



Warwick Central State School

Strategic Plan 2019 - 2022



School Profile

Warwick Central State School is situated within the central business district of Warwick. The school provides co-educational learning programs for students from Prep to Year 6. We are now enrolment managed as our school has reached 100% capacity, so our new students must come from our Warwick Central State School Catchment area, which can be found on our website. Parents and carers must bring positive evidence that they live at the address they have given, when enrolling their children. Our dedicated team of professionals provide high-quality educational learning experiences for our students. Our strong inclusive practices engage our students in gaining a variety of educational outcomes that serve individuals and our community. Our school curriculum is based on the eight key learning areas. The focus of curriculum delivery is to improve literacy and numeracy outcomes for all our students via targeted programs and explicit teaching episodes. Some of the key learning areas are delivered as integrated units of work. An emphasis is being placed on using quality tasks to assess student learning. Our rigorous early years programs ensure that learning opportunities for our prep students align with curriculum guidelines. Our middle-years programs embrace productive pedagogies as a key to engaging students through the delivery of explicit and motivational teaching. Opportunities are given to our senior students to develop leadership capacity. As a National Partnerships School (Literacy, Numeracy & Low SES) from 2010 to 2013 we embedded a number of different strategies aimed at providing an even higher quality educational program for our students. Each classroom has a teacher and access to a trained teacher aide, with a focus on individualising instruction to meet the needs of each and every student. Our Literacy Coach has trained all teaching staff and aides in the First Steps in Reading programme, which has been implemented across all year levels and integrated into all Key Learning Areas. We have appointed a Head of Curriculum who has updated our curriculum plan, our Maths, English and Science programs, and our unit planning process to engage all students in learning and to ensure continuity across grade levels. We are a School Wide Positive Behaviour Support school, with a whole of community focus on Central RULES, being Respect, Understanding, Learning, Effort and Safety. These are the paramount values and beliefs by which we operate at all times. Our Local Consultative Committee and our proactive Parents and Citizens Association provide us with strategic direction and support for our goal, which is reflected by our logo, Striving to Excel. Our Support Teacher Literacy and Numeracy provides assistance with students with special needs and those who are gifted and talented, developing Individual Education Plans where needed to meet the challenges students face with their learning. Our philosophy revolves around inclusivity, celebrating diversity, and valuing each and every individual in our community.

Vision

Taken from the Dimensions of Teaching and Learning: "Working together, to ensure that, every day, in every classroom, every student is learning and achieving." Our Attendance Focus: "Every child counts, every day counts, every hour counts."

Values





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- SWPBS Tier II School - Central RULES: Respect, Understanding, Learning, Effort, Safety.
- Respect: Being Tolerant of other people; Caring for others; Giving everyone 'a fair go'; Considering others' feelings; Being honest and polite; Acting responsibly.
- Understanding: Accepting myself; Knowing that I am an individual and I am great; Accepting that others won't always like me.
- Learning: Knowing that I can achieve; Setting goals at school and home; Planning tasks; Thinking positive thoughts; Using my time wisely; Working well with others.
- Effort: Doing my best at all times; Being independent; Attempting new activities; Showing persistence; Aiming for success.
- Safety: Following school rules; Thinking before acting; Watching and helping; Playing by the rules; Being sun safe.

Improvement Priorities

Reading

Success indicators				
1. NAPLAN NMS: 98% Yr 3 Reading; 90% Yr 5 Reading. NAPLAN U2B: 50% Yr 3 Reading; 25% Yr 5 Reading.				
2. School Reading Level Benchmarks to match or exceed Regional Reading Level Benchmarks each term.				
Strategies	2019	2020	2021	2022
Investing 4 Success Funding: Reading Intervention Teacher implementing a modified Reading Recovery program to improve Reading Level Results for Prep to Year 3 students.	✓	✓	✓	✓
Employ a specifically skilled Speech Language Pathologist to work closely with the support staff and classroom teachers to implement intensive instruction to students on vocabulary development and enriched oral language through specific strategies.	✓	✓	✓	✓
Review student performance data each term at designated staff meetings to ensure accurate teaching, learning and assessment strategies with a focus on improvement (Faces on Data).	✓	✓	✓	✓
Conduct regular workshops on reading support programs for teacher aides, volunteers, school elders, parents and carers to support teaching strategies in reading.	✓	✓	✓	✓



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Improvement Priorities

Numeracy

Success indicators

1. NAPLAN NMS: 95% Year 3; 95% Year 5.
NAPLAN U2B: 25% Year 3; 25% Year 5.

2. Maths % A or B: 45%; % C or better 85%

Strategies

2019 2020 2021 2022

Refine the Explicit Improvement Agenda to have a narrow and sharp focus; use data to monitor the effectiveness of implementation and measure success against established school targets.

✓ ✓ ✓ ✓

Critical Friend, Marg Buckle, from Learning You, to continue to support the implementation of a reviewed and reinvigorated WCSS mathematics program across all year levels.

✓ ✓

Review the school's pedagogical framework to ensure it reflects agreed pedagogical strategies, is considered in curriculum planning processes and is consistently implemented across the school.

✓

Improve teacher capability through focused coaching and professional development to improve numeracy outcomes, focused on areas of improvement with targeted learning goals.

✓ ✓



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Improvement Priorities

Writing

Success indicators				
1. English %A or B: 40%				
English % C or better: 80%				
2. NAPLAN NMS Writing: 90% Year 3; 80% Year 5.				
3. NAPLAN NMS Spelling: 90% Year 3; 92% Year 5.				
Strategies	2019	2020	2021	2022
Build a culture of self-evaluation and reflection that enables deeper discussions of data, monitors progress over time and includes case management processes.	✓	✓	✓	✓
Continue to develop and adapt curriculum units aligned to the Australian Curriculum that are locally contextualised and quality assured for balance and coverage against content descriptors and achievement standards.	✓	✓	✓	✓
Review School Writing Program, Grammar & Punctuation and Handwriting Program to sustain alignment with the Australian Curriculum, focused on individual student improvement.			✓	✓
Continue to utilise Spelling Mastery for Years 3 to 6 students in streamed groups to provide a specific focus on the structure of words, roots and origins, word building and word patterns, conducted regularly at least three times each week.	✓	✓	✓	✓

Science

Success indicators				
1. Science % A or B: 40%				
Science % C or better: 90%				
Strategies	2019	2020	2021	2022
Develop a timetabled, professional learning plan that details a broad range of opportunities for capability development for all staff members including Annual Performance Development Plans(APDP), coaching, mentoring and models of feedback.	✓	✓	✓	✓
Investing 4 Success: Employ an early years teacher and a speech language pathologist to work together intensively with Prep to Year 3 students on the development of scientific language skills and an enriched and extended vocabulary.	✓	✓		
Implement Lyn Sharratt's "Faces on the Data" skills and strategies using school based and systemic data to develop individual learning plans, "Bump It Up" improvement walls, specific learning goals and focus on areas of improvement.	✓	✓		
Reflect on current school practices and processes to promote a school culture of positive learning for all students focussed on differentiated teaching and learning processes to meet individual need.	✓	✓	✓	✓





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Improvement Priorities

Attendance & Attainment

Success indicators

1. 95% Attendance for all students over the school year.
2. Positive Behaviour for Learning triangulated data showing 97% of students achieving Green, indicating adherence to Central RULES.
3. Short Suspensions 5% or less.
Exclusions 0%
Yellow and Red Triangulated PBL data 3%
4. 98% satisfaction of staff, students and parents on School Opinion Survey data.

Strategies

2019 2020 2021 2022

Daily reinforcement of "Every Day Counts" through the use of text messages for unexplained absences; weekly letters and phone calls to parents; use of the Re-engagement Hub to encourage 100% attendance.

✓ ✓ ✓ ✓

Investing 4 Success funds utilised to employ a Student Services Officer who reinforces and follows up unexplained absences and provides a liaison service between home and school for disengaged students.

✓ ✓

Utilise Positive Behaviour for Learning to develop resilience, understanding, tolerance, health, well-being and a focus on the provision of optimum learning conditions in classrooms every day for every student.

✓ ✓ ✓ ✓

Reflect on school practices and processes to promote a school culture of positive learning for all students; focus on differentiated learning practices to engage at all levels of achievement and improve teacher capacity through coaching and targeted professional development.

✓ ✓ ✓ ✓



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Improvement Priorities

Closing the Gap between attendance and outcomes of Indigenous and Non-Indigenous Students

Success indicators

1. ATSI students 90% attendance
2. Close the Gap between Indigenous and Non-Indigenous students on NAPLAN Reading, Writing, Spelling, Grammar & Punctuation and Numeracy to less than 5%.

Strategies

	2019	2020	2021	2022
Nominate eligible ATSI students in Deadly Readers & Deadly Maths online learning programs to drive improvement and develop networks across DDSW of students and teachers.	✓	✓	✓	✓
Develop evidence based plans with individual learning goals focused on achieving NMS and U2B on NAPLAN.	✓	✓	✓	✓
Continue to reflect on practices to ensure positive learning for all students through strong links with community groups and services designed to improve the health and well-being of ATSI students and families.	✓	✓	✓	✓
Develop and deliver pre-Prep literacy and numeracy programs in consultation with providers of early years care, utilising PIPPAs and the Early Years Network as effective vehicles, focused on Age Appropriate Pedagogies, and parent involvement and participation.	✓	✓	✓	✓

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

