Strategic Plan 2023 - 2026

OUR COMMITMENT

Leading Education with Equity & Excellence

Building Successful, Resilient Citizens

OUR VALUES

INTEGRITY   RESPECT   DIVERSITY

OUR PURPOSE

Is to build a culture of clear expectations and support to empower everyone to be the best they can be in all aspects of life.

✿ACADEMIC ACHIEVEMENT   ✿WELLBEING & ENGAGEMENT   ✿CULTURE & INCLUSION

Prioritise	Develop and plan	Act	Monitor or review	Scan and assess

Key Improvement Strategies

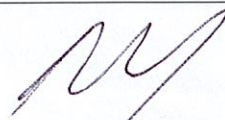| KIS 1:	Implement an Explicit Improvement Agenda with identified student-centred targets, assigned roles, responsibilities and accountabilities aligned to a distributed leadership model.
1.	Describe roles and responsibilities of executive team, teacher leaders, class teachers, inclusion/support teachers and education assistants in the delivery of instruction to all students. UMGSS Roles & Responsibilities document explains staff line management & expectations and accountabilities for all.
2.	Examine processes to assist students identify aspects of their knowledge work that need remediation. Document (with explicit language using "student voice") an aspirational goal, upon which the student and teacher can monitor and reflect.

2023	2024	2025	2026

KIS2:	Build teacher data literacy to evaluate impact of teaching practices and inform next steps.
1.	Interrogate SORD data at student, class, year, sector and school-wide levels as part of the coaching schedule and collaborative enquiry approach with teacher teams and their leaders.
2.	Formulate specific targets and accountabilities to monitor and measure the impact of school resources on student learning.

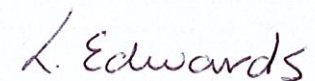| 2023	2024	2025	2026

KIS 3:	Implement and monitor a whole-school professional development plan aligned to the Explicit Improvement Agenda and Annual Performance Review process with a focus on developing instructional leadership.		
1.	Identify priorities for professional development of all staff linked to the school's explicit improvement agenda, teacher requirements, staff personal preferences and student needs. Training and Development Schedule (TADS) constructed collegially and documented for the Term ahead.		
2.	Consult with staff on the agreed protocols to establish ways of working in collaborative and united teams across the school.		
2023	2024	2025	2026

KIS 4:	Build consistent, evidence-based and child-centred pedagogical practices from Prep to Year 6 to engage learners and maximise learning for all students.		
1.	Compare and contrast elements of the Australian Curriculum version 8.4 with the new version 9 prior to undertaking year level planning.		
2.	Articulate pedagogical beliefs and approaches that maximise student learning.		
2023	2024	2025	2026

KIS 5:	Whole-school goal setting practices to support students to develop and monitor their own academic progress.		
1.	Examine processes which support students to identify their learning strengths and areas for improvement.		
2.	Analyse writing in conferences with each student to understand their capacity for "self-reporting their grades". The "growth mindset" mantra is stated explicitly and embedded in daily work across every year level.		
2023	2024	2025	2026

KIS 6:	"Reflect and refresh" opportunities in behaviour management are made available to all staff through the lenses of You Can Do It; weekly virtues and the Student Code of Conduct.		
1.	Review the current Student Code of Conduct through staff feedback of the actual practices employed by them in the classroom and playground to develop a safe and supportive school-wide culture.		
2.	Timetable lessons from the You Can Do It program and weekly virtues and celebrate success through student of the week awards at school assembly.		
2023	2024	2025	2026

Derek Brady
Principal

L. Edwards
Lee Edwards
School Council Chair

Tony Maksoud
Assistant Regional Director

SCHOOL REVIEW RECOMMENDATIONS

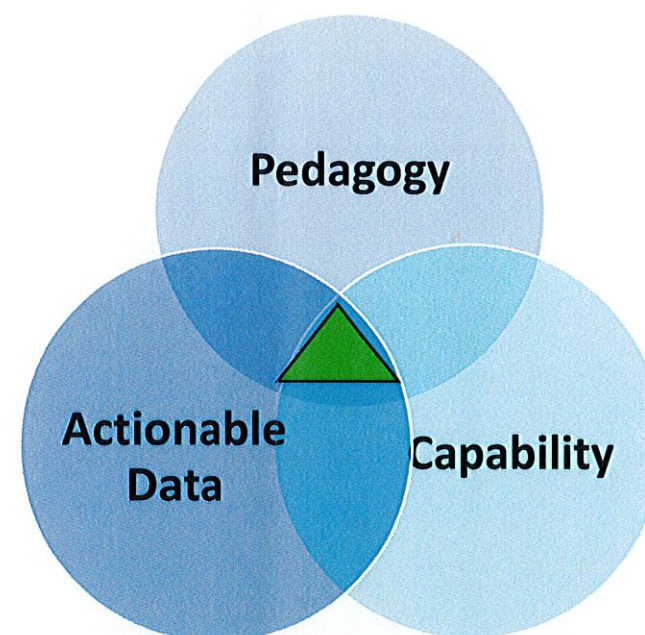| Domain	Improvement Strategies
1. An explicit improvement agenda	1.1 Develop and implement an EIA, with identified student-centred targets, assigned roles, responsibilities and accountabilities, aligned to a distributed leadership model to drive the strategic plan and AIP. 1.2 Develop a strategy to increase the capability of identified team leaders to drive school priority areas and the enactment of the EIA.
2. Analysis and discussion of data	2.1 Promote teachers' data literacy through collaborative discussions regarding the range of actionable data sets utilised in classrooms and school-wide achievement and trend data. 2.2 Regularly review, update, and discuss the school data plan and associated collection schedules to provide a greater level of staff understanding of their role in the implementation of this plan
3. A culture that promotes learning	3.1 Review and refine current behaviour management processes and practices to provide clarity and consistency of positive recognition and consequences for students. 3.2 Provide opportunities for whole-school collaboration and connection of teams to ensure high expectations of academic achievement and a lift in learning
4. Targeted use of school resources	4.1 Formulate specified targets and accountabilities to monitor and measure the impact of the financial investment in employment of additional staff. 4.2 Sustain ongoing support and provision for the growth in digital capabilities of teaching staff to ensure contemporary methodologies for digital teaching are able to support the agreed pedagogies of the school
5. An expert teaching team	5.1 Develop a whole-school professional learning plan, aligned to EIA and APDP process, with a focus on developing instructional leadership for identified leaders. 5.2 Collaboratively develop with staff, an agreed method with protocols, to establish ways of working in collaborative united teams across the school
6. Systematic curriculum delivery	6.1 Develop internal and external moderation processes to quality assure teacher judgements and the implementation of localised curriculum, valuing opportunities for student voice. 6.2 Enhance confidence and knowledge in using the AC for selected team leaders to provide greater clarity and direction in leading the curriculum with other team members.
7. Differentiated teaching and learning	7.1 Establish agreed, consistent whole-school goal setting practices to support students in developing and monitoring their own learning goals by setting ambitious, measurable targets that extend and drive student learning outcomes. 7.2 Establish clear expectations for the documentation and delivery of differentiated approaches to create inclusive practices that engage and challenge students
8. Effective pedagogical practices	8.1 Collaboratively establish, implement and monitor agreed pedagogical approaches and draw on staff expertise to lead capability development of all teaching staff. 8.2 Clearly define and establish expectations aligned to e-pedagogy and newly implemented pedagogies, and support the enactment with observations and feedback on practices
9. School community partnerships	9.1 Enhance exiting partnerships with cluster schools, such as MacGregor State High School, to build professional capability of staff. 9.2 Explore processes and practices at a school level to develop a culturally safe learning environment to build partnerships and engage with First Nations identity

PEDAGOGY

3.1 Review and refine current behaviour management processes and practices to provide clarity and consistency of positive recognition and consequences for students.

3.2 Provide opportunities for whole-school collaboration and connection of teams to ensure high expectations of academic achievement and a lift in learning

4.2 Sustain ongoing support and provision for the growth in digital capabilities of teaching staff to ensure contemporary methodologies for digital teaching are able to support the agreed pedagogies of the school

6.1 Develop internal and external moderation processes to quality assure teacher judgements and the implementation of localised curriculum, valuing opportunities for student voice.

6.2 Enhance confidence and knowledge in using the AC for selected team leaders to provide greater clarity and direction in leading the curriculum with other team members.

7.2 Establish clear expectations for the documentation and delivery of differentiated approaches to create inclusive practices that engage and challenge students

8.1 Collaboratively establish, implement and monitor agreed pedagogical approaches and draw on staff expertise to lead capability development of all teaching staff.

8.2 Clearly define and establish expectations aligned to e-pedagogy and newly implemented pedagogies, and support the enactment with observations and feedback on practices

9.2 Explore processes and practices at a school level to develop a culturally safe learning environment to build partnerships and engage with First Nations identity

ACTIONABLE DATA

2.1 Promote teachers' data literacy through collaborative discussions regarding the range of actionable data sets utilised in classrooms and school-wide achievement and trend data.

2.2 Regularly review, update, and discuss the school data plan and associated collection schedules to provide a greater level of staff understanding of their role in the implementation of this plan.

4.1 Formulate specified targets and accountabilities to monitor and measure the impact of the financial investment in employment of additional staff.

7.1 Establish agreed, consistent whole-school goal setting practices to support students in developing and monitoring their own learning goals by setting ambitious, measurable targets that extend and drive student learning outcomes.

CAPABILITY

1.2 Develop a strategy to increase the capability of identified team leaders to drive school priority areas and the enactment of the EIA.

5.1 Develop a whole-school professional learning plan, aligned to EIA and APDP process, with a focus on developing instructional leadership for identified leaders.

5.2 Collaboratively develop with staff, an agreed method with protocols, to establish ways of working in collaborative united teams across the school

9.1 Enhance exiting partnerships with cluster schools, such as MacGregor State High School, to build professional capability of staff.

Pedagogy

Actionable Data

Capability

1.1 Develop and implement an EIA, with identified student-centred targets, assigned roles, responsibilities and accountabilities, aligned to a distributed leadership model to drive the strategic plan and AIP.

Clarity	Shared accountability	Instructional leadership	Quality assurance	Impact

SUCCESS