

# Wilston State School

## Strategic Plan 2019 - 2022

### School Profile

Wilston State School caters for approximately 900 students from Prep to Year 6 in 35 classes. We are committed to our students developing as learners who succeed and become active and ethical global citizens, now and into the future.

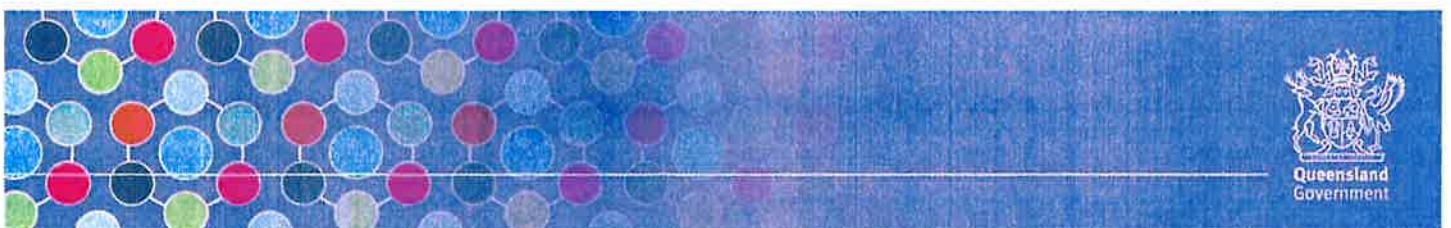
Our balanced curriculum ensures that students have rigorous learning programs developed to align with the Australian Curriculum. All students develop knowledge and skills in Mathematics, English, Science, HASS, The Arts Technologies, Health and Physical Education. Our students in Years 5 and 6 participate in Japanese language lessons. Specialist teachers provide Music, PE and Languages (Year 5 & 6) and Science lessons. Extra curricula offerings including instrumental music, choir, Eco-Marines and local sporting and academic competitions provide additional pathways for students in areas of interest or skill. The curriculum programs delivered at Wilston aim to maximise individuals' learning through stimulating and innovative teaching practices and individualised programs.

The teachers at Wilston State School utilise current research and student data to ensure that all students are improving and maximizing learning opportunities each and every day. As an inclusive school, our staff work together to support students' academic, social and emotional development in collaboration with our parents and community.

Wilston State School is fortunate to have an active Parents and Citizens' Association which helps to foster community spirit and works to provide additional resources and services for our school community.

We are also part of the active 'City Cluster of Schools' in inner city Brisbane. This Cluster provides unique and outstanding opportunities for students utilising the rich expertise of the cluster schools. This established network leads professional development for teachers and leaders to support each schools strategic direction.

Wilston State School – Ever Onward





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### Vision

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**Every student succeeding through high quality inclusive education.**

### Mission Statement

We are committed to our students developing as learners who succeed and become active and ethical global citizens, now and into the future.

### Values

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**WONDER:** Fostering curiosity for and a love of learning.

**INTEGRITY:** Doing what is right and being your best self.

**LEARNING:** Engaging in learning and striving to improve.

**SELF-REGULATION:** Taking responsibility for your learning, behaviour and actions.

**TRADITIONS:** Honouring our heritage.

**OPPORTUNITIES:** Exploring pathways and taking risks.

**NURTURE:** Caring for our community and the environment.

**COLLABORATION:** Working together for a brighter future.

**ADVANCEMENT:** Improving through contemporary and research-based practices.

**RESPECT:** Embracing diversity and treating yourself and others with dignity and worth.

**EXCELLENCE:** Focusing on achieving high standards for academic and social success.

**SAFETY:** Providing a safe, supportive and inclusive environment.



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### Improvement Priorities

#### WRITING

Success indicators				
1. Increase in number of students achieving A & B standard in English from the previous year				
2. Decrease in the number of students achieving below a C standard in English from the previous year.				
3. NAPLAN increase in % of students in U2B in writing from the previous year for both Year 3 & 5				
4. NAPLAN % of students in U2B for writing above like schools				
5. 100% of students above NMS in writing in Year 3 and Year 5				
Strategies	2019	2020	2021	2022
Principles for the effective teaching of writing	✓	✓	✓	✓
Explicit instruction of Writing	✓	✓	✓	✓
Teaching and Learning Cycle	✓	✓	✓	✓

#### STEM

Success indicators				
1. 100% of teaching staff completed all capabilities on the WSS ICT checklist by the end of each calendar year.				
2. Teaching staff demonstrate capability at implementing the Technologies Curriculum for their year level.				
3. Increasing the % of students achieving A/B standards in Science, Technologies and Maths from the previous year.				
4. Increasing the number of STEM opportunities available to students from the previous year.				
5. Increasing the number of students participating in STEM opportunities from the the previous year.				
Strategies	2019	2020	2021	2022
Increasing teacher capability	✓	✓	✓	✓
Lifting student achievement	✓	✓	✓	✓
Increasing student participation	✓	✓	✓	✓



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### Improvement Priorities

#### EMBEDDING THE WILSTON WAY

##### Success indicators

1. Increase the number of teachers demonstrating competence in all of the Essential Skills for Classroom Management from the previous year.
2. Demonstrated achievement of all teachers APDP goals every 12 months.
3. Increase the number of classroom teachers who take up positions as mentors and coaches each year.
4. Demonstrated evidence of whole school teacher efficacy in instructional routines in English Science and Maths
5. Demonstrated common understanding and implementation of the RBPS as evidenced through a decrease in the number of major behaviour incidents each year.
6. Demonstrated common understanding and implementation of the RBPS as evidenced through an increase in % positive responses in SOS from staff, parents and students each year.
7. Increase in the number of students demonstrating improvement in the achievement standards or individual goals each year.
8. 100% of teachers participating in all the elements of the WSS Teaching and Learning Cycle each term.

##### Strategies

	2019	2020	2021	2022
Capacity Building	✓	✓	✓	✓
Teacher Efficacy	✓	✓	✓	✓
Student Engagement through Inclusive Education.	✓	✓	✓	✓
Teaching and Learning Cycle	✓	✓	✓	✓

##### 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

