



Oonoonba State School Strategic Plan 2022 – 2025

Belief Statement

Principles

Improvement focus

"OUR STUDENTS ARE WORTH WHATEVER IT TAKES"

Expectations

ALIGNMENT
PRECISION
INTENTIONAL COLLABORATION

Safe Respectful Resilient Successful



Guiding questions

1. How are all students engaged and improving in their learning?
2. How do we know?
3. What adjustments are we making to ensure every student is improving in their learning?
4. How do we know what is working?

Key Improvement Strategies	Success Indicators	Evidence Source
Develop precise strategies, actions, timelines for implementation and targets for student improvement to support the realisation and evaluation of progress towards aspirational goals identified in the school strategic plan.	<p>≥90% of students achieve A-C in English</p> <p>≥AB % determined each year</p> <p>≥95% of students achieve A-C in Mathematics</p> <p>≥AB % determined each year</p> <p>≥95% of students achieve A-C in Science</p> <p>≥AB %determined each year</p> <p>Track student progress (faces on the data)</p> <p>ICP's and PLP's</p> <p>≥NAPLAN national MSS</p> <p>Meet or exceed U2B National standards</p> <p>Impact of Human resources for access and participation</p> <p>Referrals to outside agencies</p> <p>Case Management practices</p>	<p>Australian Curriculum P-12 CARF</p> <p>Pedagogical Approach</p> <p>OneSchool data</p> <p>NCCD data</p> <p>SORD</p> <p>NAPLAN</p> <p>School Data Plan</p> <p>Every student succeeding - Disability Standards for Education</p> <p>Every Aboriginal and Torres Strait Islander student succeeding</p> <p>Inclusive Education Policy</p> <p>Human Rights Act</p> <p>Disability Discrimination Act</p> <p>Referrals</p> <p>Budget</p>
Further embed the DOE Inclusive Education Policy which supports the rights for students of all social, cultural, community family backgrounds, identities and abilities to access and fully participate in learning alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.	<p>Confidence of teachers in data literacy</p> <p>Extent to which data is used to inform next steps</p> <p>Use of differentiation surfboard</p> <p>PLP's</p> <p>Monitoring tasks and monitoring circles</p> <p>Extended opportunities for engagement in peer observation and reflection on practice for teachers</p> <p>EST and Senior Teacher agreements</p> <p>ADPP's</p> <p>Leaders are leading</p> <p>Walkthroughs & CI meetings</p> <p>Standards of Evidence- Impact ET&L</p> <p>5Q Model</p>	<p>Data discussions</p> <p>Data Literacy Framework</p> <p>Leadership Framework</p> <p>PD Plan</p> <p>ADPPs</p> <p>Australian Professional Standards for Teachers</p> <p>ATSL</p> <p>Australian Curriculum P-12 CARF</p> <p>Pedagogical Approach</p> <p>School Improvement Model</p> <p>Literacy and Numeracy Continuum</p>
Refine and develop processes and practices that support deep, systematic discussion of data to inform next steps in learning for students and that informs teaching and differentiated classroom practices.	<p>Impact of collaboration</p> <p>Identify a strength and practice</p> <p>Each year level showcases an event, Open days</p>	<p>Mt Stuart Cluster & Fantastic 4 Overviews</p> <p>Research areas and resources</p> <p>Australian Curriculum Supporting Successful Transitions Tool</p>
Implement current plans to provide pedagogical coaching and include opportunities for teachers to engage in 'Watching Others Work' and receive feedback on their practice aligned to the EIA and their ADPPs.	<p>Each Year level identifies a sustainable practice that can build awareness</p> <p>Consistent practices across the school for communication</p> <p>100% parents/carers engaging in child's learning- PPM's</p> <p>Increased school social events</p> <p>Class Parent Liaison established</p>	<p>Australian Curriculum</p> <p>Digital platforms</p> <p>Parent and Community Engagement Framework</p> <p>P&C Planned activities</p> <p>OSS Yearly Planner</p>
Strategically refine school team structures to extend opportunities for aspiring leaders and key staff to build instructional leadership capability.	<p>Additional outdoor spaces created</p> <p>New play equipment for Year 3&4</p> <p>Reduction in playground incidents</p> <p>≥81% Staff Moral SOS</p>	<p>HS&W policy</p> <p>SLAWF</p> <p>Staff Wellbeing Framework</p> <p>The Resilience Project</p> <p>surveys</p> <p>PBL Framework</p> <p>Student Code of Conduct</p> <p>School Opinion Survey</p>
Regularly review and further develop school collaborative curriculum planning and collaborative inquiry meetings to determine the impact on teacher capability to support students to meet and exceed the standards of the Australian Curriculum.		
Further develop intentional collaboration with outside agencies, businesses, Early Years Centres and schools to ensure the best opportunities are provided to support student improvement.		
Promote and continue to grow our positive school reputation through the development of a "point of difference."		
Celebrate excellence across all year levels.		
Build on existing sustainability practices across the school so that every student develops awareness as well as continuing Eco Warriors student team.		
Further develop consistent practices for communication from the classroom to parents/carers across the school.		
Create ways for further parent/carer engagement and involvement in their child's school life.		
Sustain staff and student wellbeing by providing relevant and authentic activities and events.		
Build consistency of practice in implementation of universal experiences of Positive Behaviour for Learning (PBL) to promote positive behaviour.		

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Principal

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Mrs Felisha Crawford
School Council Chair

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NQ Assistant Regional Director