.	40000	80000	120000
	<p>1.2 Improving science performance of students</p> <p>Utilising expertise of school-based cluster Science Spark facilitator:</p> <p>(a) Review and update Inglewood’s Whole School Science Program; and</p> <p>(b) Continue utilisation of science specialist to build staff capacity around the teaching of science in P to 10.</p>	<p>Term 1, 2012 – ongoing. HOD and Science Facilitator to review existing whole school science program and integrate National Science Curriculum.</p> <p>Term 3, 2012 – ongoing. Science Facilitator role to be included in 0.6 FTE additional teacher (as per 1.1- b).</p>			
	<p>1.3 Developing teachers capacity to teach Literacy, Numeracy and Science</p> <p>Utilising expertise of current staff to foster leadership, initiative and build staff capacity:</p> <p>(a) 0.4 FTE HOD;</p> <p>(b) 0.6 FTE additional teacher to assist with coaching and feedback loops; and</p> <p>(c) 0.2 FTE STLAN (to be reviewed each year).</p>	<p>See 1.1 – a. Term 2, 2012 - Staff induction booklet to be developed.</p> <p>See 1.1 – b. Term 1, 2013 – ongoing. Ensure all staff are trained in key strategies as required (FSiR, FSiM, “Explicit Teaching”).</p> <p>See 1.1 – c. Term 2, 2012 – ongoing. HOD and STLAN to produce data walls to display in the staff room (NAPLAN Bands, Pat Data, Reading Levels) to facilitate focused discussion around student achievement.</p>			

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	<p>1.4 Developing staff capacity to understand &amp; use data and personalise student learning</p> <p>Use expertise of STLAN to:</p> <ul style="list-style-type: none"> <li>(a) Support teachers to track students, collect and analyse data, and reflect on the effectiveness of teaching programs (and modify accordingly);</li> <li>(b) Lead whole school decision making processes regarding data collection and analysis at school, class and individual levels; and</li> <li>(c) Help develop intervention plans based on student data.</li> </ul>	<p>See 1.1 – b.</p> <p>Term 1, 2012 – Review and refine school based data collection, methods, and processes for action.</p> <p>Term 2, 2012 – ongoing. All data is reviewed by teaching staff and STLAN to inform planning and modifications to both individual and whole class plans (differentiation).</p>			
	<p>1.5 Recommendations from Teaching and Learning Audit</p> <ul style="list-style-type: none"> <li>(a) Further develop strategies and structures in the school that build on collegial culture and support the systematic and planned sharing of classroom practices among teachers;</li> <li>(b) Develop a formal sharing of 'best practice' between teachers that align with the improvement agenda of the school;</li> <li>(c) Continue to build records of individual learning needs, achievements and progress, in order to inform teachers of how best to allocate resources and time to support their students; and</li> <li>(d) Proceed with plans to undertake the implementation of SWPBS plan and ensure that all teachers support the strategies and targets to improve student learning behaviours.</li> </ul>	<p>See 1.1 – b.</p> <p>Term 1, 2012 – LCC to ratify school improvement plan around embedding 5-week cycles of coaching and feedback loops.</p> <p>Term 2, 2012 – ongoing. 5-week Cycles of Improvement embedded. Staff to negotiate formal sharing of practice strategies for each POD.</p> <p>Term 3, 2012 – ongoing. Staff to negotiate networking, sharing and moderation opportunities with cluster schools.</p> <p>See 1.1 – a and c.</p> <p>Term 1, 2012 – ongoing. HOD and STLAN to work with teachers and provide professional development around data collection and differentiation.</p> <p>Term 1, 2012 – ongoing. Establish SWPBS Leadership Team to undertake training/professional development.</p> <p>Term 1, 2013 – ongoing. Implement SWPBS.</p>		25600	25600

Outcomes	Strategies	Progress Timelines & Milestones	Estimated School Funding Contribution	Estimated NP Funding Contribution	Total Budget Allocation
<p>2. All students are successfully engaged in learning.</p> <p>Schooling promotes the social inclusion and reduces the education disadvantage of children, especially indigenous children.</p>	<p>2.1 Closing the gap for Indigenous students and developing a culture of high expectation for all students</p> <ul style="list-style-type: none"> <li>(a) Education of parents, caregivers and students with respect to the importance of education, work ethic and attendance;</li> <li>(b) Embed Indigenous cultural perspectives in teaching and learning programs where applicable;</li> <li>(c) Targeted intervention based on a range of available data;</li> <li>(d) Establishment of Homework Club (two afternoons per week) to assist with work/assignments, and provide access to school resources;</li> <li>(e) Establishment of Breakfast Club (one morning per week) to provide students with a healthy start to the day, and encourage student attendance and parent participation at school;</li> <li>(f) Establishment of Playgroup (one afternoon per week) to provide school-readiness opportunities for pre-prep aged children; and</li> </ul>	<p>Term 2, 2012 – ongoing. HOD and Community Liaison (current staff member) to educate parents and identify ‘blockers’.</p> <p>Term 3, 2012 – ongoing. Indigenous perspectives are embedded in units where applicable.</p> <p>Term 3, 2012 – ongoing. HOD and STLAN to develop ILP’s and set goals for all indigenous students.</p> <p>Term 1, 2012 – ongoing. Establish Homework Club two afternoons per week.</p> <p>Term 1, 2012 – ongoing. Chaplain to establish Breakfast Club program.</p> <p>See 2.5 – c.</p>		<p>16000</p> <p>8000</p> <p>8000</p>	<p>16000</p> <p>8000</p> <p>8000</p>
	<p>2.2 Action Research Projects to improve student learning outcomes of identified student cohorts such as:</p> <ul style="list-style-type: none"> <li>(a) Measure and monitor the 2012 Year 7 cohort’s reading comprehension progress over the next four years – evaluate effectiveness of whole-school “Springboard” reading and comprehension program.</li> </ul>	<p>2012 – 2015 HOD and STLAN to use data collected (Individual / Anecdotal / PatR / NAPLAN to measure the 2012 Year 7 cohort’s reading and comprehension progress.</p>			

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	<p>2.3 Student attendance rates including Indigenous attendance</p> <p>(a) Use current staff member 0.1 FTE to assist with community liaison activities to improve student attendance;</p> <p>(b) Focus on student and parent/caregiver education about the importance of education, work ethic and attendance;</p> <p>(c) Engagement of students through facilitation of differentiated, individualised and targeted programs;</p> <p>(d) Link attendance to achievement.</p>	<p>Term 2, 2012 – ongoing. Staff member to act as community liaison and provide assistance and advice on ‘schooling’ requirements to students and parents as needed - visiting families to assist with homework, educational and attendance needs.</p> <p>See 1.1 – a, b and c. HOD, STLAN and teachers to identify and embed best practice to engage students and provide the best possible education for individuals.</p> <p>Term 1, 2012. Set high expectations around attendance, and a target of 93% - ongoing and reviewed annually. STLAN to build in-class monitoring tools around attendance that embrace “Every Day Counts” mantra.</p>			
	<p>2.4 Positive Behaviour Support - Reducing School Disciplinary Absences where behaviours issues are consistently high</p> <p>(a) Revisit requirements of School Wide Positive Behaviour Support;</p>	<p>Term 1, 2012 – ongoing. Establish SWPBS Leadership Team to undertake training/professional development. Term 1, 2013 – ongoing. Implement SWPBS.</p>			

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	<p>(b) Use of Oneschool to record behaviour incidents (positive and negative); and</p> <p>(c) Provide recreational activity programs during second break.</p>	<p>Term 2, 2012 – ongoing. HOD and STLAN to upskill staff on Oneschool data entry. STLAN to analyse Oneschool behaviour data and regularly (each month) report findings to SWPBS Leadership Team.</p> <p>Term 1, 2012. High school staff to each identify a structured lunchtime activity they are able to provide one day per week (to utilise part of excess non-contact time provided). Term 2, 2012 – ongoing. Structured lunch time activities rostered into high school teachers timetables.</p>			
	<p>2.5 Student wellbeing and support</p> <p>As vehicles to support student wellbeing, we aim to establish and facilitate:</p> <p>(a) Breakfast Club – one morning per week;</p> <p>(b) Homework Club – two afternoons per week;</p> <p>(c) Playgroup – one afternoon per week; and</p> <p>(d) Processes to provide students at risk of disengagement with personnel and activities to transition them back into the classroom.</p>	<p>See 2.1 – e.</p> <p>See 2.1 – d.</p> <p>Term 3, 2012 – ongoing. HOD and classroom teacher (Early Childhood elective) to establish link with local Playgroup and provide/embed a pathway to incorporate it into the elective subject.</p> <p>Term 1, 2012 – ongoing. HOD to review allocation of Teacher Aides to support students at risk of disengagement. STLAN to use data to identify students at risk. HOD and STLAN to assist teachers with differentiation.</p>			



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3. Young people make a successful transition from school to work and further study.	<p>3.1 Improving student transition to work and further study</p> <p>(a) Establish processes with local Playgroup and Kindergarten to provide preparatory programs for future students;</p> <p>(b) SET Planning completed by Easter each year for Year 9-10 students; and</p> <p>(c) Establish Year 8-10 trade and training taster courses with Stanthorpe State High School.</p>	<p>See 2.5 – c. Term 4, 2012. P-3 teachers to provide a “Welcome to Prep” program for Kindergarten students prior to the commencement of full time Prep in 2013. Ongoing. Term 1, 2013. P-3 teachers to network and share/extend professional development opportunities with/to Kindergarten staff. Term 2, 2013. P-3 teachers establish an Under 8’s Day (on-site) to hose future enrolments and their parents in a day of celebration. Ongoing.</p> <p>Term 1, 2012 – ongoing. HOD to facilitate completion of SET planning.</p> <p>Term 2, 2012 – ongoing. HOD to develop a shared understanding with Stanthorpe State High School for our students in Years 8-10 to participate in ‘taster’ courses at the recently completed Trade and Training Centre.</p>			
	<p>3.2 Partnerships with Higher Education, Training and Business that promote meaningful pathways including pathways for students at educational risk such as students with a disability and Indigenous students</p> <p>(a) Provide SET Action Plan for all students in Years 9 and 10 to ensure realistic pathways are in place, work experience is being gained, and networks are established.</p> <p>(b) Creation of a business links database for sourcing businesses and learning opportunities (and matching students to opportunities).</p>	<p>Term 1, 2012. HOD, GO and STLAN to provide support for Careers and Senior Schooling information for current Year 9 and 10 students. Ongoing. SET Action Plans established and in place for all Year 9 and 10 students. Ongoing.</p> <p>Term, 2, 2012. HOD and STLAN to establish local business links and develop networks for work experience and other pathways options. Ongoing.</p>			

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4. Community confidence in the capability of schools.	<p>4.1 Improving parent reporting – particularly around student wellbeing</p> <p>(a) Utilise local community knowledge and expertise of current staff member 0.1 FTE to perform community liaison work;</p> <p>(b) Establish an ‘open classroom’ for each ‘Learning Pod’ per semester;</p> <p>(c) Staff member to make contact with each parent/client at least once per term; and</p> <p>(d) Develop strong communication links with parents, business and the wider community.</p>	<p>See 2.3 – (a).</p> <p>Term 1, 2012 – ongoing.</p> <p>Term 1, 2012. HOD to allocate all staff members (teachers, aides, groundsman) to particular families/clients. Term 2, 2012 – ongoing. Staff members to make contact with their respective families at least once per term. Conversation to be recorded on Oneschool.</p> <p>Term 1, 2012 – ongoing. HOD and STLAN to negotiate information boards to be placed in local businesses to promote the school.</p>			
	<p>4.2 Parent and community engagement programs (including Indigenous engagement)</p> <p>(a) Utilise P&amp;C meetings as Professional Learning opportunities;</p> <p>(b) “Meet the Teachers/Staff” barbecue at the start of the school year;</p> <p>(c) HOD role as a conduit between teacher and parents in relation to student performance.</p> <p>(d) Establishment of Homework Club, Breakfast Club and Playgroup;</p>	<p>Term 1, 2012. Work with existing P&amp;C executive to establish a timely agenda and distribution of previous meeting minutes.</p> <p>Term 1, 2012 – ongoing. HOD and teachers to establish an informal ‘open classroom’ session to meet and greet teachers at the start of each school year.</p> <p>See 2.1 – a.</p> <p>See 2.5 – a, b and c. Term 2 – 2012 – ongoing. Breakfast club (weekly) used as a vehicle for parent engagement and participation in ‘school’.</p>			

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	(e) Promote school in wider community.	Term 2, 2012 – ongoing. Use and expand on local business links to promote school (displays in businesses, radio and newspaper).			
	<p>4.3 Improving teacher quality and workforce planning</p> <p>(a) Attract quality workforce;</p> <p>(b) Provide best practice induction program;</p> <p>(c) Ensure Professional Development is targeted and aligns with NPP Plan;</p>	<p>Term 1, 2012 – ongoing. Principal and HOD to conduct staff audit around performance planning and professional development. Staff (with assistance from Regional HR) identified and appointed to address particular educational needs as per the NPP plan.</p> <p>Term 1, 2012 – ongoing. HOD to develop Inglewood State School induction programs/booklets for all staff. Mentoring program developed to support incoming teachers. Increased targeted NCT provided for beginning and returning teachers to assist with programming and planning needs (see 1.1 – a, b and c).</p> <p>Term 1, 2012 – ongoing. Principal and HOD to review Personal Performance Plans (in accordance with Developing Performance Framework guidelines) and professional development identified to assist with implementation of NPP Plan.</p> <p>Term 2, 2012 – ongoing. Principal and HOD to arrange professional opportunities for whole staff (Poverty, Explicit Teaching, FSiR, FSiM, SWPBS).</p> <p>Term 1, 2013 – ongoing. A formal performance development process is in place for every teacher, and documentation to support performance-based intervention activities (where required).</p>			

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	<p>(d) Provide Innovation Grants totalling \$15000/each year during the NPP program, for teachers to apply for funds to provide 'innovative' learning experiences for students.</p> <p>(e) Celebrate staff performance and achievements.</p>	<p>Term 1, 2012 – Leadership Team established (see SWPBS).            Term 2, 2012 – ongoing.            Staff able to apply for and access Innovations Grant funding. Applications to be approved by Leadership Team.</p> <p>Term 2, 2012 – ongoing.            Principal and HOD to acknowledge and celebrate achievements of high performing staff (through P&amp;C, parades, newsletters, staff meetings and other community events).</p>		60000	60000

**CERTIFICATION**

This Plan (with Budget and Annual Financial Return) was developed in consultation with the school community and is a meaningful report of achievement and a statement of direction that meets school needs and systemic requirements.

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 Principal  
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 P&C President  
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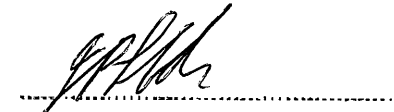
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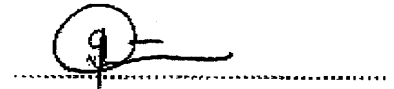
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