


**KINGSTHORPE STATE SCHOOL
SCHOOL STRATEGIC PLAN 2008 - 2010**

	<p style="text-align: center;">Creating Opportunities through:</p> <ul style="list-style-type: none"> ➤ Positive Relationships ➤ Safe, Supportive and Stimulating Environment ➤ A meaningful and Challenging Environment ➤ Independence and Self Responsibility ➤ Embracing Diversity ➤ The celebration of Success
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APPROVAL/ENDORSEMENT PROCESS

This School Strategic Plan was developed in consultation with the school community and is a meaningful report of this school's achievement towards the outcomes and targets of *Destination 2010* and a statement of key strategic directions from 2007 to 2009 that meets school needs and systemic requirements.

..... Greg Tucker PRINCIPAL Craig Barron Substantive Principal Colin Polzin P&C PRESIDENT PHILIP COOK EXECUTIVE DIRECTOR (SCHOOLS) TOOWOOMBA
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STATEMENT OF PURPOSE

Kingsthorpe State School exists to develop, support and nurture the developmental needs and aspirations of primary school aged children within and beyond the local community. We aim to provide a learning climate that is responsive and forward looking through the development of learning programs that well equip our children for the demands and rigours of a changing world.

With a student population of approximately 180 in number, Kingsthorpe SS is 'Creating Opportunity,' affording its students all of the special features and resources of larger centres, whilst retaining the values and traditions of a smaller family-oriented rural school.

Interschool and team sports, a productive alliance with neighbouring schools, a strong instrumental music and arts program, specialist teaching in technology, language, health and physical education, teamed with an emphasis upon the basics and essential foundations for life-long learning, combine at Kingsthorpe State School to create an atmosphere of mutual trust and support for all children. Leadership development, educational excursions and enrichment programs feature, whereby children are nurtured through their formative years by a dedicated staff, keen to support all children in developing as capable and socially responsible citizens for the future.

SCHOOL CONTEXT

Kingsthorpe State School is a co-educational primary school offering a range of learning programs supportive of students enrolled from the Preparatory Year to Year 7. We are located in the Education Queensland Toowoomba District, the township being 21 km west of Toowoomba, 2km north of the Warrego Highway. Whilst projected enrolments over the next few years are expected to realise moderate growth, the 2007 school year opened with a enrolment of approximately 180 students. Our school enjoys an attractive garden setting on a gentle slope, which affords pleasant views of the rural valley below. The area is a mixture of rural and residential properties. In more recent years local rural industry has declined, with an increasing number of parents travelling to Toowoomba to work. The rural aspect and affordable land has encouraged the recent building of quality homes in addition to attracting families seeking lower cost housing. Unemployment levels are moderate.

Our school offers a KLA based curriculum and has invested heavily in literacy and computer technology in recent years. Teaching practices are innovative and inclusive, with a range of intervention and support initiatives in place. We have active choirs involving boys & girls, predominantly of Years 5-7, whilst 2006-7 has seen continuing enthusiasm for the Instrumental Music Program. Our LOTE program offers German to Year 6 & 7 students.

The core business of the school is delivered via the three areas of focus as defined by Education Queensland:

Learning: pedagogy, curriculum programs and initiatives, students and their achievements

Schools: the learning environment, the community, resources, governance

Workforce: capability and flexibility, professional learning and development, organisation, composition, deployment

Learning

Curriculum Organisation

The majority of classes at Kingsthorpe State School are organised into single year level classes with composite/multi-age groupings used to accommodate changes in class numbers to ensure Education Queensland maximum class size numbers are not exceeded. The weekly teaching and learning program developed for each class will be typically structured around teaching in specific Literacy blocks, Numeracy blocks and Integrated Studies time. Specialist lessons will also be delivered in Language Other Than English (German) for children in Years 6 and 7.

At Kingsthorpe State School the curriculum has been organised into: -

1. Core Learnings
 - Literacy
 - Numeracy
2. Specialised Studies
 - Health and Physical Education (Strand 2)
 - Library/Information and Communications Technology
 - Music/The Arts
 - LOTE (German)
3. Integrated Studies
 - Science
 - Studies of Society and the Environment
 - Health and Physical Education (Strands 1 and 3)
 - Technology

At Prep Year level:

Learning opportunities and a framework for teaching are aligned with the learning areas described within the Early Years Curriculum Guidelines. The early learning areas within the guidelines are:

- Social and Personal Learning
- Health and Physical Learning
- Language Learning and Communication
- Early Mathematics Understandings
- Active Learning Processes

In continuing to plan for worthwhile & effective learning opportunities for children the teacher will also refer to the Foundation level learning outcomes contained with the eight KLA Syllabuses.

Teachers at each year level across Years 1-7 will:

Co-operatively plan units of student work, integrating many of the Key Learning Areas of the Queensland P-10 Curriculum. Teachers will refer to syllabuses developed by the Queensland Studies Authority to inform and guide their planning. Each of these Key Learning Area syllabuses has been organised around outcome levels typically relating to year levels as follows: -

- ⇒ Students proficiently demonstrating Level 2 outcomes are at the end of Year 3
- ⇒ Students proficiently demonstrating Level 3 outcomes are at the end of Year 5
- ⇒ Students proficiently demonstrating Level 4 outcomes are at the end of Year 7

Whole School Curriculum Organisers

Whilst the core learnings of Literacy and Numeracy will be pursued as a focus for teaching on a daily basis, units of work integrating the key concepts and learning of Science, SOSE, HPE and Technology will be developed under the following Curriculum Organisers:

- ⇒ Investigating Life
- ⇒ Investigating Spaces
- ⇒ Investigating Changes
- ⇒ Building Futures

Students and Achievements

Highlights at our school have included:

- Three years of improvement in Year 2 Net Number results. (The past 2 above both state and like schools)
- Three years of improvement in Year 2 Net Writing results.
- Six consecutive years of improvement in Year 7 Writing results.
- Year 3, 5 and 7 spelling results above both state and like schools
- Year 3, 5 and 7 space results above both state and like schools
- Year 3, 5 and 7 measurement and data results above both state and like schools
- Year 3 and 7 number results above both state and like schools
- All SWD have been EAPed and have IEPs
- All students who are appraised have a Learning Support Program
- Students in Care all have current Educational Support Plans
- Indigenous students access addition tutoring
- School Opinion Survey results show a marked increase in parent and staff satisfaction with all areas of the school's performance, now rating the school above both state and like schools in all areas

Schools

- The Kingsthorpe State School began 2005 with 173.5 FTE and currently has 177enrolments
- Of our current students 5% identify as Aboriginal or Torres Strait Islander.
- A small number of students are Children in Care.
- Attendance is very good with an average attendance of 94%.
- Continuity of students is 90.2% which is above state average and significantly above like school's average.
- The school has significantly less Workplace Health and Safety Events and Hazards than both State and like schools
- Over the past three years the school has received extra funds through
 - Investing in Our Schools \$148 231
 - School Community Development Fund \$ 16 100
 - KSS/Landcare Development Initiative \$ 3 057
 - Community Water Grants (Round 3) \$ 48 221
- Over the past three years the P&C Association contributed in the vicinity of \$31 0000 towards school resources and student learning.
- The school and the P&C currently have funding applications into the following organisations:
 - Department of Communities \$55 755
 - Gambling Community Benefit Fund \$30 000
 - Healthy Active Australia \$38 000

Highlights in our school's development include:

- Construction of Undercover Facility through Investing In Our Schools funding
- Construction of new storage area
- Beautification of school grounds including:
 - area between teaching blocks D and E
 - area around Prep building
 - area around undercover facility
- New student furniture for year 4-7 classes
- Upgrade of Prep building
- Two new water tanks installed
- Construction of new sand pit and shade cover (funded by OSHC)
- Buildings painted
- Development of Donna Barnes Eating Area
- Development of Col Polzin Learning Area

- Development of a friendly and inviting staffroom
- Landcare Gardens developed
- Shade cover and seats outside teaching block E
- Air conditioning of administration offices and staffroom
- School Opinion Survey results show a marked increase in parent and staff satisfaction in areas of School Climate, Learning Climate and resources, now rating the school above both state and like schools in all areas
- School Opinion Survey results show an increase in student satisfaction in areas of School Climate, Learning Climate and resources

Significant School facilities include:

- 9 teaching spaces, including a refurbished Prep building
- Library
- Computer Lab with 26 computers
- Room for Classroom and Instrumental Music
- Friendly and inviting staffroom
- Undercover facility for sports and cultural activities
- Several storage sheds
- Playing field
- Netball courts
- Two adventure playgrounds with shade cover
- Sand pit with shade cover
- Eating areas with shade cover
- Safe off street pickup and drop off facility
- Crossing supervisor
- Before and after school care
- Tuckshop (each Friday)

Workforce

Kingsthorpe State School is staffed by:

- 1 Non teaching principal
- 8 Classroom teachers
- 1 Special Education Teacher
- 1 Cluster PE Teacher 0.3 at Kingsthorpe
- 1 Cluster Music Teacher 0.3 at Kingsthorpe
- 1 Visiting cluster LOTE teacher 0.12 (Based at Geham SS)
- 1 Visiting cluster Instrumental Music teacher 0.2 (Based at Crows Nest SS)
- 1 Visiting cluster Guidance Officer (needs Based)
- 1 Visiting cluster Learning Support teacher (needs Based)
- 1 Visiting cluster Speech Pathologist (needs based)
- 1 ICT support teacher 0.1 (School purchased)
- 1 Administration Officer
- 5 Teacher aides working various hours
- 1 Schools Facilities Officer
- 2 Cleaners

Currently all teachers are full time.

The P&C Association employ 3 people for the Outside School Hours Care facility which runs a before school and after school program.

All staff members have access to, and avail themselves of, professional development opportunities. Key areas for 2007 have included:

- Early Years Curriculum
- Mathematics
- Science
- English
- Inclusivity (Gifted Education, Success for Boys, Indigenous Students, Autism)

TRIENNIAL SCHOOL REVIEW

PROCESSES USED:

Four Review teams were created for each of the areas of review. Permanent teaching staff members of the school were each on two review committees, while part time teachers were on one review committee. On top of this all staff members were involved in the review of Professional Development.

Review Groups

Spelling: Robyn Keene, Greg Dyer, Marie Pike, Craig Barron, Debbie Hopper
 Homework: Jon Denman, Rineke Brouwer, Greg Dyer, Craig Barron, Marie Pike, Debbie Hopper, Kerry Cochran.
 Community: Craig Barron, Rineke Brouwer, Toni Single, Sonya Watton, Jon Denman, Denise Muller
 ICTs: Craig Barron, Toni Single, Sonya Watton, Robyn Keene, Kerry Cochran, Jane Ibel, Dan McDonald
 Professional Development: All teaching staff

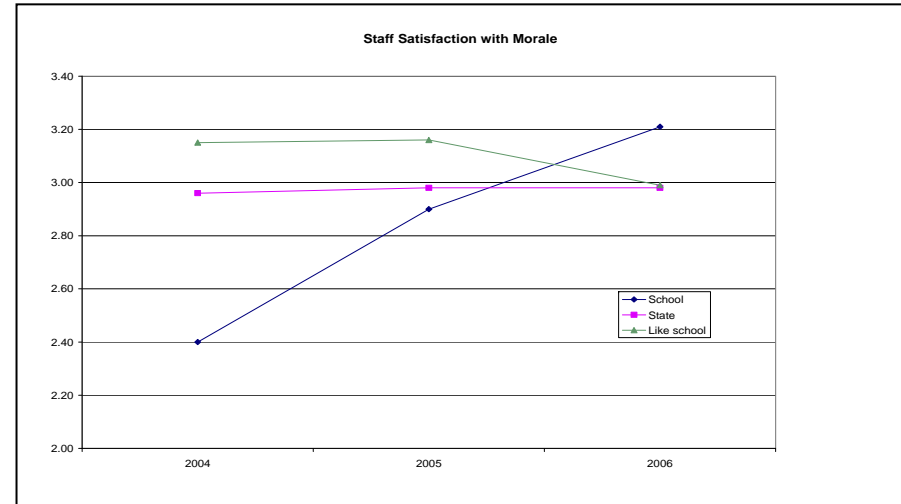
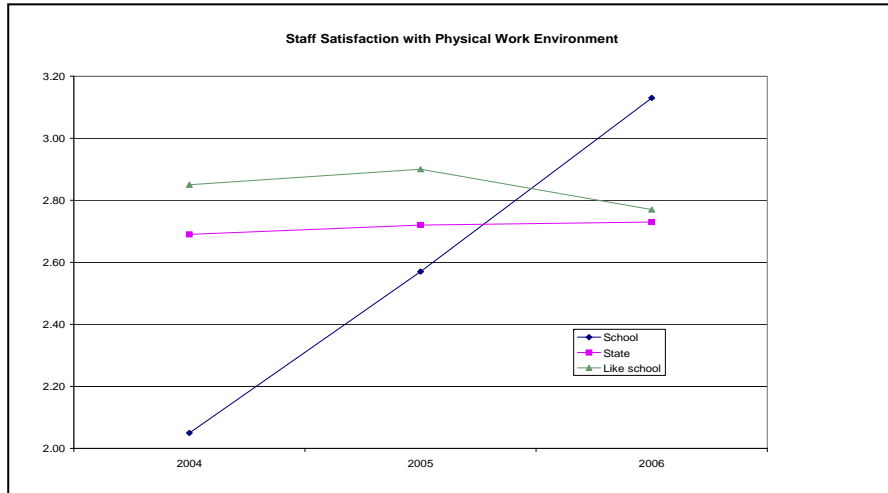
Review Timelines

Date	Action
9 July Pupil Free Day	<ul style="list-style-type: none"> • Determination of Review Areas • Consideration given to purpose & potential outcomes of each review area
23 July	<ul style="list-style-type: none"> • Review Groups developed
Throughout Term 3	<ul style="list-style-type: none"> • Development of data collection tools • Collection of data • Compilation of data
22 October Pupil Free Day	<ul style="list-style-type: none"> • Whole teaching staff discussion of data • Recommendations for School Strategic Plan
5 November	<ul style="list-style-type: none"> • Verification Day

ACHIEVEMENTS FROM THE PREVIOUS THREE YEARS:

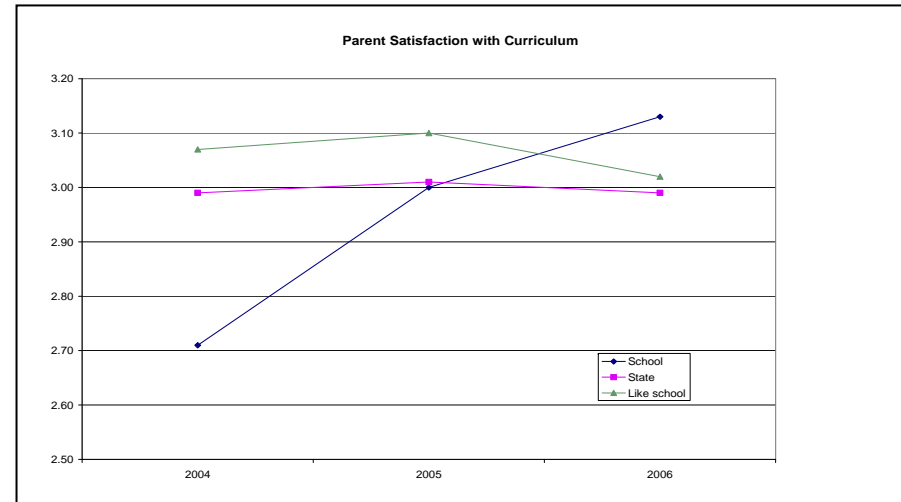
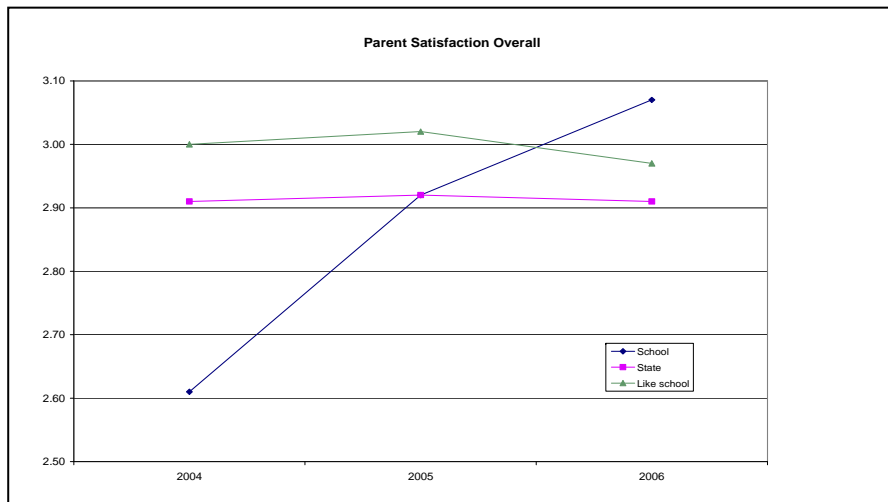
Significant increase in Staff morale

This can be best demonstrated through graphs representing staff satisfaction as collected over the past three School Opinion Surveys.



Significant increase in parent satisfaction with the school

This can be best demonstrated through graphs representing parent satisfaction as collected over the past three School Opinion Surveys.



OUTCOMES NOT ACHIEVED FROM THE PREVIOUS THREE YEAR PLAN:

Nil

KEY FINDINGS AND RECOMMENDATIONS FROM THE TSR**Spelling**

- Develop and implement Kingsthorpe State School Spelling Program which includes:
 - Differentiated approaches
 - Gender differentiation
 - Use of Baseline data to measure school and individual growth
 - Stages of Spelling growth
 - Scope and sequence
 - Core Lists
 - Core strategies
- Review alignment Chart

Homework

- Develop and implement Kingsthorpe State School Homework Policy which includes:
 - A commitment to continue weekly homework
 - Indicative timeframe and activities for each year level
 - Compliance with EQ Policy

Community

- Complete and maintain a high quality Website
- Improve local communication through such strategies as:
 - Letterbox drops
 - Increase newsletter circulation
 - Email newsletter
 - Community aspect of Newsletter
 - Shire support
- Develop quality promotional material
- Build partnership with local businesses particularly Real Estate Agent and Child Care Centre

ICTs

- Develop and implement Kingsthorpe State School ICT Policy and Program which includes:
 - Scope and sequence
 - Link to *Curriculum Organiser*
 - Current software and hardware list
- Provide high quality and time appropriate Professional Development activities which may include:
 - Use of *Curriculum Organiser*
 - Hands on and Onsite activities
 - Internal peer mentoring
 - Access 'Cameron Lapworth' Tutorials
 - Develop 'Self Help' sheets
- Promotion of ICT use in the community

Professional Learning and Development

- Continue from Sem 2-07 with use by teachers of the Ed Queensland '*Developing Performance Framework*' to individually plan, implement & periodically review focus areas of interest and need negotiated between teachers and the Principal

KEY PRIORITIES FOR KINGSTHORPE STATE SCHOOL FOR 2008 – 2010

- *Maintain quality School Curriculum Plan, consistent with the Queensland Curriculum, Assessment & Reporting Framework, incorporating Essential Learnings across the Key Learning Areas*
- *Embed school's Early and Middle Years Philosophies*
- *Enhance Kingsthorpe State Schools links with the Kingsthorpe community*
- *Improve use of ICTs in line with Smart Classrooms initiatives*
- *Develop and implement school English and Maths programs*
- *Progress the capacity of our school's workforce through purposeful Professional Learning & Development*

REVIEW PROGRAM

School Opinion Survey data will be vital as a point in time indicator of parent, staff and student satisfaction with initiatives implemented. Year 2 Net and Year 3, 5 and 7 data will monitor progress made by students as results of initiatives. Regular reporting to, and monitoring by, EDS will ensure Education Queensland satisfaction with outcomes from initiatives.

LEARNING – Implement a learning framework to prepare students for living in complex, multicultural, networked societies.
OUTCOME LE1: *Improved learning outcomes for the diverse range of students in Education Queensland Schools*
OUTCOME LE 2: *Improved integration of curriculum, teaching, assessment and reporting through a learning framework that engages our diverse range of students*
OUTCOME LE 3: *An increased number of students successfully completing the compulsory participation phase of learning*

Outcomes	Strategies	Indicate (✓) the AOP year/s in which the strategies are to be implemented		
		2008	2009	2010
<ul style="list-style-type: none"> <i>Maintain quality School Curriculum Plan, consistent with the Queensland Curriculum, Assessment & Reporting Framework, incorporating Essential Learnings across the Key Learning Areas</i> 	Undertake review of School Spelling Program Implement School Spelling program Embed School Gifted Education Policy Review and implement School Curriculum Plan English development will form part of all teachers Learning and Development Plans Develop and implement strategies engaging boys in learning Implement <i>Physical Activity Action Plan</i>	✓ ✓ Review ✓ ✓ ✓	✓ Implement ✓ ✓	✓ ✓
<ul style="list-style-type: none"> <i>Improve use of ICTs in line with Smart Classrooms initiatives</i> 	Develop and implement school ICTs program including scope and sequence of expectations Upgrade school infrastructure so as to be MOE compliant	✓ ✓	✓	✓
<ul style="list-style-type: none"> <i>Embed school's Early and Middle Years Philosophies</i> 	Implement <i>Early Years Curriculum Guidelines</i> Implement schools <i>Early Years Action Plan</i> Review school practices to ensure best practice in Middle Schooling.	✓ ✓ Review	✓ Implement	✓ ✓
<ul style="list-style-type: none"> <i>Develop and implement school English and Maths programs</i> 	Undertake review of School Spelling Program Implement School Spelling program Develop School English Program Implement School English Program Develop School Maths Program Implement School Maths Program	✓	✓ ✓ ✓	✓ ✓

SCHOOLS: Create learning communities that meet diverse student and community needs

Schools Outcome 1: Schools have innovative and distinctive strategies responsive to community and student needs

Schools Outcome 2: Schools have productive partnerships with their community and with business, industry and other government agencies

Schools Outcome 3: Schools provide safe, tolerant and disciplined learning environments

Schools Outcome 4: Schools have effective school planning and reporting processes

Outcomes	Strategies	Indicate (✓) the AOP year/s in which the strategies are to be implemented		
		2008	2009	2010
<ul style="list-style-type: none"> Enhance Kingsthorpe State Schools links with the Kingsthorpe community 	Maintain a quality website	✓	✓	✓
	Provide newsletters through website and email	✓	✓	✓
	Complete development of Undercover play area	✓	✓	✓
	Promote shared use of school facilities	✓	✓	✓
	Ensure OSHC facility is accredited and program continues	✓	✓	✓
	Build partnerships with local businesses	✓	✓	✓
	Continue to implement RSBP	✓		
	Review and implement RSBP		✓	✓

WORKFORCE: Ensure the school workforce has the capability and flexibility to deliver the objectives of QSE-2010.

Workforce Outcome 1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through ongoing learning and development opportunities

Workforce Outcome 2: Leadership that drives educational reform supports productive relationships and promotes innovation

Workforce Outcome 3: A healthy workforce engaged in a safe and supportive work environment

Outcomes	Strategies	Indicate (✓) the AOP year/s in which the strategies are to be implemented		
		2008	2009	2010
<ul style="list-style-type: none"> Progress the capacity of our school's workforce through purposeful Professional Learning & Development 	Annually review individual Learning and Development Plans in consultation with principal	✓	✓	✓
	Develop Individual Learning and Development Plans for all non teaching staff	✓	✓	✓
	Maintain a fund of greater than 10% of budget for Professional Learning and Development	✓	✓	✓
	Establish mentoring program within the school and across cluster	Investigate	✓	✓
<ul style="list-style-type: none"> Improve use of ICTs in line with Smart Classrooms initiatives 	Implement Computers for Teachers professional development program with all teaching staff		✓	✓
	All teaching staff accredited with ICTs Certificate or higher qualification over three year period	✓	✓	✓
	All non teaching staff undertake professional development in the area of ICTs	✓	✓	✓

LEARNING *These are prompts only – please delete:*

- What strategies will you use to enhance student literacy and numeracy achievement?
- What strategies will respond to the recommendations and requirements of the Queensland Curriculum, Assessment and Reporting (QCAR) Framework
- What strategies will you use to ensure that teaching of reading is every teacher's business?
- How will you respond to the recommendations and directions identified by the new statewide literacy framework?
- How will you improve learning outcomes for all students by addressing the principles of the Inclusive Education Statement?
- How will you improve learning outcomes for students with disabilities through implementation of the Educational Adjustment Program?
- How will you improve learning outcomes for gifted students by implementing the Framework for Gifted Education?
- How will you ensure that you are responding appropriately to the needs of students in the care of the State?
- Strategies to maintain and improve the attendance, retention and achievement of students in rural and remote communities by implementing the Rural and Remote Education Framework for Action
- How will you improve learning outcomes and school completion of your ATSI student Strategies to implement Spotlight on Science to ensure students have science experiences that are inquiry based and connected to the real world?
- How will you implement the key learning area syllabuses, particularly English and Mathematics?
- How will you develop ICTs as an integral component of curriculum, learning and teaching?
- How will you prepare for the full implementation of Prep in 2007?
- How will you implement responsive curriculum programs in the early years to promote continuity of teaching and learning?
- How will you continue alignment of curriculum, teaching, assessment and reporting in school curriculum planning?
- How will you provide learning programs that maximise student engagement and achievement and support the transition from primary to secondary education?
- How will you provide students with science experiences that are enquiry based and connected to the real world ?
- How will you ensure intellectually challenging and culturally relevant curriculum and teaching are offered to engage all students, particularly those at risk of early school leaving?
- How will you prepare for the implementation of the Queensland Certificate of Education?
- How will you expand senior pathways for all students through the implementation of the DYAP and SET Plans?
- How will you connect disengaged students with learning options?
- How will you expand links between schools, tertiary and training providers, industry and employers to enhance employment and learning outcomes for students?
- How will you enhance and consolidate partnerships with external stakeholders across government agencies, community organisations and business and industry?

SCHOOLS

These are prompts only – please delete:

- How will you implement approaches to schooling that are based on a clear educational rationale and are responsive to the distinctive needs of students in each phase of learning within your school's context?
- How will you implement strategies to enable your community to participate in professional dialogue and share best practice in curriculum and teaching across the phases of learning?
- How will you support successful transition of students between the stages of schooling including addressing learning as a continuum from Prep to Year 12, forming alliances/networks with other schools and support structures for successful transitions?
- What strategies will you use to develop partnerships between school and community through the implementation of Partners for Success?
- What strategies will you use to develop the school as a community asset through Smart Classrooms?
- What strategies will you use to develop relationships with parents, community members, early education and care service providers, employers and industry groups?
- What strategies will you use to expand links between school and industry/employers to enhance employment and learning outcomes for students?
- What strategies will you use to enhance and consolidate partnerships with other government agencies, community organisations, business and industry to provide supportive learning environments?
- What strategies will you use to improve student access to resources and cross-government services that support their social needs?
- How will you respond to the recommendations of the Safe and Healthy Schools program and other health related priorities?
- How will you develop a school agreement that responds to the expectations outlined in the Code of Behaviour for State Schools?
- What strategies will you use to address the needs of students with challenging behaviours?
- How will you implement the National Safe Schools Framework to support planning process to address bullying, harassment, child abuse and neglect?
- How will you implement the changes to Schools' Reporting for Queensland Schools?
- How will you improve accountability ensuring that physical and human resources, finances and facilities are effectively used to respond to student and community needs?
- How will you implement the Smart Choices - Healthy Food and Drink Supply Strategy for Queensland Schools
- Strategies to implement the revised SIAF and D2010
- Strategies to improve school accountability practices to ensure that physical and human resources, finances and facilities are effectively used to respond to student and community needs
- Strategies to implement the revised Education [General Provisions] Act
- Strategies for risk assessment and WPH&S management

WORKFORCE *These are prompts only – please delete:*

- What professional development will be implemented focused on key learning priorities (including Smart Classrooms)?
- How will you celebrate teacher achievement through reward and recognition?
- What localised and sustainable learning programs and networks will you enable to provide opportunities for the workforce to share effective professional practices?
- How will you implement programs and networks that strengthen the quality of leadership and develop a constructive organisational climate?
- How will you provide opportunities for educational reform through innovative practices?
- How will you resolve grievances and disputes?