



DETE Strategic Plan 2014-2018	State Schools Strategy 2014-2018	Strategies	Performance Measures	Evidence Source
Successful Learners	Successful Learners	<ul style="list-style-type: none"> Continue to develop explicit student learning goals around reading. Continue to track and analyse student reading data. Establish and embed an explicit improvement agenda focus on targets for reading, writing, spelling, grammar, punctuation and numeracy. Analyse summative and diagnostic data to improve and extend student capabilities. Build and maintain teacher capability in the teaching of Maths and English. Implement and embed a formal school wide case management system focusing on early and ongoing intervention. Continue to focus and embed metalinguistic, phonological and phonemic awareness in the early years. Introduce and embed subject specific Learning Journeys to develop assessment literate learners. Review and refine the school's Attendance Policy to improve attendance and engagement of students. 	<ul style="list-style-type: none"> All learning goals completed. All student diagnostic data in OneSchool Mark book by 2016 All student summative data in OneSchool by 2017 100% of students have an assessment profile by 2018 85% of all students achieving at or above school reading indicators for PM/ Fountas & Pinnell / Probe 100% of all Year 3 and 5 students at and above National Minimum Standard in reading, writing, numeracy, spelling, grammar and punctuation. 30% of all Year 3 and 5 students identified in the upper two bands in reading, writing, numeracy, spelling, grammar and punctuation. 100% of all students achieving a C standard in Year 1-6 All students with Case Management and Individual Curriculum Plans are listed in support provisions in OneSchool. 80% improvement between PMAP Pre and Post testing results. All teachers are using Learning Journeys to unpack English, Maths and Science units. 100% of parents are satisfied that their child's English skills are being developed at this school 100% of students are satisfied that 'my teacher provides me with useful feedback about my school work' and 'my teachers encourage me to do my best.' 100% of parents are satisfied that 'teachers at this school provide my child with useful feedback about his or her school work.' All teachers are implementing the Australian Curriculum >90% whole-school attendance for Prep to Year 6 All student absences are explained 	<ul style="list-style-type: none"> Learning goals OneSchool Class Dashboard and Markbook. Burdekin Cluster School Wide Assessment Internal Monitoring Schedule NAPLAN reports OneSchool Support Provisions Classroom Observations Classroom data walls Whole-school data walls Student assessment profiles (2018) Case management plans Individual Curriculum Plans School Opinion Survey Parent: S2017 S2006 Student: 2040 2059
	Teaching Quality	<ul style="list-style-type: none"> Explore, develop, implement and embed cluster release time for mentoring beginning teachers. Collaborate with members of the Burdekin cluster to develop consistent curriculum processes and to quality assure teaching delivery, student outcomes and moderation of assessment. Continue to develop and embed a consistent approach to planning, assessment and moderation across all classrooms. Research, plan and embed the Leading Quality Teaching and Learning Framework to suit our specific context. Enhance staff capacity through focused classroom observations, walk throughs and data conversations Develop staff knowledge and usage of OneSchool Dashboards. Enhance staff capacity through professional development opportunities linked to the Australian Professional Standards for Teachers. Perform peer observations and classroom walk-throughs and give constructive and timely feedback. 	<ul style="list-style-type: none"> Mentor Teacher Action plan embedded 100 % of staff included in Cluster planning days. All teachers participate in co-operative planning. 100% of teaching staff participating in professional development with a focus on the Australian Professional Standards. All areas of the Leading Quality Teaching and Learning Framework embedded by 2017. 100% teacher participation in classroom observations, walkthroughs and data conversations 100% of teachers are satisfied that they are 'confident using student assessment data to improve student achievement at this school' 100% of teachers are confident in 'engaging all students in learning at this school.' 100% of teachers use OneSchool as single point of truth for diagnostic, formative and summative assessment. 100% of teaching staff complete and review Annual Performance Review process. 100% of non-teaching staff complete and review Developing Performance Framework. 100% of teachers engaged in NQR Improving Classroom Instruction Continuum and Lesson Feedback Tool completed and reviewed each term. 	<ul style="list-style-type: none"> Mentor Teacher Action Plan Cluster edStudio Whole School Curriculum Plan Professional Development Plan School Opinion Survey Staff: S2118 S2116 Classroom Instruction Continuum Lesson Feedback Tool DPP Australian Professional Standards for Teachers
Great People	Principal Leadership & Performance	<ul style="list-style-type: none"> Lead the implementation and review of high quality curriculum, teaching, learning and assessment processes. Enhance capacity through professional development opportunities linked to the Australian Professional Standards for Principals. Engage with Principals from other schools for curriculum and leadership development Promote a culture of high expectations within the staff and community Mentor young teachers and developing leadership qualities 	<ul style="list-style-type: none"> Improvement in Headline Curriculum Indicators Principal Performance and Development Plan completed and reviewed annually by Principal Supervisor. Participation in regional leadership forums and PLCs All teaching staff progress within the Classroom Practice Continuum. 	<ul style="list-style-type: none"> Annual Performance Review PPDP Headline Indicators Australian Professional Standards for Principals



BRANDON STATE SCHOOL

Bold and Faithful

2016 - 2019

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High Standards	School Performance	<ul style="list-style-type: none"> Systemise the rollout of strategic frameworks and resource strategies for whole school and individual program delivery. Revise, clarify and systemise roles and responsibilities of staff. Systematically gather and interrogate attendance, achievement and behaviour data. Review, consolidate and embed Pedagogical Framework. Adopt and adapt C2C resources and assessment to reflect school context. Develop and implement whole school Maths and Science plans. Review and update whole school English plan. 	<ul style="list-style-type: none"> Brandon SS Policies and Procedures document to be created and embedded. Roles and Responsibilities flowchart operational. Pedagogical Framework evident in every classroom. 93% Attendance Rate at or above Regional benchmark All Level of Achievement Data wall updated and reviewed each term Collation of unit plans, resources and assessment. School Curriculum plan to reflect changes. Maths and Science plans embedded by 2017. English Plan updated and embedded by 2016 	<ul style="list-style-type: none"> Brandon SS Policies and Procedures Roles and Responsibilities flowchart Performance Dashboard Whole School Curriculum Plan Maths Plan Science Plan Literacy Plan Data wall
Engaged Partners	Local Decision Making	<ul style="list-style-type: none"> Develop and maintain a supportive learning environment. Review, implement and embed Responsible Behaviour Plan for Students. Liaise with and maintain positive relationship with the school Adopt-a- Cop. Continue to explore ways to engage parents and caregivers in the school's events and consultative processes. Implement and embed KidsMatter program to support the Learning and Wellbeing Framework. Initiate, develop and foster a collegial relationship with the Early Childhood Education and Care providers. Continue onsite support of the Save the Children Mobile Play Scheme. Participate in cluster network to support Year 6 transition to Year 7. 	<ul style="list-style-type: none"> 100% of Parents, Students and Staff agree that <i>'Student behaviour is well managed at this school.'</i> Parent and Community Engagement Framework embedded in school practice. 100% of parents satisfied that <i>'This school asks for my input.'</i> >80% of students agree that <i>'I feel safe at my school.'</i> 100% of parents satisfied that <i>'Teachers at this school are interested in my child's wellbeing.'</i> Collegial networks established to ensure successful transition into Prep. 20% increase in Prep enrolments. >5 children attending the play scheme. 100% of students in Year 5 and 6 participate in Junior Secondary transition program. 	<ul style="list-style-type: none"> School Opinion Survey Parent: S2012, S2024, S2021 Staff: S2074 Student: S2044, S2037 Responsible Behaviour Plan for Students Parent and Community Engagement Framework School Data Profile ECEC Action Plan Playgroup register Junior Secondary Transition and Orientation Plan

Our vision is a committed community of students, parents and staff who work together to ensure the child develops necessary skills to succeed and achieve as future citizens.

At Brandon State School we value Honesty, Fairness, Support, Co-operation, Fairness, Acceptance of Difference, Friendliness and Inclusion.

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.

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Principal

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P & C President

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Assistant Regional Director