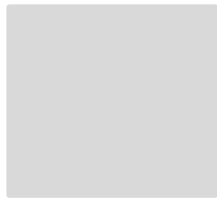




# Stafford State School

Independent Public School

## Strategic Plan 2019 - 2022



# School Context

At Stafford State School our school purpose is to provide a meaningful education within a safe and supportive learning environment. With a further focus on high performance and effective leadership, it is the goal of our school to prepare all learners to be successful on their journey through life. Stafford State School has an active and supportive community that is proud of its diversity and inclusive culture. Our culture and community spirit ensure the school is able to adapt to meet the changing demands and expectations of students, parents and the wider community. Our school continues to grow from strength to strength. We believe these attributes drive our excellent reputation and assist our learners to become active, informed citizens of today's society.

The school's motto, "Strive, Persevere, Succeed" reflects this charter. Our facilities have been redeveloped to provide an enhanced learning environment, with large classrooms; interactive whiteboards, laptops, iPads and air-conditioning to meet the needs and challenges of the 21st century.

Stafford State School's five greatest assets are its:

- Dedicated and enthusiastic teachers demonstrating excellent pedagogy
- Student focused curriculum
- Engaged, inclusive and diverse school community
- Outstanding facilities
- Dynamic focus on lifelong learning



## Vision

To engage all students through :

- **High Expectations**
- **Community Interaction**
- **Academic Success**
- **Social Development**

# Endorsement

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



**Mrs Lee Martin**  
Principal



**Mrs Karen Pearce**  
School Council Chair



# Improvement Priorities

## QUALITY TEACHING

2019	2020	2021	2022
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### Reading

#### Success Indicator

The school has a shared view of reading and reading instruction and this is evident in formal documented plans.

#### Strategies

- |   |   |   |   |   |
|---|---|---|---|---|
| <ul style="list-style-type: none"> <li>Deepen staff collaboration and understanding in the planning of English that ensures coverage of the Australian Curriculum (Content Descriptors, Achievement Standards) and the alignment to classroom practice</li> </ul> | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li>Allocate dedicated time to discuss achievement data and strategies for improvement of student learning in reading</li> </ul>   | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li>Provide professional development of data literacy skills of all staff to inform the teaching, learning and assessment of Reading.</li> </ul>   |   | ✓ | ✓ |   |
| <ul style="list-style-type: none"> <li>Explicitly teach high impact guided reading comprehension</li> </ul>   | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li>Teachers focus on students' ability to use language knowledge to read and analyse a large range of text types</li> </ul>   | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li>Teachers provide an integrated approach to reading that supports the development of oral language, vocabulary, grammar, reading fluency and comprehension catering for diverse learners</li> </ul>                         |   | ✓ | ✓ |   |
| <ul style="list-style-type: none"> <li>Improved language skills through Oral Language Program</li> </ul>  | ✓ | ✓ |   |   |

### Writing

#### Success Indicator

The school has a consistent approach to the teaching of writing that reflects our Pedagogy and aligns to Curriculum and Assessment.

#### Strategies

- |  |   |   |   |   |
|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>Ensure consistency and rigour of Writing Warm-Ups</li> </ul>    | ✓ | ✓ | ✓ |   |
| <ul style="list-style-type: none"> <li>Monitor movement between Auslan and English Continua</li> </ul> | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li>Seven Steps Writing PD for all Staff</li> </ul>                 |   | ✓ | ✓ |   |

### Critical and Creative Thinking

#### Success Indicator

A whole school approach to higher order thinking skills and strategies in a variety of learning contexts.

#### Strategies

- |  |   |   |   |   |
|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>Develop a whole school approach to Higher Order Thinking through investigating frameworks</li> </ul>  |   |   | ✓ | ✓ |
| <ul style="list-style-type: none"> <li>Develop a whole school approach to Problem Solving through investigating frameworks</li> </ul>  | ✓ | ✓ |   |   |
| <ul style="list-style-type: none"> <li>Deepen staff collaboration and understanding in the planning of Mathematics that ensures coverage of the Australian Curriculum (Proficiency Strands, Content Descriptors, Achievement Standards) and the alignment to classroom practice</li> </ul> | ✓ | ✓ | ✓ | ✓ |
| <ul style="list-style-type: none"> <li>Provide professional development of data literacy skills of all staff to inform the teaching, learning and assessment of Mathematics</li> </ul>   |   | ✓ | ✓ | ✓ |

# Improvement Priorities

## BUILDING CAPABILITY

	2019	2020	2021	2022
<b>Student Learning Goals</b>				
<u>Success Indicator</u>				
The school has consistent and rigorous approach to providing opportunities for students to monitor and reflect on their learning over time and set individual learning goals.				
<b>Strategies</b>				
▪ Students across Prep – Yr 6 work on Growth Mindset & Building Resilience	✓	✓	✓	
▪ Further develop and enact a school approach to personalised Reading, Writing, Numeracy Goals & Growth Mindset		✓	✓	
<b>Teacher Feedback, Mentoring and Coaching</b>				
<u>Success Indicator</u>				
A whole school approach to collaborative inquiry based professional learning, coaching, mentoring and feedback.				
<b>Strategies</b>				
▪ Pedagogical reflections and formal colleague observations across Prep – Yr 6	✓	✓	✓	
▪ Explicit Coaching from John Fleming and Haileybury Teachers	✓	✓	✓	✓
▪ Watching others Teach / Warm-Ups		✓		
▪ Case Management of Students – assign staff role and responsibilities		✓	✓	
<b>Measures of Success</b>				
<u>Success Indicator</u>				
The school aligns the improvement priorities, including the regular milestones, directly to the annual targets.				
<b>Strategies</b>				
▪ Teachers provide systemic, direct and explicit phonics instruction so that students master code breaking skills required for foundational reading proficiency and closing students learning gap	✓	✓	✓	✓
▪ Embed programming that caters for High Ability students (Intensive Teaching in U2B - Text Types, Comprehension Strategies, Numeracy, IMPACT)	✓	✓	✓	✓
▪ Include regular targets to measure progress throughout the year at class and whole school levels		✓	✓	✓
<b>Early Years</b>				
<u>Success Indicator</u>				
The school uses the full range of 'upon entry' data to better target early year learning strategies.				
<b>Strategies</b>				
▪ Collaborate with early education service providers to enhance transition processes	✓	✓	✓	
▪ Formalise an Articulation Screener - SLP		✓	✓	
▪ Formalise Oral Program in Prep and Year 1	✓	✓		
<b>Australian Curriculum</b>				
<u>Success Indicator</u>				
Establish systematic processes to ensure that all required AC content descriptions are taught and students are provided with opportunities to demonstrate the achievement standards.				
<b>Strategies</b>				
▪ Provide professional opportunities for all teaching staff to further develop their understanding of the Australian Curriculum: Regional, QCAA Workshops, Staff Meetings, Student Free Days and Moderation.	✓	✓	✓	✓

