

# The School Plan

## HARRIS FIELDS STATE SCHOOL – FOUR YEAR SCHOOL PLAN 2018 – 2021



### State Schools Strategy Our strategic priorities



<b>Name of School:</b> Harris Fields State School	<b>Address:</b> 10-38 Smith Road, Woodridge 4112	<b>School Band:</b> 09	<b>Quadrennial School Review (QSR) year was:</b> 2017
<b>Name of Principal:</b> Mrs Joanne Sinclair-Jones		<b>Year Levels:</b> Grades PY-06	

**School Profile:**  
 Harris Fields State School is a band 9 school located in Logan City and is part of the South East Region. Harris Fields has a high proportion of students with English as a second language, drawn from a large Pacific Island community. Approximately **fourteen percent** of our students are from the Aboriginal and Torres Strait Islander Peoples'. The school vision, 'To Give, To Question, To Excel' encompasses our values and belief system. We target excellence in our curriculum and encourage all students to pursue high levels of educational attainment. Our curriculum is focused on preparing young people to be active and reflective citizens. We maintain a strong focus on literacy, numeracy and ICT skills. We have a strong emphasis on the Arts. Specialist visual arts and music/drama teachers provide an extensive program for our students, in addition to our junior and senior cultural choirs. We have embedded a sports excellence program called 'Learning and League' for boys and girls. External agencies such as Youth and Family Services, Communities for Children and Griffith University work closely with the school community together in a productive partnership. Our strong connections with local educational organisations supports smooth transitions for our students.

**Research underpinning teacher practice:**

• Sharratt and Fullan	• Visible learning, John Hattie/Fisher/Frey	• Explicit instruction, Anita Archer	• Assessment, Dylan Williams	• Natural Maths, Anne Baker
-----------------------	---	--------------------------------------	------------------------------	-----------------------------

<b>Consultation has occurred with:</b>	<b>Other requirements:</b>	<b>Evidence sources used:</b>
<ul style="list-style-type: none"> <li>Parents and citizens and wider community</li> <li>Whole school staff</li> <li>QSR team</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Whole-school curriculum, assessment and reporting plan</li> <li>Responsible Behaviour Plan for Students</li> <li>I4S plan</li> </ul>	<ul style="list-style-type: none"> <li>School Review (SIU)</li> <li>School opinion surveys</li> <li>Student academic data, both school based and standardised</li> <li>Student referral data and school disciplinary absences</li> <li>Staff and student attendance</li> </ul>

DET Strategic Plan 2017 - 2021	State Schools Strategy 2017 - 2021	Key Priorities (School Review I.S)	Strategies	Performance Measures				Evidence Source	
					2018	2019	2020		2021
Alignment	Successful Learners	<b>Attendance</b> <ul style="list-style-type: none"> <li>Continue to closely monitor school attendance with particular attention to strategies that engage families of students attending less than 85 per cent of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly review attendance data</li> <li>Regularly share attendance data with staff and students</li> <li>Use proactive strategies to promote attendance</li> <li>Teachers to make initial phone calls to families with poor attendance</li> <li>Deputy principal to make phone calls to families with continued poor attendance</li> <li>OneSchool letter process?</li> </ul>	Whole School attendance	94%	94%	94%	94%	<ul style="list-style-type: none"> <li>One School data profile</li> <li>One School dashboard</li> </ul>
				Proportion of students with < 85%	5	5	5	5	
		<b>Behaviour</b> <ul style="list-style-type: none"> <li>Decrease referral rates</li> <li>Improve teacher capability of the Essential Skills for Classroom Management</li> <li>Develop and enact a school-wide program to support the social and emotional wellbeing of students.</li> </ul>	<ul style="list-style-type: none"> <li>Employ Student Wellbeing Officer</li> <li>Continue capacity building of all staff in Essential Skills For Classroom Management</li> <li>Review behaviour management data on a term basis and action areas of concern</li> <li>Embed a consistent approach to building student wellbeing through agreed classroom and whole-school practices</li> <li>Proactive program (reengage with PBL) including Mindfulness Program</li> </ul>	Decrease in number of major <b>classroom</b> incidents. Collate weekly data and present at meetings/HFH	1100	1000	900	800	<ul style="list-style-type: none"> <li>Mosaic feedback app</li> <li>One School reports</li> </ul>
		<b>Differentiation</b> <ul style="list-style-type: none"> <li>Develop and implement systematic school-wide processes for students to monitor their own learning through the development of individual learning goals that clearly identify their next steps in learning.</li> <li>Develop and implement processes to build on the capacity of teachers to use evidence-based models of differentiation to support the range of students in their class.</li> </ul>	<ul style="list-style-type: none"> <li>All students have learning goals and understand their next step in learning</li> </ul>	% of students achieving a C standard ( <i>Working with-Prep</i> ) or better in English Maths and Science	80%	83%	86%	90%	One School Headline indicators
				Targets identified and published for whole school- Year level – class – individual and reviewed each semester	Sem1 Sem2	Sem1 Sem2	Sem1 Sem2	Sem1 Sem2	Every School Succeeding (ESS) data schedule
		<ul style="list-style-type: none"> <li>Develop differentiated assessments in unit plans for students on ICPs</li> <li>Strengthen the planning for teaching phase of our data discussions</li> <li>Compile research based powerful practices for different levels of PM level and TORCH testing to support the D2Cs</li> <li>STLaNs to support teachers taking data to practice through a modelling and coaching process</li> </ul>							
		<b>EATSIPS</b> <ul style="list-style-type: none"> <li>Establish an EATSIPS group to enhance opportunities for embedding Aboriginal and Torres Strait Islander perspectives across the curriculum in all aspects of school life and for the selection of the most appropriate resources for these purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum planning days</li> </ul>						
<b>Closing the Gap</b> <ul style="list-style-type: none"> <li>Commit to the priority of closing the gap for students in out-of-home care. Ensure effective planning and resources in place to support Indigenous students and students in out-of-home care.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain current programs for students in out of home care and Indigenous students.</li> <li>SET</li> <li>Case meetings</li> </ul>	% increase in attendance and behaviour NAPLAN					School Profile, relative gain, individual		
Collaboration	Teaching Quality	<b>Australian Curriculum Version 8</b> <ul style="list-style-type: none"> <li>Continue to build on school processes that enable teachers to develop a deep understanding of the Australian Curriculum and the best way to maximum the learning and wellbeing for all students.</li> <li>Allocate budget and resources to meet the needs of effective implementation of all subject areas of the Australian Curriculum.</li> <li>Maintain current strategies to facilitate access to technologies and build teacher capacity to utilise ICTs to supporting teaching and learning of Australian curriculum across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review and align Whole School Curriculum, Assessment and Reporting Plan with the Australian Curriculum and Education Queensland expectations</li> <li>Provide professional learning for teachers in embedding use of technology in their teaching</li> <li>Review effective resource budgets and management.</li> </ul>						
		<b>Pedagogical Framework</b>	<ul style="list-style-type: none"> <li>Develop and embed the Pedagogical Framework which articulates the school's approach to teaching.</li> </ul>						

		<ul style="list-style-type: none"> <li>Revise and embed a pedagogical framework that reflects the signature practices providing links to research, and exemplars of expectations of best practice.</li> </ul>	<ul style="list-style-type: none"> <li>HOCs engage in coaching cycles around the signature pedagogical practices</li> <li>HOCs lead STLaNs to model signature pedagogical practices</li> <li>Principal and Deputy conduct walk-throughs and give feedback directly related to the signature pedagogical practices of the school.</li> </ul>						
		<b>Reading</b> <ul style="list-style-type: none"> <li>Fully embed all components of a balanced reading program to ensure consistency across the school</li> <li>Develop and implement whole school reading intervention model focused upon reading</li> </ul>	<ul style="list-style-type: none"> <li>Internal professional development around the HFSS reading program to ensure consistent school-wide teaching practices.</li> <li>Employ additional STLaNs to be involved in reading intervention model.</li> <li>HOCs to engage in coaching cycles around the whole school pedagogical practices in reading.</li> <li>Provide professional development on reading behaviours aligned to A to E grading.</li> <li>Embed the practice the anecdotal records including anecdotal running records.</li> <li>Develop clear Reading GTMJs for each year level, based on the Regional reading rubrics.</li> <li>Review data collection, benchmarks and targets.</li> <li>TORCH and PM to be used for assessment.</li> </ul>						
		<b>Writing</b> <ul style="list-style-type: none"> <li>Commit to the core learning priority of writing, including grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Provide on-going professional development in Seven Steps to Writing Success to all teaching staff.</li> <li>Embed Seven Steps to Writing Success in English unit planning.</li> <li>Produce A exemplars for each English unit.</li> <li>Develop clear Writing GTMJs for each year level, based on the Regional Writing rubrics.</li> <li>Review assessment, data collection, benchmarks and targets.</li> </ul>						
		<b>Spelling</b> <ul style="list-style-type: none"> <li>Fully embed all components of a balanced spelling program to ensure consistency across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Develop HFSS spelling program in consultation with teaching staff.</li> <li>Embed the use of synthetic phonics (LEM phonics).</li> <li>External consultant to deliver professional development for all new staff members in LEM phonics.</li> <li>Coaching, observation and feedback given around embedding the HFSS spelling program.</li> <li>Review assessment, data collection, benchmarks and targets.</li> </ul>						
		<b>Mathematics</b> <ul style="list-style-type: none"> <li>Embed Natural Maths as the school philosophy.</li> <li>Problem solving and higher order thinking to be a key learning focus.</li> </ul>	<ul style="list-style-type: none"> <li>Invest in online professional development run by Anne Baker.</li> <li>Internal professional development around Natural Maths to ensure consistent school-wide teaching practices.</li> <li>Through in school training, promote the use of ICTs in the teaching of numeracy.</li> <li>Train teachers to provide regular feedback to students.</li> <li>Develop explicit GTMJs for each year level, based on the QCAA rubrics.</li> <li>Review data collection, benchmarks and targets. PAT M to be data tool in Prep to 6.</li> </ul>						
		<b>Science</b> <ul style="list-style-type: none"> <li>Commit to the core learning priority of Science.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain relationship with Mabel Park High School to develop lead science teachers.</li> <li>Provide opportunities for professional learning for staff.</li> <li>Provide a budget to ensure resources meet the needs of the curriculum.</li> <li>Develop a science scope and sequence based on a two-year cycle</li> <li>Develop a scope and sequence of inquiry skills</li> <li>Embed the use of ICTs (including mobile devices) in the teaching of science.</li> </ul>						
		<b>ICT General Capabilities</b> <ul style="list-style-type: none"> <li>Embed the ICT General Capabilities across the whole school</li> </ul>	<ul style="list-style-type: none"> <li>Develop an ICT General Capability scope and sequence</li> <li>Explicitly plan for ICT General Capabilities across all curriculum areas</li> <li>Professional development to upskill teachers in the ICT General Capabilities</li> <li>Invest in a computer lab designed to support explicit computer skill lessons</li> </ul>						
		<b>Critical and Creative Thinking General Capabilities</b> <ul style="list-style-type: none"> <li>Embed the Critical and Creative Thinking General Capabilities across the whole school</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly plan for Critical and Creative Thinking General Capabilities across all curriculum areas</li> <li>Professional development to upskill teachers in the Critical and Creative Thinking General Capabilities</li> </ul>						
	Principal Leadership & Performance	<b>Explicit Improvement Agenda</b> <ul style="list-style-type: none"> <li>Refine the current EIA to reflect a narrow and sharp focus to embed a school-wide understanding of, and commitment to the identified priorities and targets.</li> </ul>							
		<b>Roles and Responsibilities</b> <ul style="list-style-type: none"> <li>Develop and implement a strategic plan comprising of actions, roles, responsibilities, timelines and accountabilities for school leaders and key staff members aligned to the EIA.</li> </ul>							

		<b>Feedback, Observations and Coaching</b> <ul style="list-style-type: none"> <li>Develop and implement a whole-school approach to classroom observations, coaching and feedback aligned to the school's EIA.</li> <li>Continue to use WOW as a tool for improvement and reflection in staff members' personal PD.</li> </ul>	<ul style="list-style-type: none"> <li>Mosaic observation app</li> </ul>						
		<b>Professional Development Plans</b> <ul style="list-style-type: none"> <li>Develop professional development plans, including performance planning for all school staff. All performance plans to be current and reviewed each term.</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately foster and develop leadership capabilities of other staff members.</li> <li>Use the Developing Performance Framework as a tool to align teacher capability development with school priorities.</li> <li>Develop a whole school Professional Learning strategy</li> <li>Provide professional learning for enhancing leadership skills associated with coaching and feedback</li> <li>Adopt / adapt / develop and embed a 'lesson observation' rubric</li> </ul>						
		<b>Induction</b> <ul style="list-style-type: none"> <li>Continue to develop and implement processes of induction for all staff members who recently join the school, consistent with the whole of school professional learning agenda.</li> </ul>	<ul style="list-style-type: none"> <li>Refine and embed induction process for new staff members.</li> </ul>						
Empowerment / Capability	School Performance	<b>Data Analysis</b> <ul style="list-style-type: none"> <li>Refine the data analysis process to make explicit links to priority groups, including Indigenous students, students with disability and students in care.</li> <li>Engage all staff members in ongoing PD to ensure their data literacy skills enable a deeper understanding of data to better inform the next steps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Develop school-wide assessment schedule with benchmarks and targets.</li> <li>Use of D2C documents to analyse data collected from standardised assessments.</li> <li>Use data walls to show individual student distance travelled.</li> <li>Train teachers to provide regular feedback to students.</li> <li>Conduct sector meetings fortnightly to analyse standardised assessment data.</li> <li>Develop triangulated data sets to track student progress and inform practice.</li> <li>Consolidate collection, analysis and reflection of data at a whole school level, sector and year level and individual year level.</li> <li>Individual teachers meet with appropriate members of leadership team during PD days.</li> <li>Use of data analysis for whole-school and individual student improvement strategies.</li> <li>Data used to establish improvement strategies and targets to monitor student and school improvement.</li> <li>Implement a system of data collection for new students.</li> <li>Review School Assessment Framework and data storage processes to ensure data is collected and effectively utilised.</li> </ul>						
		<b>Moderation</b> <ul style="list-style-type: none"> <li>Refine moderation process</li> </ul>	<ul style="list-style-type: none"> <li>Embed moderation practices for all year levels based on ACARA A to E.</li> <li>Engage in moderation processes with other schools.</li> </ul>						
Accountability	Local Decision Making / Regional Support	<b>Transitions</b> <ul style="list-style-type: none"> <li>Review and enhance the processes of transition to Prep for all students.</li> <li>Review and enhance the processes of transition to secondary school for all students, including those with special needs, and in particular those supported by modified curriculum programs.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the cluster to ensure a smooth Year 6 to high school transition</li> <li>Plan and implement transition of Year 6 to high school</li> <li>Design strategy for leadership program for year six leaders</li> <li>Year 6 attend Tallebudgera camp</li> <li>Liaise with High Schools for open days for Year 6</li> <li>Ed Qld Transition program?</li> </ul>						
		<b>Parent and Community Engagement</b>							
		<b>Local Decision Making</b> <ul style="list-style-type: none"> <li>Maintain and extend partnerships with school community stakeholders: - <ul style="list-style-type: none"> <li>YFS,</li> <li>Communities for Children and</li> <li>Salvation Army</li> </ul> </li> <li>To ensure ongoing support for student and family services.</li> <li>Maintain the role of Youth/Community Engagement Worker to strengthen links with families and community.</li> </ul>	<ul style="list-style-type: none"> <li>School facilities are available to community groups to hold their meetings or events.</li> <li>Provide parents with a summary/overview of what students are learning in each year level with a letter and curriculum poster each term.</li> <li>Books on blankets</li> <li>Parent participation in culminating activities each term to be evidence in school and teacher planning.</li> </ul>						

		• Extend the family wellbeing centre.							
--	--	---------------------------------------	--	--	--	--	--	--	--

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

.....  
Jo Sinclair-Jones Principal

.....  
P & C President

.....  
Assistant Regional Director