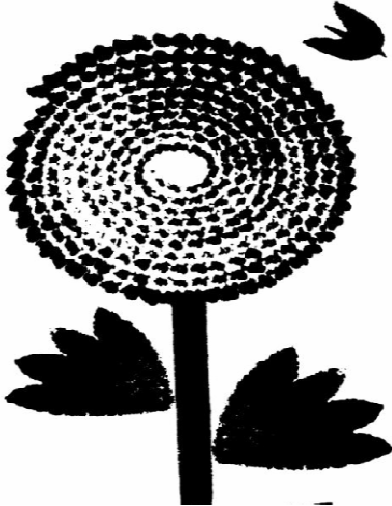


New Farm State School - Strategic Plan 2012 - 2015

<p>Ours The Future</p>  <p>Learn, Create, Grow</p>	<p style="text-align: right;">Our Vision</p> <p>Every student will learn, create and grow to their full potential. During their time in this community students will:</p> <ul style="list-style-type: none"> • learn well • create ideas and express themselves confidently • grow into thoughtful citizens of the world <p style="text-align: center;">Our Values – Our School</p> <p>We value: Learning: We strive for every child to be the best they can be. Through teaching and learning, we support and motivate all students to extend themselves in every area of the curriculum Diversity: We respect and value all people of every culture, background and ability. We acknowledge Aboriginal and Torres Strait Islander people as Australia’s original culture Creativity: We value the arts and creativity as a vital part of learning and communicating across the curriculum. We encourage innovative and imaginative thinking and we support our student's creative talents. We encourage their critical appreciation and active participation of all forms of arts and cultural practice. Community: We are a place where everyone feels welcome and included. Students, teachers, parents and people from the broader community work together to make this a great place to learn, create and grow. Sustainability: We value our environment and work together to protect and improve it</p> <p>New Farm State School is a small school with big ideas. Our school has educated the children of New Farm, Teneriffe and Newstead since 1901. Our school reflects our local community – it is diverse, creative and interested in a world of ideas. We achieve strong academic results and aim to improve our academic offerings further. Through our philosophy, leadership and sustainability programs we strive to help students learn to contribute positively to their world. Our students and families come from all places and all backgrounds. We have traditionally welcomed and celebrated the diversity that makes up our school. We emphasise the arts in the curriculum and in students’ lives through our music, art and creative writing programs. Our school has strong community connections. Parents are actively involved in the classrooms, in extra-curricular activities and through the Parents and Citizens Association and other groups. We reach out to include the broader community by sharing our facilities and resources. We see our school as an active community hub for activities and ideas for the area in which we live.</p>
<p>What would we like to achieve</p>	<p>How will we get there</p>
<p>Students</p>	<p>Support students in achieving their highest potential while they prepare for 21st century challenges and opportunities</p>
<p>Relevant, purposeful, visible learning supporting high achievement, well-being and learning for life</p>	<p>Use the recommendations from Teaching and Learning Audits to inform teacher practice Continual improvement in Literacy and Numeracy and student achievement from Prep to Year 7 A whole school approach to teaching, learning, assessment and reporting to ensure learning is explicit for each year level Purposeful teaching practices by building staff capacity through Australian Curriculum and C2C through high performing collaborative teams Evidence of professional learning communities targeting: - differentiated instruction, assessment tasks and moderation processes - evidence-based, collaborative instructional practice Support integration of best practice technology for teaching and learning Design and deliver effective and appropriate programs which meet individual learner needs and strive to give visibility to their learning . Engage parents and community partners in supporting student learning</p>
<p>Inclusive, equitable, safe and sustainable learning and working environments</p>	<p>Promote and sustain safe, healthy, respectful and welcoming learning and working environment Integrate responsible and caring attributes in teaching and learning Include the voices of our diverse community Understand, identify and promote proactive strategies to achieve student’s sense of belonging and future prospects Lead in sustainable, environmental and socially responsible citizenship Promote shared leadership and expertise within the school and community</p>
<p>Staff and Community</p>	<p>Confidence in our education - deliver exceptional education services for student-centred learning – caring, culture, community</p>
<p>Students, staff and parents communicate visibly to build relationships, inform and educate</p>	<p>Promote education through the work and achievements of students and staff Understand and serve our stakeholders and community Encourage diverse parent and community engagement Seek opportunities for purposeful partnerships Ensure integrated, timely and strategic communications by engaging in multiple communication modes Celebrate our successes and share with our school community</p>
<p>Planning and Management</p>	<p>Staff/ parental/community engagement, processes and procedures support learning with increased resources for student achievement</p>
<p>Responsible stewardship of resources</p>	<p>Staff dedicated to personal and professional excellence to support student achievement and well-being Attract and develop competent and creative staff in roles of mentors Cultivate student voice, leadership and participation in the community Align resources intentionally to school priorities Optimize the use of resources throughout the school Manage increasing student enrolments Ensure accountability and transparency in all practices</p>

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Summary of Strategies

	Key Issues	Strategies	Planned Outcomes/Targets	Milestones Changes in practice and behaviour	Leadership Indicators for School Engagement and Effectiveness (aware, engaged, embedded)
Shared Vision and Values	Strengthening community perception and involvement	<p>Re-visit the school vision, values and approach to student wellbeing and engagement to ensure buy-in and ownership from all members of the school community. Include all staff, students, P & C and parents.</p> <p>Implement a guiding coalition of community members – teachers, staff, students, parents and community members to use feedback and focus on one or two key projects and/or policies</p>	<p>Indicators for School Engagement and Effectiveness demonstrated (</p> <p>Increased community focus through multimedia modes and authentic community activity</p> <p>Opinion Survey data – 90% satisfaction “that NFSS is a good school”</p> <p>85% satisfaction with school communications</p>	<p>School Vision & Values reviewed and updated with community consensus</p> <p>Relevant policies updated to reflect Values</p>	
Explicit Improvement Agenda	<p>Implementing ACARA through C2C</p> <p>Setting targets to improve results in literacy and numeracy (reading writing, number) using timely and tiered interventions within a team approach</p>	<p>Focus on curriculum expectations with emphasis on consistent, effective pedagogy in the every classroom</p> <p>Embed explicit teaching of skills and strategies for improving learning skills and work habits – responsibility, organisation, independent work, collaboration, initiative, self- regulation, in the teaching /learning process</p>	<p>Improved capacity of teachers to assess, analyse and interpret data to better inform pedagogy in the ACARA implementation</p> <p>Improved student achievement based on student progress in classroom, diagnostic and mandated reports -1 level</p> <p>Opinion Survey data – 95% Teacher satisfaction</p>	<p>Distance travelled data used to better inform progress towards targets and school improvement plans</p> <p>Improvements in pedagogy particularly in middle school</p>	<ol style="list-style-type: none"> 1. Collaborative instructional leadership builds capacity to strengthen and enhance student achievement 2. Students, teachers, parents share a common understanding of the learning goals and related success criteria 3. A culture of high expectations support the belief that all students can learn, progress and achieve 4. Pedagogy is designed to deepen content knowledge and refine instruction for student learning 5. A visible emphasis on attaining higher levels of literacy and numeracy achievement is evident from Prep to Year 7 6. Organisational structures are coherent, flexible and respond to needs of students and school community
<p>Teaching and Learning</p> <ul style="list-style-type: none"> - Internal Monitoring - Curriculum - Differentiated Learning - Pedagogical Framework - Resource Alignment 	<p>Improving instruction and assessment practices:</p> <ul style="list-style-type: none"> • Supporting positive outcomes for all students • Providing students with timely and relevant feedback to cooperatively • Recognising students strengths and interests <p>Aligning resources intentionally to school priorities</p> <p>A technology enabled learning environment</p>	<p>Implement pedagogical framework: modelled, guided, shared, independent practice</p> <p>Incorporate accountable student talk on a daily basis to encourage students to think visibly: setting of specific goals and giving ongoing, constructive feedback</p> <p>Instruction informed by data</p> <p>Instructional design that includes explicit focus on differentiated instruction to support all students in acquiring and demonstrating learning skills and work habits</p> <p>Curriculum expectations with an emphasis on deep thinking – inferring, synthesizing, analysing, interpreting, evaluating.</p>	<p>100% increased teacher capacity related to effective curriculum instructional practices across the curriculum Prep – Year 7</p> <p>100% staff moderation of student work and support for teachers in identifying areas of need and next steps in creating relevant, engaging tasks for daily instruction</p> <p>100% of staff collecting data as required in the school’s Internal Monitoring program and providing relevant feedback to improve teaching and learning practices</p>	<p>Increased student engagement and participation in learning and assessment processes</p> <p>Students and teachers can articulate curriculum expectations, integration of learning goals with success criteria and descriptive feedback</p> <p>Visible differentiated instruction with engagement among all students including a focus on accountable talk, engaging texts, small group, inquiry based learning and varied questioning for comprehension</p>	<ol style="list-style-type: none"> 7. All students to be at or above National Benchmarks in Reading and Numeracy. 8. Increase numbers of students in upper two bands in NAPLAN in Reading and Numeracy 9. During learning, students receive ongoing, descriptive feedback on success criteria from teachers and peers 10. Students are taught and regularly use self-reflection to monitor their progress towards achieving their learning goals within the Australian Curriculum context

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	Key Issues	Strategies	Planned Outcomes/Targets	Milestones Changes in practice and behaviour	Leadership Indicators for School Engagement and Effectiveness (aware, engaged, embedded)
High Performing Teams - Feedback mechanisms - PD - Acknowledgement	Increasing professional knowledge, professional practice for all staff Differentiated teacher mentor model building teaching/learning capacity Gifted Education EATSIPS	Enable teacher led collaborative teaching and mentoring programs Increase timely and meaningful feedback to teaching and non-teaching staff Celebrate staff achievement in community, cluster and region Formalise the Gifted Education Framework to provide a consistent whole school approach for meeting the needs of more academically capable students. Reaffirm whole school focus on inclusivity	100% staff have learning and development plans and participate in meaningful, relevant and timely professional development GEM students identified from Prep to Year 7 GEM co-ordinator trained Programs operating Visible evidence of inclusive practices	Teachers as mentors led collaborative instructional strategies promoting effective teaching practices and assessment for, as and of learning Positive feedback and review inform processes and programs as needed to ensure long term planning and improvement	11. Programs, pathways and career planning meet the needs and interests of all staff
Partnerships - Networks - Collaborative Structures - Community	Developing a community communications strategy for all stakeholders that has visible, clear and effective processes	Develop new communication modes as well as ongoing support for school-wide programs that foster positive relationship building such as 3 way meetings, parent workshops, culminating activities Promote explicit strategies to enable students, teachers and parents to develop strong citizenship skills such as leadership, teamwork and advocacy	Ongoing communication is embedded to enable student, teacher and parents to effectively monitor students learning and achievement 85% satisfaction in Parent, Student and Staff Opinion Surveys relating to communications	Students are partners in conversations about learning and future goals	12. Students, parents and community members are engaged and welcomed as respected, valued partners 13. Learning opportunities, resources and supports are provided to assist parents support student learning and have productive student-teacher-parent conversations 14. The P & C has a meaningful role in supporting learning and achievement of students 15. The school, community and businesses build partnerships to enhance learning
Safe and Sustainable Environment	Building and sustaining a community of cultural diversity and caring	Practise teaching and learning that incorporates 21 st century and global perspectives with learning skills, resources and technologies Build capacity to: <ul style="list-style-type: none"> understand and value the interdependence of social, cultural, economic and ecological dimensions at local, national and global levels participate as active and involved citizens in building a sustainable future. 	Authentic learning experiences and experiential learning is built into all subjects and programs An ethic of personal responsibility and stewardship towards all aspects of the environment is evident 20% reduction in ecological footprint 80% satisfaction with sustainable programs in school based surveys and Opinion Surveys	Students demonstrate ability to reflect critically upon how interdependence affects communities, workplaces, families and individuals and are able to make appropriate decisions Visible strategies to reduce ecological footprint in practice	16. Staff, students and school community promote and sustain student well - being and positive student behaviour in a safe and healthy school environment 17. Attitudes and skills are conducive to the achievement of a sustainable future

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	Key Issues	Strategies	Planned Outcomes/Targets	Milestones Changes in practice and behaviour	Indicators for School Engagement and Effectiveness
Effective Resource Management - Workforce - Finance - Infrastructure	School and P & C budgets aligned with strategic priorities Digital Citizenship Upgrading facilities for 21 st century learning needs balanced with traditional environment Year Seven students moving to Secondary sector by 2015	Ensure all members of the school community are encouraged to contribute to budget and strategic planning through the 3 following working parties: <ul style="list-style-type: none"> • Curriculum, • Culture • Master planning Ensure teaching and learning and teacher/parent communication utilises updated resources and including creation of digital communities practices Improve digital literacy skills and understanding of ethical, legal and safety issues with digital communication skills Plan for the transition of Year 7 to secondary. Implement OneSchool Platform to enhance management systems throughout the school.	School and P & C budgets align with strategic priorities 85% satisfaction in parent and staff opinion surveys with decision making opportunities 80% satisfaction with resources 80% satisfaction with ICT and digital resources OneSchool Rollout Plan successful	Greater involvement of all stakeholders in decision making. Budget allocation and expenditure for digital resources and use within all areas of school	18. Resources for students are relevant, current, accessible and inclusive 19. Staff provided with professional development to enable effective use of updated resources 20. Develop and maintain productive partnerships with parents and the wider community that encourage maximum participation in budget planning

CERTIFICATION

This Operational Plan was developed in consultation with the school community.

Virginia O'Neill

Fiona Murcott

Karen Howes

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Principal

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P&C President

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Assistant Regional Director

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