### Collinsville State School Plan

#### DET Strategic Plan 2015-2019

<table>
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<th>State Schools Strategy 2016-2020</th>
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| **A culture that promotes learning** | - Continue to develop and embed Positive Behaviour Learning (PBL), including a focus on student wellbeing.  
- Record, monitor and analyse student behaviours in OneSchool  
- Continue to develop community engagement strategies to enhance the reputation as a ‘school of choice’ in the community.  
- Review and refine learning walls to monitor to narrow teaching & learning and improve student achievement  
- Review and refine current attendance strategies to include a process for students to self-monitor their attendance. | - PBL embedded  
- All staff recording student behaviours in OneSchool  
- 100% of Students satisfied that, ‘I feel accepted by other children at my school’ (S2066)  
- 100% of Parents, students and staff satisfied that, ‘Student behaviour is well managed at my School’ (S2012, S2044, S2074)  
- 100% of Students satisfied that, ‘My teachers encourage me to do my best’ (S2059)  
- 100% of Parents, students and staff satisfied that, ‘This is a good school’ (S2035, S2068, S2108)  
- 100% of Parents satisfied that, ‘Teachers at this school are interested in my child’s wellbeing’ (S2021)  
- 100% of Parents satisfied that, ‘This school provides me with useful feedback about my child’s progress’ (S2028)  
- >95% of student attendance  
- >90% of student attendance  
- 90% of teachers staff engaged in Developing performance review | School Opinion Survey  
PBL  
OneSchool data |
| **Successful Learners** | - Whole-school curriculum, assessment & reporting framework embedded by 2017  
- All teachers embedding Digital Technologies & Global Languages in Prep to Year 6  
- Whole-school Literacy plan embedded by 2017  
- Whole-school Numeracy plan embedded by 2019  
- 100% of students achieving ‘C’ or above in English, Mathematics and Science  
- 100% of students achieving National Minimal Standards (NMS) in Literacy & Numeracy  
- 25% of students achieving Upper Two Bands (UB2) in Numeracy & Literacy  
- 100% of Parents and students satisfied that, ‘My child’s (Literacy) English skills are being developed at this school’ (S2017, S2049)  
- 100% of Students and parents satisfied that, ‘My child’s (Numeracy) Mathematics skills are being developed at this school’ (S2018, S2050)  
- 100% of Students and parents satisfied that, ‘Teachers at this school provide my child with useful feedback about his or her school work’ (S2006, S2040) | School Opinion Survey  
Whole-school curriculum, assessment & reporting framework  
OneSchool data  
NAPLAN  
Whole-school literacy and numeracy plan |
| **An expert teaching team** | - Provide structured opportunities for teaching staff to engage with each other and cluster peers, including peer observations, to build teacher capability.  
- Review and document a whole-school professional learning plan.  
- Continue to provide formal mentoring opportunities for staff, including graduate teachers. | - 100% of Staff feel confident in, ‘my knowledge of evidence-based teaching and learning practices’ (S2011)  
- 100% of teachers applying evidence-based teaching and learning practices (S2111)  
- 100% of Staff that, ‘I feel confident collaborating with teaching colleagues’ (S2122)  
- Strongly agree (Principals), ‘Staff at this school work collaboratively’ (S2131) and ‘staff involved in the Developing Performance process’ (S2130)  
- All teachers engaged in Annual performance review  
- All non-teaching staff engaged in Developing performance review | School Opinion Survey  
Developing Performance plans  
Professional learning plan |
| **Teaching Quality** | - Lead development, implementation and embedding of a whole-school differentiation guide to support teacher planning, pedagogy and reporting.  
- Embed case management approach for students identified ‘above’ or ‘below’ their cohort | - Case management approach embedded  
- 100% of students identified for case management and recorded in OneSchool  
- 100% of teachers satisfied that, ‘I feel confident engaging all of my students in learning at this school’ (S2118)  
- 100% of teachers, ‘I feel that students with disability receive the same educational opportunities as all other students at this school’ (S2136) | Case management plan  
OneSchool  
School Opinion Survey |
| **Differentiated teaching and learning** | - Collaborate with staff to review, refine and embed pedagogical framework to reflect quality teaching & learning practices  
- Continue to review and embed quality teaching & learning practices in Prep to Year 6 | - Pedagogical framework embedded  
- All teachers embedding quality teaching & learning practices  
- Strongly agrees (Principal) that, ‘Teaching staff at this school have skills to improve student outcomes’ (S2133) | Pedagogical framework  
School Opinion Survey |
| **Effective pedagogical practices** | - ... | | |
# Collinsville State School Plan

## 2017-2020

### Principal Leadership & Performance

- **Analysis and discussion of data**
  - Collaborate to develop and document a Whole-school assessment and data action plan.
  - Develop and document a schedule for the analysis and discussion of data.
  - Develop, implement, review and promote Teaching and Learning Handbook.
  - Develop, review and consolidate Principal Performance Development (PPD).
  - Effectively engage with Professional Learning Communities (PLCs).

- **100% of Staff at this school, ‘are actively involved in the Developing Performance process’ (S2132)**
- **100% of teachers satisfied that, ‘I feel confident using student assessment data to improve student achievement at this school’ (S2116)**
- **Principal engaged in annual PPD and PLC**
- **Strongly agrees that, ‘I feel well supported by the department to lead this school’ and ‘I feel confident in my educational leadership role at this school’ (S2126, S2127)**
- **Strongly agrees that, ‘I feel confident using school data to improve student outcomes at this school’ (S2129)**
- **Teaching & Learning Handbook**

### High Standards

- **School Performance**
  - **An explicit improvement agenda**
    - Continue to maintain and embed current AIP priorities through regular consultation with all stakeholders and appropriate resourcing.
  - **Targeted use of school resources**
    - Develop a resourcing schedule to support explicit improvement agenda identified in AIP.

- **Explicit Improvement Agenda (EIA) developed and resourced**
  - **100% of Staff feel that I can, ‘access necessary information and communication technologies to do my job at this school’ (S2087) and ‘have the necessary skills to do my job effectively at this school’ (S2081)**
  - **100% of Staff satisfied that, ‘this school have good team spirit’ (S2093) and ‘This school keeps me well informed about things that are important to my work’ (S2096)**

### Engaged Partners

- **School and community partnerships**
  - Develop and document a community engagement framework to ensure the sustainability and periodic review of key partnerships.
  - Collaborate with school and wider community to develop and implement a Learning and wellbeing framework.
  - Engage with local elder Aunty Joan O'Loughlin from Birri Birri people, school and wider community to develop and implement a EATSIP framework.
  - Monitor and review Step-up to Prep and Junior to Secondary transition programs.
  - Continue to grow Collinsville & Scottville Community School Playgroup program enrolments.

- **Community engagement framework embedded**
  - Learning & wellbeing framework embedded.
  - EATSIP framework embedded.
  - **100% of Parents are satisfied that, ‘staff at this school are responsive to my enquiries’ (S2023), ‘this school asks for my input’ (S2024) and ‘this school encourages me to take an active role in my child’s education’ (S2026)**
  - Transition programs embedded.
  - ≥10 students enrolled in school playgroup program.

### Local Decision Making

- **Community engagement framework**
  - Learning & wellbeing framework.
  - EATSIP framework.
  - School Opinion Survey.
  - Transition program Playgroup enrolments.

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The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.

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Principal
P & C President
Assistant Regional Director