THE SCHOOL PLAN

WALLOON STATE SCHOOL FOUR YEAR SCHOOL PLAN 2013 - 2016

Name of school: Walloon State School
Name of principal: Mr Michael Josey
Address: Karrabin-Rosewood Road, Walloon 4306
School band: 07
Year levels: Grades PY-07
Quadrennial school review (QSR) year was: 2012

School Profile
Walloon State School is a Band 7, Prep-Year 7 school with an enrolment of approximately 260 students. The school is committed to embedding our high quality teaching and learning practices together with a diverse range of information and communication technologies to broaden student opportunities. In addition to our core curriculum, we offer extra-curricular activities like the high ropes program, school camps, choir and instrumental music. Fundamental to our school life is a belief in the direct relationship between Rights and Responsibilities. To have access to personal rights, one must first deliver on the relative responsibilities. These responsibilities are couched in three broad ‘pathways’. These three pathways are: 1. Pathways to Learning: Thinker, Researcher, Communicator, Learner, Team Member. 2. Pathways to Peace: Be a Peacemaker, Speak Kindly, Care for Ourselves and Others, Do the Right Thing, Find Help, Turn Things Around, Be Brave 3. Pathways to Social and Emotional Learning (SEL): Self Awareness, Self Management, Social Awareness, Relationship Skills, Responsible Decision Making.

Vision
Walloon school is committed to providing a world-class education for all students, especially as it pertains to literacy and numeracy. Our agenda reflects the strategies and systems needed to ensure that every day, every child, in every classroom is learning and achieving within a safe, supportive, inclusive and disciplined learning environment. Our commitment is to the core learning priorities of: * Reading * Writing * Numeracy * Science Delivering on high quality outcomes in these core learning priorities will be as a direct result of modernising and enhancing: * School Community Partnerships * Consistent School Curriculum * High Quality Teaching Practices * Principal Leadership and School Capability * Analysis and Discussion of Data

Values
- There are three fundamental rights and responsibilities we value which are the core of our behaviours and beliefs: The Right to Learn; The Right to be Treated with Respect; and The Right to Feel Safe.

Research underpinning teaching practice
- Dimensions of teaching and learning
- The Fennig effective teaching model
- Explicit instruction
- Differentiated instruction
- Four resources model
- Anita Archer - Explicit Instruction

Consultation has occurred with
- PBC
- Supervisor
- School staff
- Students

Priorities
- Implement the Australian Curriculum (Following National Implementation Plan)
- Implement whole school pedagogical practices (Focusing on current research in development of Pedagogical Framework)
- Using data to inform teaching practice (Focus on Target/Benchmarks Tool and class teacher tools.)
- Develop instructional leadership with a focus on workforce performance (Utilising National PST and coaching culture.)
- Develop productive partnerships with students, staff, parents, and the community (Consultative processes for all stakeholders)
- Improve school performance in Reading, Writing, Numeracy (Improvements in Reading Comprehension, Reading Competence, Vocabulary, Writing, Overall Numeracy)
- Plan to transition Year 7 to high school (Rosewood Cluster Strategy)
- Develop Teacher Capacity (Establishing teacher expertise)

Other requirements
- Responsible behaviour plan
- Whole-school curriculum, assessment and reporting plan
- Workplace health, safety and wellbeing plan
- Facilities maintenance schedule
- Pedagogical Framework

Performance measure
<table>
<thead>
<tr>
<th>Description</th>
<th>Target</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Curriculum implemented</td>
<td></td>
<td>2016</td>
</tr>
<tr>
<td>Regular meetings on student data analysis</td>
<td>8 per year</td>
<td>Term 4 2016</td>
</tr>
<tr>
<td>Teacher/student feedback conferences</td>
<td>Monthly</td>
<td>Term 4 2016</td>
</tr>
<tr>
<td>T&amp;L audit findings</td>
<td>Improved</td>
<td>2016</td>
</tr>
<tr>
<td>Student assessment data collection system</td>
<td>Target Tool</td>
<td>Progressively</td>
</tr>
<tr>
<td>Implement Learning Goals for students</td>
<td>Read/Writing</td>
<td>Monthly</td>
</tr>
<tr>
<td>Regular principal walkthroughs with staff</td>
<td>1/fortnight</td>
<td>End 2013</td>
</tr>
<tr>
<td>Workforces performance plans completed</td>
<td>100%</td>
<td>Annually</td>
</tr>
<tr>
<td>SOS/parents school community relations rating</td>
<td></td>
<td>State mean</td>
</tr>
<tr>
<td>Flying Start reforms implemented</td>
<td>Completed</td>
<td>2015</td>
</tr>
<tr>
<td>Yr 7 transitional plan regional milestones</td>
<td>Completed</td>
<td>2015</td>
</tr>
<tr>
<td>Evidenced Differentiation Practices</td>
<td>Lit/Num</td>
<td>By end 2013</td>
</tr>
<tr>
<td>% Yr 3 &amp; Yr 5 Reading U2B</td>
<td>40%</td>
<td>35%</td>
</tr>
<tr>
<td>% Yr 3 &amp; Yr 5 Writing U2B</td>
<td>48%</td>
<td>46%</td>
</tr>
<tr>
<td>% Yr 3 &amp; Yr 5 Numeracy U2B</td>
<td>36%</td>
<td>35%</td>
</tr>
<tr>
<td>% Yr 3 &amp; Yr 5 at NMS Reading</td>
<td>100%</td>
<td>2016</td>
</tr>
<tr>
<td>% Yr 3 &amp; Yr 5 at NMS Writing</td>
<td>100%</td>
<td>2016</td>
</tr>
<tr>
<td>% Yr 3 &amp; Yr 5 at NMS Numeracy</td>
<td>100%</td>
<td>2016</td>
</tr>
<tr>
<td>Teacher professional learning completed</td>
<td></td>
<td>2016</td>
</tr>
</tbody>
</table>

Evidence sources used
- Teacher assessment
- Student portfolios
- School disciplinary absences
- SOS - parents
- Staff attendance
- Student results
- NAPLAN
- SOS - students
- SOS - teachers
- Teaching & Learning audit