



School 2015 ICSEA: 1128 Percentile: **92**

This is the expectation that schools with similar ICSEA ratings should be performing.

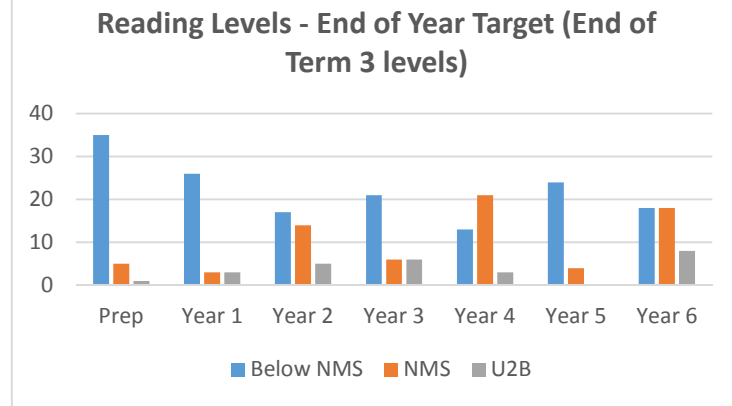
MSS %ile Colour Legend

Upper Quartile (Quartile 4)
Mid Upper Quartile (Quartile 3)
Mid Lower Quartile (Quartile 2)
Lower Quartile (Quartile 1)

MSS %ile = National MSS Percentile

		MSS %ile
		2016
Year 3	R	60
	W*	65
	S	58
	GP	63
	N	61
Year 5	R	53
	W*	42
	S	36
	GP	43
	N	44

This is our performance for 2016



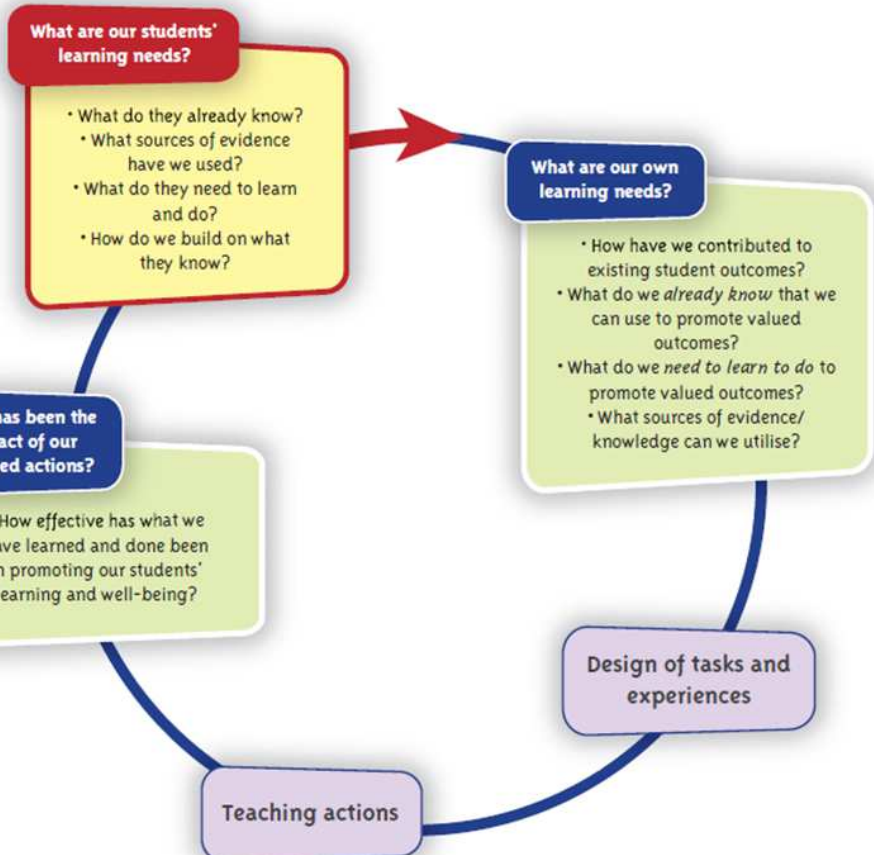
Notes on Academic

- Processes for recording this data needs reviewing.
- A – E data reviewed previously reflects patterns in NAPLAN
- Early years intervention needs to be a focus.

2014-2016 Student Relative Gain							
Matched Students enrolled at the School for Test 2							
Year Levels	Strand	N	% with Lower / Similar / Higher Gains than State Schooling Peers		% at Same School for Both Tests	SQSS	
03-05	R	27	19	44	37	85.2	S
	W	27	4	74	22	85.2	S
	S	27	4	81	15	85.2	S
	G&P	27	19	74	7	85.2	S
	N	26	19	69	12	84.8	B

School Opinion Survey: points that require action or consideration

Parents:	All Staff:
Organisation	Positivity
Communication	Developing Performance & Capacity
Feedback	Communication
Students:	Wellbeing
Behaviour	Leadership opportunities
Wellbeing	Teachers:
	Inclusivity



Full School Review
What we are doing:

- Strong ethos of community ownership
- Reading to Learn
- Inclusiveness and care
- Value opportunities to collaborate

What we need to do:

- Collaboratively review RTL program to ensure balanced English program
- Review curriculum
- Review resourcing strategy
- Work collaboratively

Audit
The internal audit has indicated an overall rating of **Minimal**.

It has been recommended that due to the high turn-over rate of staff and lack of expertise we continue to seek support from external and internal sources.

Budgeting will be a primary concern and methods of monitoring will require adjustments to ensure successful processes are in place.

Admin team will utilise the audit tool to manage processes.

Vision Priorities

- Positive perception of the school in the community
- Whole School Community wellbeing
- Well-resourced authentic curriculum
- Respectful, inclusive practices
- High behaviour expectations
- Engaged, happy and successful learners
- Staff Wellbeing
- Creative and Innovative

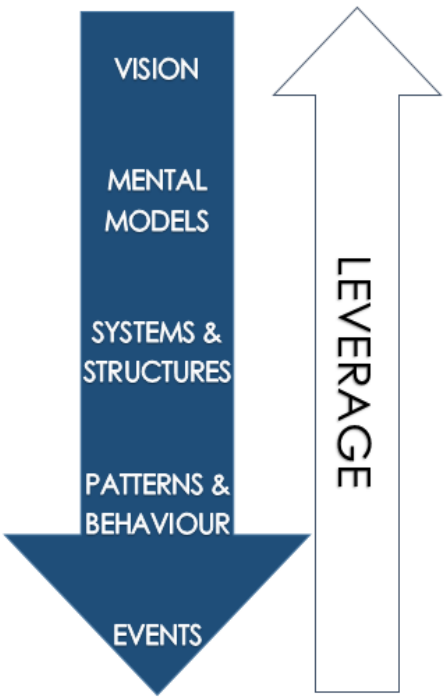
Reflection & Response

Elements from the previous Strategic Plan (2013 – 2016) to remain as a focus:

- Coaching
- Feedback for Students
- Professional Development Plans
- Collaboration and collegiality
- Pedagogical Framework
- Teaching of Numeracy
- Moderation with MCC
- Behaviour focus
- Professional reading around improvement agenda

Recommendations:

We are getting traction with our curriculum processes and we will need to tighten this by **involving staff** in the **decision making processes**. The **implementation of an LCC** to support this process will be essential. It has been recognised by staff that need for **collaboration with staff from within the school and the cluster** are essential to improving outcomes for students. **Intervention and support** continues to be a priority though the model of this intervention needs to be reviewed and moved away from a withdrawal model. **Early identification and mapping of relevant data** needs embedding for students of all ability levels. Documentation of **clear procedures** is essential. **Professional Development Plans** need to part of this procedure and **tied to school goals**.



Moving forward
Key Actions & Responsibilities:

- Develop **Local Consultative Committee** to review and respond to new curriculum proposals;
- Review Assessment Schedule** (HOC & LCC) to determine validity of current collected data;
- Improve data collection** (Principal & HOC)
- Strengthen early **intervention processes** (STLaN & Literacy/Numeracy Coach);
- Set goals and align budgets for the School **PLCs** (Principal & PLCs);
- Align practices with our **Vision Statement & Core Values** to ensure greater leverage;
- Develop new **unit overviews** that incorporate new curriculum meet our needs to **engage and support** all students (HOC & Teaching staff)
- Explore **Innovation and Creativity** as a strategy to improve student and Teacher engagement (All Staff)
- Ensure **budget and resourcing** plans reflect our whole school directions (Principal & P&C)
- Reflect on and strengthen our **professional performance planning, coaching and other planning processes** (HOC, Literacy/Numeracy Coach, AO3 & Principal)

Key Actions & Planning to date

Using the work of Simon Sinek around knowing your **WHY** and reflecting on the work from the Full School Review we began to develop a number of key strategies and processes:

Teaching & Learning (the work of all staff)

- Developed balanced literacy program to incorporate RTL;
- Utilised Feedback elements for the planning process

Developed 3 PLCs (Professional Learning Communities) to address other key elements of the review:

- Intervention & Differentiation** (clarifying process for support)
- Wellbeing** (develop a framework)
- Quality Learning Environments** (explore the possibilities)

Professional Learning processes will be the key to supporting this work. Coaching and planning processes in action lead by HOC and Literacy Coach

