

This 2022-2025 strategic plan was developed in consultation with staff members and school community stakeholders. It reflects key elements of the School Planning, Reviewing and Reporting Framework (SPRRF) and the State Schools Improvement Strategy and includes improvement strategies from the School Review Report. The plan provides an overview of the work school leaders and staff members will undertake over the next four years. It will be supported by a range of other school planning documentation including the Annual Implementation Plan, Explicit Improvement Agenda, Data Plan, Whole school Curriculum Plan, Collegial Engagement Framework, Pedagogical Practices, Workforce Plan, Facilities Plan and School Budget.

Our Vision: Inspire and Empower

Our Expectations: I am Respectful, I am a Learner, I am Safe.

OUR SUCCESSES

Our successes as recognised through stakeholder consultation and the School Review Report

- Collaborative processes creating a collegial culture focussed on improvement
- Positive, respectful and caring relationships between staff, students and community members are highly valued
- Cultural diversity of our student population is celebrated
- An inclusive culture that responds to diverse learning needs
- Teacher clarity leads to improved student learning
- Knowledgeable Others support improved learning outcomes for students and through capability development of staff
- Teacher engagement - High Impact Planning (HIP) ensuring strong knowledge and implementation of the Australian Curriculum



STRENGTHEN OUR FOCUS

Implementing and assessing all learning areas of the Australian Curriculum with fidelity through P - 12 CARF – Alignment

Seeking clarity in teaching and learning processes through our pedagogical practices and data literacy framework – Precision

Aligning workforce capability development of individual and school teams to improve curriculum, teaching and learning – Intentional collaboration

Build on and refine essential features of Positive Behaviour for Learning

STUDENTS

Improving learning outcomes by creating assessment literate learners
Assessment Waterfall Model

- Learning Intentions
- Success Criteria
- Descriptive Feedback
- Self & Peer assessment
- Individual Goal Setting

Learning Walls inclusive of

- Bump It Up Walls
- Assessment Exemplars
- Guides to Making Judgement

STAFF

Creating a capable workforce through

- High Impact Planning (HIP) aligned to the Australian Curriculum
- High Impact Teaching (HIT) aligned to high yield strategies
- Our Collegial Engagement Framework
- Data informed decision making and practice

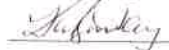
Research underpins our practice:

Instructional Leadership: Creating Practice Out of Theory - Peter M. DeWitt,
ADKAR change model, Clarity - Lyn Sharratt,
Professional Learning Communities, Writing Revolution,
Jim Knight Impact Cycle, Conversational Intelligence - Judith Glasser.

DeParker - Principal

Kate Bentley - Assistant Regional Director

Jaron Cloke - P&C President


IMPROVEMENT MEASURES

Achievement - Level of Achievement data English and Mathematics

Key Learning Area	Current	Region	SPSS Target
English A - C%	82%	80%	85%
English A - B%	44%	50%	50%
Mathematics A - C%	89%		92%
Mathematics A - B%	70%		73%

Engagement and Wellbeing – above 90% overall rating in staff, parent and student

School Opinion Survey

Transition – reflected in Prep attendance, behaviour and academic outcomes

- all Year 6 students enrolled in high school

Attendance – 95% students attending school
less than 10% of students are attending less than 85%



Strategic Plan 2022-2025

We have a shared responsibility and accountability to ensure every student is succeeding. We believe all students can achieve high standards given the right time and support and all teachers can teach to high standards given the right assistance. We prioritise having the right people in the right place at the right time.
Confirmed by school review 2021

Inclusion

Develop and implement a school-based Inclusion Framework that removes barriers and promotes inclusive practices to ensure all students are receiving high quality education

Develop a consistent metalanguage across the school aligned to an effective model for inclusive practice

Continue to build staff capability to provide curriculum and learning environments in response to diverse needs of students

Maintain processes for the Student Services team to support identification and review of students requiring additional support with strong links to external agencies

Monitor the learning of all student groups inclusive of students with disability, Indigenous and EAL/D students to support effective intervention processes and collaborative planning for appropriate adjustments

Refine processes to ensure NCCD is reflective of reasonable adjustments evident in teacher planning

Provide further opportunities for high achieving students within classroom learning and extension learning programs

Wellbeing

Ensure the collegial culture of the school promotes and supports high levels of mutual trust and support for all staff members

Enact school's Student Code of Conduct through enactment of the PBL framework to promote high levels of positive behaviour

Engage with the community to maintain a school culture evidenced by positive relationships, high levels of professional energy and a strong sense of belonging

Celebrate the cultural diversity of the student population, learning success and key community events

Maintain and review strategies for timely and effective communication that supports effective organisation of the school

Provide further opportunities for student leadership across school

Collaboratively develop and implement a whole school approach for student wellbeing and mental health that is supported through the PBL framework and Student Services processes

Develop a holistic approach to wellbeing for staff members at the individual and school/workplace level using the systems five interdependent wellbeing dimensions.

Ensure expected processes for appropriate health and safety standards are enacted
Maintain school environment as an asset of community pride



Performance

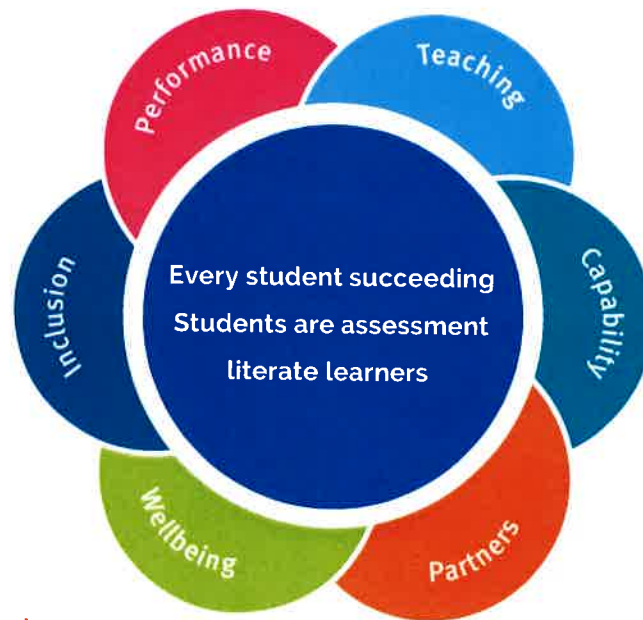
Alignment of school's four year strategic plan, Annual Implementation plan, Explicit Improvement agenda and State School Strategy is evident

Regularly monitoring performance of school through data at school, year, class and individual levels

Monitor and review regular processes to quality assure and monitor the effectiveness of our curriculum, teaching and learning

Collaboratively develop a sustainable organisational structure with roles, responsibilities and accountabilities for each individual and teams to quality assure the implementation of the Explicit Improvement Agenda

Monitor and evaluate the efficiency, effectiveness and sustainability of human, physical and financial resource allocation in priority areas to ensure they are producing desired learning outcomes for all students



Partners

Collaboratively develop and implement a Parent and Community Engagement Framework that strengthens partnerships with stakeholder groups and brings benefits to the school community

Plan and provide genuine opportunities to engage parents as strong partners in their children's education and the life of school

Partner with the P&C executive to identify future opportunities to enhance outcomes for students and to support staff

Enhance partnerships with stakeholders to improve transitions of students into Prep and onto high school

Develop and implement a Parent and Community Code of Conduct

Implement appropriate elements of the Early Years' Strategy to support successful transitions and success in early years' learning

Teaching

Monitoring of the whole-school curriculum plan delivers the intent of the P - 12 Curriculum and Assessment Report Framework

Embed High Impact Planning processes, currently used in English, to plan curriculum units across all learning areas of Australian Curriculum

Strengthen the link between the curriculum as the 'what' and High Impact Teaching as the 'how to' deliver high quality teaching and learning programs

Integrate elements of the General Capabilities and Cross-Curriculum capabilities in curriculum planning processes

Provide a consistent focus on the implementation of the school's Explicit Improvement Agenda

Develop, implement and embed precision in the delivery of literacy and numeracy programs through the school's reading, writing and mathematics expectation planners

Embed a range of STEM opportunities inclusive of ICT capabilities in units of work

Implement rigorous processes, both internal and external, for four stages of moderation - before, after, after and end

Embed the regular use of Sharratt's 5 question for teachers and students to help evaluate the impact of teaching and learning programs

Planned use of formative and summative data builds understanding and informs practice

Embed whole school approach to differentiated teaching and learning in ways that meets diverse learning needs of all students

Capability

Build upon and embed the elements of the Collegial Engagement Framework that supports the capability development of all staff members and aligns to the school's Explicit Improvement Agenda

Enhance collegial culture of school through the work of strategic teams and distributed leadership:

Professional Learning Teams, High Impact Planning, High Impact Teaching, Positive Behaviour for Learning, Reading, Teacher aides, Rigorous Reading, ICT and Administration

Strengthen the reflective culture of the school through opportunities for observation and feedback, coaching and mentoring and Watching Others Work (WOW)

Enhance instructional leadership capabilities of leadership team and teacher leaders through capacity building, collegial networking and mentoring from Knowledgeable Others

Further develop teachers' repertoire of practice in the effective use of high yield strategies (pedagogical practices) in teaching and learning including High Impact Teaching and Assessment Waterfall model

Engage with a range of Knowledgeable Others, both internal and external, to provide differentiated support for the professional development of individuals and teams

Plan and enact Annual Performance Development Plans (APDP) aligned to the school's priorities and professional standards for teachers and leaders

Develop a professional learning plan which details a broad range of capability development opportunities for all staff

Support the induction of all staff new to the school

Strengthen the induction of all beginning and early career teachers

