**THE SCHOOL PLAN**

RAINWORTH STATE SCHOOL FOUR YEAR SCHOOL PLAN 2013 – 2016

**Name of school:** Rainworth State School  
**Name of principal:** Mr Adam Mathewson  
**Address:** 185 Boundary Road, Rainworth 4065  
**School band:** 08  
**Year levels:** Grades PY-07  
**Quadrennial school review (QSR) year was:** 2012

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**School Profile**

At Rainworth we aim for each individual to achieve the best educational outcomes through a rich, diverse and engaging curriculum in a happy, safe and healthy community. Our school is built on strong traditions and high expectations. Our culture is one that has a

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**Vision**

At Rainworth each individual achieves the best educational outcomes through a rich, diverse engaging curriculum, in a happy, safe and healthy community  

**Values**

- A holistic approach to childhood development - emotionally, intellectually, physically & socially  
- A focus on children reaching their full academic potential.  
- A balanced curriculum focusing on Clever, Skilled, Creative  
- A strong sense of community  
- Supporting quality professional staff

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**Priorities**

- Develop instructional leadership with a focus on workforce performance  
- Develop productive partnerships with students, staff, parents, and the community  
- Plan to transition Year 7 to high school (class structure, leadership, annual & bi-annual events)  
- The Explicit Teaching of English  
- The Explicit Teaching of Numeracy  
- Focus on Science  
- Quality School Curriculum reflective of ACARA  
- Consistent classroom pedagogical practices  
- Continuous monitoring of student achievement

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**Research underpinning teaching practice**

- The pedagogical approach to teaching will focus on Dimensions of Teaching & Learning. This teaching & learning cycle underpins the planning cycle at Rainworth. This is reflected in front end assessment & periodic review that utilises data driven review of both content level & pedagogical practice.  
- Explicit instruction forms the basis for lesson structure throughout the school. Key strategies used at Rainworth include, WALT & WILF, warm-ups, I Do, We do, You do.  
- The Fleming effective teaching model will be utilised in assisting the school leadership and teaching staff in creating the Rainworth Effective Teaching and Learning Framework. The warm ups, I do, We Do, You Do etc will be used to sharpen our teaching and learning process.  
- Differentiated instruction at Rainworth recognises the individual developmental needs of our students. Differentiation occurs at all levels from learning support through to gifted & talented programs. This is achieved through differentiated learning goals for every student.  
- De Bono’s 6 Thinking Hats will be utilised to raise the rigour of learning through developing thinking skills. Teachers will also explore the types of questions which they ask of their students (critical, creative and caring) to assist with differentiating for a range of students.  
- Embrace concepts of effective teaching – High expectations, academic rigour and reflection strategies are prioritised to ensure students are engaged and challenged for improved learning outcomes.

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**Other requirements**

- Responsible behaviour plan  
- Whole-school curriculum, assessment and reporting plan  
- Emergency management plan  
- Workplace health, safety and wellbeing plan  
- Enrolment management plan  
- Asset replacement schedule  
- Facilities maintenance schedule  
- Quality improvement plan

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**Performance measure**

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<thead>
<tr>
<th>Description</th>
<th>Target</th>
<th>Date</th>
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<tbody>
<tr>
<td>Regular principal &amp; deputy walkthroughs with staff</td>
<td>2 / term</td>
<td></td>
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<tr>
<td>Workforces performance plans completed</td>
<td>100% of teaching and support staff</td>
<td>2013 - 2016</td>
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<tr>
<td>Flying Start reforms implemented</td>
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<td>Yr 7 transitional plan regional milestones</td>
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<td>Engagement of teachers in coaching</td>
<td>100% of teachers</td>
<td>By end of 2016</td>
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<tr>
<td>Parents satisfied their child is getting a good education</td>
<td>Upper Quartile</td>
<td>2013</td>
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<tr>
<td>Parents satisfied school is developing their child's literacy skills</td>
<td>Upper Quartile</td>
<td>2013</td>
</tr>
<tr>
<td>Parents satisfied school is developing their child's numeracy skills</td>
<td>Upper Quartile</td>
<td></td>
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<tr>
<td>All eligible Year 3/5/7 students to achieve NMS in NAPLAN Testing</td>
<td>100%</td>
<td>2013-2016</td>
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<tr>
<td>Increase percentage of students in Upper 2 Bands in Reading in Yr 3/5/7</td>
<td>75%/75%/65%</td>
<td>2013</td>
</tr>
<tr>
<td>Implementation and review of revised spelling program</td>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>Australian Curriculum Implemented</td>
<td>100% teachers effectively implementing the Aust Curr</td>
<td>2016</td>
</tr>
<tr>
<td>Rainworth SS Pedagogical Framework fully implemented.</td>
<td>100% of teachers engaging with Pedagogical</td>
<td>2013</td>
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Consultation has occurred with:

- Student data was collected via the annual school opinion survey. Trends in student data over the past three years was considered.
- Parent opinion was considered via two separate opinion surveys. Results of school opinion surveys over the last three years and the 2012 Quadrennial School Review, on-line survey. The online survey received 130 responses.
- School staff opinion was considered via opinion surveys & QSR focused staff meetings. Staff surveys were gathered using SOS from the last 3 yrs along with a 2012 QSR staff survey. The staff meetings were focused on gathering ideas and feedback concerning priorities and strategies.
- P&C delegations nominated parents to form a reference group. This group assisted with designing the parent on line survey, collating and interpreting the data and identifying priorities and strategies. The draft Strategic Plan was then presented to the P&C to seek feedback and approval.

Evidence sources used:

- Teacher assessment
- Student portfolios
- QCATs
- School discipline absences
- Progression rates
- SOS – parents
- SOS – principals
- School ICT Index
- Teaching & Learning audit
- Staff attendance and retention
- 2012 Parents QSR Online Survey

- Framework
- Review and refinement of student data collection and assessment.
- 100% of staff engaged with data collection, interpretation and response. Ongoing
- Electronic entry and analysis of data (via OneSchool)
- 100% of teachers utilising OneSchool data functionality. Ongoing
- Increase percentage of students in Upper 2 Bands in Numeracy & in Yr 3/5/7
- 67%/74%/46% 2013

- Student results
- NAPLAN
- Enrolment, attendance, continuity
- Class size
- SOS – students
- SOS – teachers
- Staff attendance
- Environmental footprint
- School audit
- Staff composition
- 2012 Staff QSR Survey
<table>
<thead>
<tr>
<th>School and Community partnerships</th>
<th>School curriculum</th>
<th>Teaching practice</th>
<th>Principal leadership and School capability</th>
<th>Other requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>High levels of student, parent, staff and broader school community confidence in the school’s performance and achievement</td>
<td>Commitment to core learning priorities. Coherent and sequenced plan for curriculum, Teaching and learning audits. Planning for improvement</td>
<td>High quality teaching practices. Collaborative practices, Consistent pedagogical practice, Evidence-based decision making</td>
<td>Instructional leadership, Principal’s capability and leadership framework (PCLF), Developing workforce performance, Differentiated supervision, Capability development</td>
<td>These plans are included in the school’s Implementation Plan to facilitate line-of-sight with the school’s strategic plan</td>
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**Strategies**

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<th>2013</th>
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<th>2015</th>
<th>2016</th>
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<tr>
<td>Plan for the retention, attainment and transition of students with a focus on maintaining strong enrolments in Yr 4-7 (up to 2014) and Yr 4-6 (up to 2016).</td>
<td><strong>Plan to transition Year 7 to high school</strong></td>
<td>Ensure consistent school-wide teaching practices of mathematical problem solving</td>
<td>A focus on a small number of initiatives. This will allow depth of knowledge to be developed and time to implement newly acquired skills.</td>
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<tr>
<td>Develop productive partnerships with students, staff, parents through the provision of quality educational offerings unique to RSS.</td>
<td><strong>Implement “Flying Start” reforms</strong></td>
<td>Ensure consistent school-wide teaching practices to the teaching of numeracy with a focus on number facts.</td>
<td>PD and In-service Plan to cater for both admin, teaching and non-teaching staff.</td>
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<td>Maintain and/or review current communication tools (P&amp;C Parent &amp; Class Reps, newsletter, website) to assist with providing timely and efficient distribution of communication to the school community.</td>
<td><strong>Consolidation of curriculums and adopted Distance Education material to suit our clientele and student needs</strong></td>
<td>The teaching of Reading will be explicitly taught across all year levels. A focus will be on developing the higher levels of comprehension. (QRAL, make inferences, interpret &amp; evaluate or Blooms: Analysis, Synthesis &amp; Evaluation)</td>
<td>Develop the capacity and involvement of the school leadership team in supervising and coaching teachers to deliver high-quality teaching &amp; learning strategies for all students, in all classrooms.</td>
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<td>Provide parent skill sessions to inform and support student learning at home in the areas of English, Mathematics, Science and Social and Skill development</td>
<td><strong>Provide a comprehensive Protective Education / Sexuality program for Yr 4-7</strong></td>
<td>The teaching of Science to be a balance of explicit teaching and activity based enquiry.</td>
<td>Use the Developing Performance Framework as a tool to align teacher capability development and school priorities.</td>
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<td>Review the school Responsible Behaviour Plan and ensure that it is embraced consistently by all staff members. Responsible Behaviour Plan is reflective of the community values and standards.</td>
<td><strong>Strategic alignment of resource allocation with a focus on maximising ICT infrastructure</strong></td>
<td>Continue Collegial Approach to enhance teaching pedagogy. This will involve visits from administration as well as coach and colleagues. The focus will be on sharing and refining best practice.</td>
<td>Review and revise WPHS plans and processes</td>
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<td><strong>Review and revise emergency management plan</strong></td>
<td><strong>Establish a formalised coaching program for teachers</strong></td>
<td><strong>Continue to provide ongoing professional develop to build a culture of data where all teachers have the skills necessary to integrate data to assist student learning needs.</strong></td>
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<td><strong>School administration and leadership team to develop capacity to lead discussions through more detailed interrogation of a full range of data to establish “next step” in student learning.</strong></td>
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Continue to refine Learning Enhancement processes and articulate the range and balance of support strategies (eg ELF, PAL, BSDE Booster Projects) that attend to the diverse learning needs of students (special needs, gifted and talented).

Implement programs and provide resourcing (human and physical) that will support students requiring additional support in the areas of Literacy & Numeracy.

The pedagogical approach to teaching will focus on the Dimensions of Teaching & Learning:

- Adopt elements of the Fleming Approach (I Do, We Do, You Do; strong phonemic approach, warm-ups prior to learning experiences)
- Develop High Order & Creative Thinking Skills through the Young Thinkers Program (John Joseph), De Bono’s & Thinking Hats and focus on improved questioning.
- Teachers to continue to differentiate the content, process, product and environment to meet the needs of all learners.
- Specialising of teaching in upper primary to meet student needs and assist with readiness for high school.
- Investigate the possibility of ability grouping within year levels (for short focussed lessons) according to their specific needs in the areas of number, reading comprehension and spelling.

Endorsement
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

[Signatures]
Principal
P and C/ School Council
Assistant Regional Director