



Proserpine State School

Strategic Plan 2016 - 2019

School Profile

Proserpine State School is a co-educational school with children from Prep to Year 6. Our student population is drawn from the rural township of Proserpine and surrounding sugar farming and tourist areas of the Whitsundays. We recognise that each child comes to us with a range of experiences and knowledges, and these are acknowledged and built upon when planning and implementing teaching and learning activities. Our students engage with a mandated curriculum that teachers have collaboratively planned around units of work. Literacy and Numeracy form the core of each school day. We have a dedicated professional teaching team, support staff and supportive community members who work collaboratively to ensure that each child receives the best educational programs, opportunities and learning experiences that we can provide. We are committed to Excellence, Inclusiveness, Participation, Safety and Accountability. More information can be found at the school's website.

Vision

"An empowered learning community striving to achieve"

Values

- Clarity, Consistency, Alignment, Support

Priorities

School Priority: Reading

Measures	Targets
1. Proportion of students in Year level 3 & 5 who were assessed in NAPLAN as being at or above the National Minimum Standard for Reading	100%
2. Proportion of students in Year level 3 & 5 who were assessed in NAPLAN as being in the upper two bands for Reading	Year 3 - 50% Year 5 - 35%
3. Proportion of students in Year P-3 achieving NQ Region PM Benchmarks.	Prep PM Level 8 - 80% Year 1 PM Level 16 - 80% Year 2 PM Level 20 - 90% Year 3 PM Level 24 - 90%
4. PROBE	Year 3 - Set 14 11.5 – 12.5 yrs Year 4 – Set 16 12.5 -13.5 yrs Year 5 – Set 18 13.5 – 14.5 yrs Year 6 – Set 20 14.5 -15.5 yrs
Strategies	2016 2017 2018 2019
Implement a Reading system which tailors educational service delivery to meet students' needs to ensure that every student is engaged and learning.	✓ ✓

Core Priority: Writing

Measures	Targets
1. Proportion of students in Year level 3 & 5 who were assessed in NAPLAN as being at or above the National Minimum Standard for Writing	Year 3 - 95% Year 5 - 95%
2. Proportion of students in Year level 3 & 5 who were assessed in NAPLAN as being in the upper two bands for Reading.	Year 3 - 50% Year 5 - 40%
3. The aggregated proportion of students receiving a grade of C or better LOA for English writing assessment.	80%

Priorities

Strategies	2016	2017	2018	2019
Implement a Writing system which tailors educational service delivery to meet students' needs to ensure that every student is engaged and learning.	✓	✓		

Core Priority: Numeracy

Measures	Targets
1. Proportion of students in Year level 3 & 5 who were assessed in NAPLAN as being at or above the National Minimum Standard for Numeracy.	95%
2. Proportion of students in Year level 3 & 5 who were assessed in NAPLAN as being in the upper two bands for Numeracy.	Year 3 - 35% Year 5 - 30%
3. The aggregated proportion of students receiving a grade of C or better LOA for Mathematics assessment.	80%

Strategies	2016	2017	2018	2019
Refine Numeracy program so that educational service delivery is consistent and meets students' needs to ensure that every student is engaged and learning.	✓	✓	✓	✓

Core Priority: Science

Measures	Targets
1. Science assessment - aggregated proportion of students receiving a grade of C or better (LOA - A-E results)	

Strategies	2016	2017	2018	2019
Implement a new whole of school science program that aligns with Australian Curriculum.	✓			

School Priority: Spelling

Measures	Targets
1. Proportion of students in Year level 3 & 5 who were assessed in NAPLAN as being at or above the National Minimum Standard for Spelling	100%
2. Proportion of students in Year level 3 & 5 who were assessed in NAPLAN as being in the upper two bands for Spelling.	40%

Strategies	2016	2017	2018	2019
Revitalize Spelling Mastery program to improve delivery and learning outcomes	✓	✓		

School Priority: Principal Leadership & Performance

Measures	Targets
1. Enact the phases of the McKinsey improvement agenda by adopting explicit teaching and learning consolidations and systems which drive more collaborative solutions to improve teaching and learning.	McKinsey Phase 1 - 2016 McKinsey Phase 2 - 2018
2. All staff have a specific role description	100%
3. Annual completion of Principal Performance and Development Plan.	
4. Principal participation at Regional Leadership forums, PLC, Cluster meetings, Learning Fairs.	

Strategies	2016	2017	2018	2019
Lead school improvement based on the phases and strategies outlined in the McKinsey report.	✓	✓	✓	✓
Develop capacity of the leadership team to implement the Australian Curriculum, assessment and reporting framework.	✓	✓		

Priorities

School Priority: Teaching Quality

Measures	Targets				
1. S2086 - Staff have access to quality professional development.	95%				
2. S2084 - Staff feel that morale is positive at this school.	95%				
3. S2080 - Staff feel they have a good work life balance.	90%				
4. S2103 - Staff agree that the school encourages coaching and mentoring activities.	95%				
5. S2085 - Staff feel the Development Performance process helps to improve work at this school.	95%				
Strategies		2016	2017	2018	2019
Embed a culture of continuous improvement in teacher practice in every classroom, to ensure consistent implementation of Proserpine SS Pedagogical Framework and Charter of Teaching Expectations.		✓	✓	✓	✓
Enhance staff health and wellbeing.		✓	✓	✓	

School Priority: Successful Learners

Measures	Targets				
1. Percentage of parents engaging in parent teacher interviews each semester.	75%				
2. Parent attendance at Term 1 introductory evening	50%				
3. Years Prep - 3 Parent engagement in Classroom Dojo	80%				
4. S2035 — Proportion of parents who agreed that their child's school is a good school	99%				
5. S2028 - This school provides me with useful feedback about my child's progress.	95%				
6. S2012 - Proportion of parents who agreed that student behaviour is well managed at this school	95%				
7. S2044 - Proportion of students who agreed that student behaviour is well managed.	99%				
Strategies		2016	2017	2018	2019
Maintain the positive learning culture using School Wide Positive Behaviour Support (SWPBS)		✓	✓	✓	✓
Create challenging learning experience that engage students and improves achievement for all.		✓	✓		
Implement development enrichment programs - Arts & Rugby League		✓			
Revitalize Gifted & Talented Program		✓	✓		
Align student support services		✓	✓		

School Priority: School Performance

Measures	Targets
1. S2116 - I feel confident using student assessment data to improve student achievement at this school.	100%
2. The aggregated proportion of students receiving a grade of C or better LOA for Key Learning Area assessment.	80%
3. S2078 Staff & S2014 Parent - This school is well maintained.	100%
4. S2137 - This school has the buildings and infrastructure to support teaching and learning practices.	95%
5. School created business services parent & staff survey.	90%
6. S2046 - Student - My school is well maintained.	100%

Priorities

Strategies	2016	2017	2018	2019
Analyse data on individual student's achievement, progress, strengths and areas identified in need of improvement in all classrooms to make judgements about individual needs and to personalise teaching and learning activities.	✓	✓	✓	✓
Employ the staff members required to ensure that student and school improvement targets in the Annual Improvement Plan are achieved.	✓	✓	✓	✓
Ensure that business services are client centred, aligned to education service delivery, support our improvement agenda and comply with all legislative requirements.	✓			
Ensure that all school facilities are well maintained and that additional assets required for future educational service delivery are planned, funded and built.	✓			

School Priority: Targeted Use of School Resources

Measures	Targets
1. S2087 - I can access necessary ICT to do my job at this school.	100%
2. S2088 - I have the required skills to use the necessary ICT to do my job at this school.	100%

Strategies	2016	2017	2018	2019
Modify Information Communication Technology agenda to support lesson delivery and develop student skills.	✓	✓		

School Priority: Local Decision Making

Measures	Targets
1. S2010 - This school works with me to support my child's learning	95%
2. S2026 - This school encourages me to take an active role in my child's education.	95%
3. S2028 - This school provides me with useful feedback about my child's progress.	95%

Strategies	2016	2017	2018	2019
Strengthen existing relationships between school and stakeholders by working in partnership to improve student learning outcomes.	✓	✓		

Core Priority: Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

Measures	Targets
1. Performance Gap between Indigenous and Non-Indigenous students in NAPLAN achievement above National Minimum Standards and Upper Two bands.	Gap Size - 0
2. Increase in Indigenous student attendance data.	94%

Strategies	2016	2017	2018	2019
Maintain community links with Embedding Aboriginal and Torres Strait Islander Perspectives in schools Committee (EATSIP)	✓	✓		
Implement a case management strategy to support Indigenous.	✓	✓		

Core Priority: Attendance

Measures	Targets
1. Oneschool & Headline Indicator Data	93%

Strategies	2016	2017	2018	2019
Review attendance strategy to ensure alignment with State School strategies.	✓			

Core Priority: Transition

Measures	Targets
1. Number of prep enrolments	100 students annually

Priorities

Strategies	2016	2017	2018	2019
Establish connections and partnerships with Early Years Education providers.	✓	✓		
Enhance relationship with Proserpine SHS to enable successful transition to high school.	✓			

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