

Boondall State School's ethos is built around high expectations and a commitment to excellence. Our overarching goal is to provide high quality, inclusive education that is underpinned by an unrelenting belief that all students can learn. We offer a balanced educational program that enhances the social, cultural, academic, sporting and creative traits of the individual learner. Our school motto 'Success by Work' drives every aspect of school life, capturing our school spirit and our future identity.



Our Vision

Striving for resilient life-long learners who are empathetic, creative, critical thinkers and connected across cultures.

Our Expectations

Respect, Independence, Safety, Effort

Literacy and Numeracy

Priority

Develop and embed a whole school writing framework, outlining expectations. Incorporate a whole school approach to feedback.

Continue to implement the whole of school reading framework, embedding Text Dependent Questioning to accelerate students.

Action

- Continue to provide professional learning for all staff in the writing framework.

- Continue to provide induction in the whole school reading and writing framework to new staff, both teachers and teacher aides.

- Continue to develop and implement quality standards for Reading (Text Dependent Questioning) and Writing.

- Continue to provide professional learning in Text Dependent Questioning and Close Reading.

- Consolidate and refine the reading and writing frameworks to ensure they are current and relevant to the school context.

- Continue to implement Robust Vocabulary and Phonemic Awareness lessons.

- Continue to implement reading and writing goals.

- Continue to build community partnerships in the area of reading with the continuation of the whole school Home Reading Program, Reading Selfies and PJ Reading Nights.

Targets

Our school's levels of improvement and achievement in priority areas, according to the explicit improvement agenda, will be at or better than 'like' schools in Queensland.

Increase the percentage of students in the upper two bands in NAPLAN Year 3 reading to 50% and Year 5 to 35%.

Increase the percentage of students in the upper two bands in NAPLAN Year 3 writing to 30% and Year 5 to 20%.

Maintain or improve the percentage of students achieving at or above the national minimum standards in Year 3 and Year 5 in reading.



Targeted teaching and assessment with precision

Priority

Teachers developing a thorough understanding of the Australian Curriculum which is explicit, purposeful, targeted and deliberate, challenging all individuals to reach their potential.

Action

- Continue the staged implementation of the Australian Curriculum.

- Consolidate and strengthen teacher understanding of the Australian Curriculum through collaborative planning meetings.

- Consolidate a whole school curriculum plan.

- Use diagnostic assessment tools to inform class, small group and individual reading and writing groups as well as intervention/extension groups.

- Continue to utilise the Learning Walk strategy across all classes, including the monitoring of students on an Individual Curriculum Plan (ICP).

- Continue to implement short-term data cycles linked to the Australian Curriculum to inform the differentiated teaching and learning of reading and writing.

- Continue to develop and refine success criteria and modelled responses for English units of learning.

- Continue to implement a case management approach for targeted student support with a focus on differentiation.

- Commence the implementation of Text Dependent Questioning as an acceleration strategy.

- Continue to distribute resources strategically maximising student learning.

- Continue to implement the SMS attendance process.

- Staff continue to monitor students with high absenteeism and refer them to the principal.

- Continue to update staff on attendance targets and weekly attendance data.

- Continue to analyse weekly attendance reports.

- Continue to acknowledge students with high attendance each term with a certificate and incentive.

Targets

Measurable improvement in every student is evidenced by:

- Improved percentage of students achieving an A, B or C in English and Mathematics.

- Increase the percentage of students' attendance.

Feedback

Priority

Build a culture of learners where feedback is utilised in order to maximise potential, raise awareness of strengths and areas for improvement, and implement actions to improve performance.

Action

- Principal and school leaders leading and developing teacher quality to ensure students are improving and achieving.

- Continue to provide formal feedback on the delivery of the whole school reading and writing frameworks using agreed, collaboratively designed quality standards.

- Continue to develop the integrity of guided reading and guided writing using Watching Others Work, including peer feedback.

- Continue to provide quality, evidenced based professional learning.
- Head of Teaching and Learning to create an individualised coaching plan and work with at least 35% of classroom teachers.

- TDQ mentor to assist teachers with the implementation of TDQ.
- Continue to conduct reading and writing tours where teachers share strengths and challenges of practice.

- Commence the design and implementation of a whole school approach to feedback within the writing framework.

- Continue with internal and cluster moderation.

- Continue to align staff professional learning in line with the explicit improvement agenda and AITSL standards.

Targets

35% of staff to be coached.

100% of staff to receive and provide pedagogical feedback.

100% of staff to provide explicit feedback to students.

Inquiry and innovation

Priority

Embed a culture of inquiry and innovation whereby collaborative creative exploration and independent learning is valued.

Action

- Continue to embed Age Appropriate Pedagogies in Prep and Year 1.

- Employ a Digital Technologies teacher Prep – Year 6.

- Mentor key year level teachers in the Digital Technologies Curriculum.

- Implement 'STEAM' club.

- Digital Technologies teacher to phase in STEAM teaching.

- Raise awareness of Inquiry based learning.

Targets

Key teachers to be identified and receive specialised mentoring in the digital curriculum for full implementation by 2020.



Learning through community collaboration

Priority

School community are partners in children's learning. The school and its community build positive and collegial relationships built on high levels of trust and respect.

The school will set a positive tone that reflects a school-wide commitment to purposeful learning.

Action

- Continue to facilitate and offer parent workshops and events.

- Continue to induct new staff in PBL.

- Continue to utilise PBL expert teaching team to review, analyse and share data trends.

- Continue to train/refresh staff in Essential Skills in Classroom Management.

- Continue to revise and refine PBL lessons.

- Continue to resource PBL.

- Commence PBL Learning Walks.

- Continue to market PBL across the wider school community.

- Continue to make connections with our feeder kindergartens and their families.

- Continue with the pre-prep orientation and transition program.

- Continue to implement growth mindset principles.

- Continue to share student reading and writing goals with parents each term.

- Continue with timely, clear communication throughout the school community.

- Promote the health, safety and wellbeing of our students and staff.

Targets

Decrease suspension data.

