

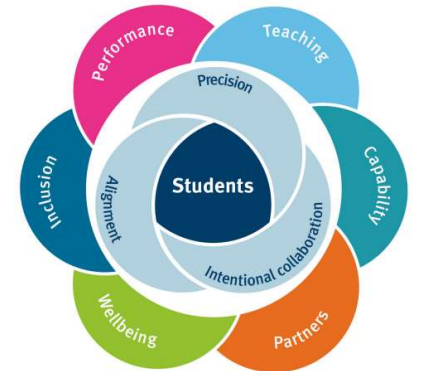


# Woodridge North State School – Strategic Plan 2022 – 2025



## Four Year Focus / Key Improvement Strategies

- Strengthen school Annual Implementation Plan (AIP) targets with smaller data sets to show student incremental progress in school key agendas and longitudinal progress towards set aspirational targets and drive the precision and alignment of the AIP.
- Develop role, responsibility and accountabilities for members of the leadership team, key staff and teachers aligned to the AIP to enable quality assurance of the effectiveness of programs and initiatives in improving student learning and wellbeing outcomes.
- Collaboratively review school behaviour management processes to develop proactive and consistently implemented effective strategies that positively engage students in learning and promote calm and responsive classrooms.
- Further explore strategies to promote student attendance that include closely monitoring students with an attendance rate less than 85 per cent.
- Build and deepen teachers' knowledge and understanding of the current agreed pedagogical practices for teaching and learning across the school.



NSIT Domains	Improvement Strategies for planning period 2022 – 2025 Strategies, targets and resources, listed within the AIP, identify how improvement strategies within the School's Strategic Plan are implemented, monitored and evaluated.				
		2022	2023	2024	2025
An Explicit Improvement Agenda	<ul style="list-style-type: none"> <li>• Strengthen school AIP targets with smaller data sets to show student incremental progress in school key agendas and longitudinal progress towards set aspirational targets and drive the precision and alignment of the AIP.</li> <li>• Develop role, responsibility and accountabilities for members of the leadership team, key staff and teachers aligned to the AIP to enable QA of the effectiveness of programs and initiatives in improving student learning and wellbeing outcomes.</li> </ul>	✓	✓	✓	✓
Analysis and Discussion of Data	<ul style="list-style-type: none"> <li>• Leverage off PLTs to strengthen and deepen discussions in relation to the formative data collected on student learning and next steps for teaching.</li> <li>• Expand school rolling meetings to include discussion of other key data related to school improvement agendas.</li> </ul>	✓	✓	✓	✓
A Culture the Promotes Learning	<ul style="list-style-type: none"> <li>• Collaboratively review school behaviour management processes to develop proactive and consistently implemented effective strategies that positively engage students in learning and promote calm and responsive classrooms.</li> <li>• Further explore strategies to promote student attendance that include closely monitoring students with an attendance rate less than 85 per cent.</li> </ul>	✓	✓	✓	✓
Targeted use of Resources	<ul style="list-style-type: none"> <li>• Determine an inclusive, transparent and strategic approach to the allocation of financial resources, maintaining alignment with the AIP.</li> <li>• Systematically monitor, review and evaluate the effectiveness of human and financial resource allocations to ensure they are maximising outcomes for all students.</li> </ul>		✓		✓
An Expert Teaching Team	<ul style="list-style-type: none"> <li>• Review the school coaching framework and cycle to gauge sustainability, timelines for implementation and impact on student learning outcomes.</li> <li>• Review the school's professional learning plan for alignment with the AIP, coaching cycle and individual teacher's APDPs.</li> </ul>		✓	✓	
Systematic Curriculum Delivery	<ul style="list-style-type: none"> <li>• Clearly define the role and responsibilities of members of the school's leadership team in supporting curriculum implementation and QA of its enactment.</li> <li>• Enable the allocation of a greater focus in PLT meetings to consider impacts of the enacted curriculum in relation to student learning progress towards LOAs.</li> </ul>	✓	✓	✓	✓
Differentiated Teaching and Learning	<ul style="list-style-type: none"> <li>• Develop an action plan in relation to the results of the scan and assessment regarding the school's provision of inclusive services.</li> <li>• Explore opportunities for teachers to increase confidence in catering for high achieving students who are capable of higher performance than currently apparent.</li> </ul>	✓		✓	✓
Effective Pedagogical Practices	<ul style="list-style-type: none"> <li>• Build and deepen teachers' knowledge and understanding of the current agreed pedagogical practices for teaching and learning across the school.</li> <li>• Build the capacity of teachers to engage students as assessment-literate learners through the establishment of learning walls, goal setting and feedback processes.</li> </ul>	✓	✓	✓	✓
School Community Partnerships	<ul style="list-style-type: none"> <li>• Map a parent and community engagement approach that details key partnerships that bring benefit to the school and the learning of students.</li> <li>• Explore re-establishing the P&amp;C.</li> </ul>		✓	✓	✓
<b>Approval / Endorsement Process</b> A review of the Strategic Plan 2018 – 2021 was conducted and provides a meaning statement of school achievement and future direction. The subsequent 4 year Strategic Plan 2022 – 2025 details the strategic direction that meets school needs and systematic requirements and I therefore endorse / approve.		<b>Success Criteria:</b> ENG A-C% from 68% to 80% ENG A-B% from 37% to 45% MAT A-C% from 77% to 85% MAT A-B% from 45% to 50% <17% Ss attending <85% >90% Staff SOS responses <30 students with SDA			
 Michael McMahon Principal		 Kate Bentley Assistant Regional Director, South East Region			