



# Sarina State School

## Strategic Plan 2016 - 2019

### School Profile

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Sarina is a small, rural, coastal town supported by industries including sugar, coal, beef, fishing, railways and a small commercial sector. By and large our parent community works locally in semi-skilled and skilled trades to support those industries and associated services. Some employment in the mining sector has become more common over the last few years, however this sector has slowed and some families have moved from the area. Sarina State School is a coeducational primary school offering enrolments from Prep to Year 6. It is our school's belief that Curriculum, Pedagogy, Assessment and Reporting are closely interrelated and interdependent and we aim for our students to exit Year 6 with a balanced education that empowers students to meet the demands of secondary education and go on to become productive, contributing community members. Sarina State School has shown an increase in retention of students in all year levels and our school continues to grow in numbers. Our enrolment forecast for 2016 is 460 students with our school projected to grow to 500 students by 2019. The indigenous student population of the school is approximately 20% with both Aboriginal and Torres Strait Islander cultures represented in the 20% population. There is a strong technology focus, with our school adopting some of the latest advances in assistive learning devices such as iPads and Interactive Whiteboards. We also offer unique programs to our students such as Big Write and VCOP and the Accelerated Learning Program. Our signature pedagogy is Explicit Instruction and Consolidation Lessons for literacy and numeracy on a daily basis. As of 2016, Sarina State School is in the advanced stages of implementing the Australian Curriculum for all learning areas and we will continue to full implementation by the end of 2017. Our school purpose is 'to maximise the life-long learning outcomes for all students and our school motto is 'Aim High'. Our four-year strategic plan focuses on two main areas: 'Teaching and Learning' and 'Student, Parent and Community Engagement'. Coupled with excellent teaching and learning in the classroom, our School offers our students a range of extra-curricular opportunities with the performing arts being a major area of development of the next four years. Our Explicit Improvement Agenda (EIA) for the next couple of years will focus on predominantly on the embedding of rigorous literacy and numeracy instruction with a 'spotlight' on extension and enrichment activities across the school.

### Vision

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Sarina State School ensures all students receive a balanced, rigorous and contemporary education in a positive and safe learning environment.

### Values

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- **Inclusiveness:** we respect people, value diversity and are committed to inclusive education and learning opportunities for all students.
- **Excellence in Education:** we are dedicated to providing students with a balanced, rigorous and contemporary education that focuses on educational innovation and researched-based pedagogy.
- **Accountability:** we are committed to the effective and efficient use of human, physical and financial resources that will maintain community trust and ensure students have full access to necessary resources to support their learning.
- **Commitment to the Future:** we are dedicated to continuous evaluation and reflection of the school's systems, procedures and processes in order to address the needs of the present and the challenges of the future.
- **Community:** we value parents as first educators and we are committed to working collaboratively with community members and agencies to foster positive relationships.

## Priorities

### School Priority: Teaching and Learning

Measures	Targets
1. A: % of Year 3 students in the U2B in all five strands B: % of Year 5 students in the U2B in all five strands C: % of Year 3 & 5 students at or above NMS in all NAPLAN strands	A: Year 3: 40% by the end of 2016, 50% by the end of 2019 B: Year 5: 35% by the end of 2016, 45% by the end of 2019 C: 100% all tested students by the end of 2017
2. A: % of teaching staff operating in the 'Lead Teacher' category of the school based continuums for Explicit Teaching and Consolidation Lessons.	A: 2016: 75% of teaching staff achieved standard, 2017: 100% of teaching staff achieved standard (excluding transfers in).
3. A: % of teaching staff actively using technologies on a daily basis to support teaching and learning. B: % of teaching staff actively engaging in the iTunesU course for their on-going professional learning.	A: 100% of teaching staff using assistive technologies in the classroom on a daily basis by the end of 2016 B: 100% of teaching staff use iTunesU to access professional learning opportunities by the end of 2016
4. A: % of teaching and non-teaching staff completing the QSIL training by the end of the academic year.	A: 100% of all teaching and non-teaching staff completing the QSIL training online by the end of 2016 (staff transferring in by the end of their first full academic year).
5. A: Number of students requiring intensive literacy and numeracy support through the Accelerated Learning Program (ALP) decreases.	A: 2016: 66 students (Year 1 - 5), 2017: 44 students (Year 1 - 3), 2018: 22 students (Year 1 & 2), 2019: no students.
Strategies	2016 2017 2018 2019
There is a consistent, high-quality, rigorous and collaborative approach to teaching and learning: teaching staff are supported to implement and embed explicit instruction and consolidation lesson - working towards becoming 'Lead Teachers' on the school-based continuums.	✓ ✓ ✓ ✓
Ensure staff are proficient in the teaching of literacy & numeracy using the school's pedagogical approaches and programs: explicit instruction, consolidation lessons, Big Write and VCOP, enrichment, QAR reading, explicit spelling instruction etc.	✓ ✓ ✓ ✓
Data is used by staff to inform teaching and to respond to learning needs of all students.	✓ ✓ ✓ ✓
Differentiation and inclusive practices are evident in classroom management, daily planning and lesson delivery for students requiring intervention or extension.	✓ ✓ ✓ ✓
Explicit instruction is the main pedagogical approach of teaching in all learning areas for new concepts, skills and processes.	✓ ✓
Technologies (IWB and/or iPads) are used on a daily basis to support instruction, student engagement and learning.	✓ ✓ ✓ ✓
Consolidation lessons are facilitated on a daily basis for the critical content of English and Mathematics.	✓ ✓ ✓ ✓
Direct Instruction is used as part of a whole-school intervention initiative to support at risk students in literacy and numeracy.	✓ ✓ ✓

# Priorities

## School Priority: Student, Parent & Community Engagement

Measures	Targets
1. A: % of whole - school student attendance steadily increases between 2016 - 2019	A: 2016: 93%, 2017: 93.2%, 2018: 93.5%, 2019: 93.8%
2. A: Number of 1 - 10 day and 11 - 20 day suspensions decrease from 2016 - 2019 B: % of student population receiving a suspension decreases.	A: 2016 1 - 10 day: 40, 11 - 20 day: 0, 2017 1-10 day: 30, 2018: 1-10 day: 25, 2019: < 20 B: 2016: 18%, 2017: 15%, 2018: 12%, 2019: < 10%
Strategies	2016 2017 2018 2019
Behaviour management is consistent across the school with a strong focus on rewarding positive behaviour choices.	✓ ✓ ✓ ✓
Attendance of all students is regular and consistent.	✓ ✓ ✓ ✓
Transition activities are conducted annually working collaboratively with other education providers.	✓ ✓ ✓ ✓
Parents are important partners in their child's education.	✓ ✓ ✓ ✓

### 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