



ANNANDALE STATE SCHOOL STRATEGIC PLAN 2021-2024

School Vision: To create quality opportunities for all learners to achieve ongoing success



2020 SIU Review - Key improvement Strategies	National school Improvement Tool (NSIT) Domains	Goals	Performance measures	State Schools Improvement Strategy 2021-2025
Collaboratively redevelop a clear and cohesive school vision that aligns valued school approaches and programs, current priority agendas and the deployment of school human and physical resources with emerging school priorities. Develop school-wide systems to quality assure the impact of human, financial and physical resources on student learning and wellbeing outcomes. Review the school's pedagogical approaches, clearly articulating the expectations for their implementation, incorporating them into curriculum planning processes. Review the school collegial engagement model to align with the school's EIA and to have the capacity and processes to include all teaching staff members.	1. Explicit Improvement Agenda	<ul style="list-style-type: none"> The school vision is supported by all operational plans All staff know the Explicit Improvement Agenda (EIA) and expectations for implementation. Staff have clear role statements and accountabilities and understand how this supports the school's EIA. Embed a clear vision for improvement in Literacy and Numeracy supported by explicit pedagogical approaches, accountabilities and role statements. 	<ul style="list-style-type: none"> All operational plans indicate how they support the school vision All staff are able to articulate the school's EIA 90% of students in each cohort are reading at the expected benchmark levels 90% of students in each cohort are achieving C+ in English, Maths and Science Staff are able to articulate the pedagogical approaches to support improvement in Literacy and Numeracy. 	
	2. Analysis and discussion of data	<ul style="list-style-type: none"> All learners are able to purposefully collect, collate, analyse and respond to specific student, cohort and whole school data, using an observation and feedback cycle to track impact. Teacher analysis of data to inform goal setting and feedback for learners. Embed regular and purposeful data discussions and response cycles into whole school and Year level meeting schedules. 	<ul style="list-style-type: none"> Regular observation and feedback cycles and walk throughs. School Data Plan reflects expectations for data collection. Improvement in Diagnostic and Summative data across all year levels and learning areas. School Opinion Survey, S2003 -My child's learning needs are met - >95% School Opinion Survey, S2040 -My teachers provide me with useful feedback about my school work. >97%. 	
	3. A culture that promotes learning	<ul style="list-style-type: none"> Clear links exist between PBL and school support team structures to enhance social, emotional and behavioural support. Develop a clear and cohesive school vision aligned to school EIA and school initiative groups plans All staff have the opportunity to build capacity through engagement with the school key initiative groups and differentiated Professional development 	<ul style="list-style-type: none"> School support structures, data and teams provide evidence of the promotion of a positive school culture. Student attendance is at 95%+ A clear school vision is support by human and physical resources. Parents are encouraged to play an active role in their child's learning (S2026 - This school encourages me to take an active role in my child's education.) >95% School Opinion Survey, S2086 - I have access to quality professional development.>95% 	
	4. Targeted use of school resources	<ul style="list-style-type: none"> The School Budget reflects the allocation of funds to support EIA. Key initiatives groups plans are aligned with the school's EIA Key Initiatives groups regularly provide progress reports on expenditure and impact. 	<ul style="list-style-type: none"> Regular monitoring of the School Budget. Initiative groups report to each Educational Leadership meeting. 	
	5. Expert teaching team	<ul style="list-style-type: none"> All staff provide input into developing and monitoring school EIA Embed opportunities for all staff to actively seek and engage with high quality feedback. Embed observation and feedback cycle to promote precision in teaching. 	<ul style="list-style-type: none"> Staff meetings regularly review and discuss School's EIA Staff are engaged in observation and feedback cycles related to reading, writing and numeracy. School Opinion Survey, S2071 - I receive useful feedback about my work at this school > 90%. 100% of teachers engage in observation and feedback cycle annually. 	
	6. Systematic curriculum delivery	<ul style="list-style-type: none"> Clarity of Curriculum intent, learning sequence and differentiation opportunities across units of work is evident in all learning areas. Embed internal and external moderation processes. 	<ul style="list-style-type: none"> 100% of unit plans show evidence of Curriculum intent, learning sequence and differentiation Alignment meetings are conducted using the lean planning process for all learning areas. 100% of teachers engage in internal and external moderation. 	
	7. Differentiated teaching and learning	<ul style="list-style-type: none"> Embed a repertoire of quality differentiation into classroom practices to ensure success and achievement for all students. Embed a school wide, evidence-based framework for documentation of differentiation. 	<ul style="list-style-type: none"> Professional Development Plan includes opportunities to develop teachers' capabilities to differentiate. Evidence of differentiation is documented in teacher planning (S3237 – I feel confident applying evidence-based teaching and learning practices - > 96%). School Opinion Survey, S2003 -My child's learning needs are being met at this school - >95% 	
	8. Effective pedagogical practices	<ul style="list-style-type: none"> Clear classroom expectations exist and are linked to the school's pedagogical framework and EIA. Embed explicit expectations for the teaching of reading, writing and numeracy into curriculum planning. Learners (students and teachers) readily and appropriately respond to the 5 questions. 	<ul style="list-style-type: none"> Evidence in every classroom of the enactment of the school's policies and framework Teachers are able to articulate the explicit expectations for the teaching of reading, writing and numeracy. 100% of learners (students and teachers) are able to respond appropriately to the 5 questions (Sharratt and Fullan). 	
	9. School and Community Partnerships.	<ul style="list-style-type: none"> Strong, innovative and strategic partnerships exist to support student transition to Prep and Year 7. Specific and intentional partnerships with school community stake holders and external agencies exist to support student engagement. 	<ul style="list-style-type: none"> Partnerships exist with a range of early childhood educators and high schools. A well communicated Parent and Community Engagement framework (PACE) exists. School Opinion Survey, S2010-This school works with me to support my child's learning- .97% 	

This plan was developed through consideration of the 2020 whole School Review, consultation across the school community and an understanding of the State Schools Improvement Strategy 2021-2025.