THE SCHOOL PLAN

WISHART STATE SCHOOL FOUR YEAR SCHOOL PLAN 2013 - 2016

Name of school: Wishart State School
Name of principal: Ms Yolanda Tognini
Address: Morella Street, Wishart 4122
School band: 09
Year levels: Grades PY-07
Quadrennial school review (QSR) year was: 2012

School Profile
Wishart State School has students from 39 different cultural backgrounds. Here, students feel success, have positive self-image, excel and confidently master new skills. Our Prep to Year 7 curriculum is established using the essential learnings of the key learning areas, including Japanese and French, and is augmented with a gifted and talented program, early intervention strategies and learning and special needs support. Our special education program plays a pivotal role in providing support to students with disabilities. Classroom teaching programs are balanced and innovative but never lose sight of the foundations, English and Mathematics. Our school is active in the community participating in Harmony Day, Anzac Day, eisteddfod competitions (choir, and instrumental music), and local sporting competitions. Our chaplain addresses the religious, spiritual and/or ethical needs of students. The value of the parental role in education is well-recognised at Wishart. Parents are encouraged to become actively involved in the school, with our vibrant Parents and Citizens Association fostering cohesion within the school community and providing the advice and additional resources critical to our success.

Vision
Wishart State School
Vision Statement – Together We Create the Future

Values
• Values Statement: We are an inclusive, safe and supportive school community; We value the diverse contributions of all; We instil the love of life-long learning.

Research underpinning teaching practice
• The Art and Science of Teaching (Marzano)

Consultation has occurred with
• Students
• P&C
• Supervisor
• School staff

Other requirements
• Responsible Behaviour Plan
• Whole-school curriculum, assessment and reporting plan
• Emergency Management Plan
• Workplace health, safety and wellbeing plan
• Enrolment Management Plan
• Asset replacement schedule
• Facilities maintenance schedule
• Quality improvement plan

Evidence sources used
• Teacher assessment
• Student results
• Student portfolios
• NAPLAN
• Enrolment, attendance, continuity
• School disciplinary absences
• Class size
• SOS – students
• SOS – parents
• SOS – teachers
• SOS - principals
• Staff attendance
• School ICT Index

Priorities

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<th>Priorities</th>
<th>Performance measures</th>
<th>Description</th>
<th>Target</th>
<th>Date</th>
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<tr>
<td>Implement the ACARA curriculum using the C2C Units and modify, refine and</td>
<td>Implementation of ACARA</td>
<td>Regular teacher meetings on student data analysis</td>
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<td>extend units to address the needs of our students so as to maintain our high</td>
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<td>Teacher/student Feedback Conversations</td>
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<td>standard of curriculum and student achievement.</td>
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<td>Regular feedback to students in reading, writing</td>
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<tr>
<td>Implement Whole School Pedagogical practice inclusive of high quality teaching</td>
<td>Regular teacher meetings on student data analysis</td>
<td>reading and numeracy performance</td>
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<td>and monitoring of student achievement in Reading, Writing and Numeracy.</td>
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<td>T&amp;L Audit Findings Differentiated Classroom Learning</td>
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<td>Use data to inform teaching practice by implementing the Whole-of-School</td>
<td>Improved Pedagogical Practice</td>
<td>T&amp;L Audit Findings</td>
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<td>Assessment and Data Collection Strategy and the Student Improvement Agenda</td>
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<td>from High to Outstanding</td>
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<td>T&amp;L Audit Explicit Improvement Agenda from Medium to High</td>
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<td>T&amp;L Audit - An Expert Teaching Team</td>
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<td>Increase in NAPLAN results</td>
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<td>Improved NAPLAN Results in Literacy and Numeracy</td>
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<td>Use data to inform teaching practice by implementing the Whole-of-School</td>
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<td>Yearly</td>
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<td>Assessment and Data Collection Strategy and the Student Improvement Agenda</td>
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<td>Individual Learning Goals for students</td>
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<td>Each Term</td>
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<tr>
<td>T&amp;L Audit Explicit Improvement Agenda from Medium to High</td>
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- Environmental footprint
- Teaching & Learning audit
- Staff attendance and retention
- Staff composition

- Implement Instructional Leadership processes with a focus on reading and writing; Implement mentoring and peer coaching strategies to support the teaching of reading and writing.

- Agenda from Medium to High
- Teaching & Learning audit
- Staff attendance and retention
- Staff composition

- Regular principal walkthroughs with staff
- Workforces performance plans completed
- Professional Development SOS data
- Term 1 and Term 3/4

- Develop Productive Partnerships with Students, Staff, Parents, and the Community to support student learning and high achievement; to promote pride in the school’s ability to meet the needs of all students.

- SOs Data Parents school community relations
- Above State and Like Schools
- Yearly

- Improve School Performance in Reading, Writing, & Numeracy by implementing: Literacy Action Plan; Numeracy Action Plan; Student Achievement Agenda Plan.

- % students A – E results for each learning area
- Improved NAPLAN results in U2Bs and 100 % of eligible students at or above NMS
- Yearly

- Develop and implement Action Plan to transition Year 7 to high school

- Safe and Supportive Culture
- Flying Start reforms implemented
- SOS Data shows increase in students feeling safe and supported at school

- Implement updated Responsible Behaviour Plan in 2013; Continue to build student leadership from Year 5-Year 7; Continue to implement a Peer Mediator (Year 5, 6 & 7) Program; Continue the Peer Mentor Program Year 6 & Year 7 students;
- Develop/Access/Provide professional development to support emerging School/System priorities; Continue alignment of whole-of-school professional development to school improvement agenda; All teachers to develop an Individual Development Plan that aligns to School and System priorities; Instructional supervision of teaching staff to continue; Non-teaching staff to identify and participate in professional development activities; non-teaching staff to engage with BSM to develop their performance plan; Broaden peer coaching and mentoring to increase leadership density.

- We work in an environmentally sustainable and well-resourced school
- Environmental Sustainability projects initiated
- Yearly

- Develop a pool of expert ICT licensed staff and establish staff mentoring relationships to develop ICT skills; Staff to embed the use of ICTs as an integral component of curriculum, teaching and learning.

- Pedagogy embraces current and future technologies
- Yearly
## School and community partnerships
- High levels of student, parent, staff and broader school community confidence in the school’s performance and achievement

## School curriculum
- Commitment to core learning priorities
- Coherent and sequenced plan for curriculum
- Teaching and learning audits
- Planning for improvement

## Teaching practice
- High quality teaching practices
- Collaborative practices
- Consistent pedagogical practice
- Evidence-based decision making

## Principal leadership and school capability
- Instructional leadership
- Principal’s capability and leadership framework (PCLF)
- Developing workforce performance
- Differentiated supervision
- Capability development

## Other requirements
- Development of other plans for safe and effective administration of the school and its facilities

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### Strategies

#### 2013
- Develop productive partnerships with students, staff, parents
- Environmental Sustainability

#### 2014
- Implement actions to improve Reading
- Implement actions to improve Writing
- Implement actions to improve Numeracy
- Implement actions to improve Science
- Plan to transition Year 7 to high school
- Implement the ACARA curriculum using the C2C Units and modify, refine and extend units to address the needs of our students so as to maintain our high standard of curriculum and student achievement.

#### 2015
- Continuously Monitor Student Achievement
- In our high quality teaching practice, literacy and numeracy is our core business
- Develop and manage collaborative teaching practices
- Implement and manage consistent classroom pedagogical practices
- Use of data – develop evidence based decision making practice
- Monitor teaching practice with a focus on student improvement
- Pedagogy embraces current and future technologies and we are proficient users of technology

#### 2016
- Implement a whole school pedagogical assessment and data collection programme
- Implement processes to support instructional leadership
- Develop the professional capability of staff
- Build professional relationships with staff and professional colleagues
- Implement and manage actions to ‘Close the Gap’ initiates
- Actively lead ‘Closing the Gap’ initiatives
- Our Safe and Supportive culture shares and nurtures student and staff leadership potential

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### Endorsement

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

---------------------------------- Principal  ---------------------------------- P and C/ School Council  ---------------------------------- Assistant Regional Director