


2023 – 2026 STRATEGIC PLAN

'Our overarching goal is to provide high quality, inclusive education that is underpinned by an unrelenting belief that *every student matters*'

Key Areas	Aims	Strategies to support and enable staff to collectively implement school priorities	Expected outcomes
<p>Quality teaching and learning</p> 	<ul style="list-style-type: none"> • High quality, evidence-based teaching and learning practices to maximise engagement and impact • Strong foundation skills in student learning • Differentiated learning activities include opportunities for challenge, growth and deep learning 	<ul style="list-style-type: none"> • Ensure a consistent approach, across P-6, in our high yield teaching practices including: Explicit Teaching, Age-Appropriate Pedagogies, Visible Learning, Goal Setting/Feedback, Reviews • Revise the Reading Framework across P-6 in line with the demands of the Australian Curriculum English and the implementation of a systematic synthetic phonics approach in the Early Years • Design and implement Literacy and Numeracy Reviews that automatise previously taught skills • Develop and build a strong numeracy focus whilst maintaining the embedded literacy priorities • Design units of work that have: embedded differentiation and tailored supports/reasonable adjustments; aligned to the Australian Curriculum and the four phases of moderation; and are quality assured • Create opportunities in STEM (Science, Technology, English and Maths) curriculum and activities • Invest in modern educational resources, technology and ICT infrastructure, and facilities to support innovative teaching practices 	<ul style="list-style-type: none"> • Average student attendance 92%
<p>Engaged learners</p> 	<ul style="list-style-type: none"> • Culture of achievement focused on academic and social growth • Dynamic, inclusive learning environments that support student wellbeing and cater for diverse learning needs • Students are empowered to take ownership of their learning 	<ul style="list-style-type: none"> • Ensure clear routines, classroom expectations and positive classroom tone are evident in every learning environment through our RISE values and Positive Behaviour for Learning system • Explicitly teach social skills and social/emotional learning (SEL) strategies including the <i>Zones of Regulation</i> • Improve the Multi-Tiered Systems of Support to ensure they are inclusive, data driven, flexible and responsive in supporting student needs • Deepen student understanding and knowledge of 'student friendly' marking guides, learning intent/success criteria of tasks, goal setting, feedback and review 	<ul style="list-style-type: none"> • Student achievement A-C English and Maths 90% • Student achievement A-B English and Maths 50% • Tier 1 and Tier 2 Positive Behaviour for Learning embedded
<p>Highly reliable teams</p> 	<ul style="list-style-type: none"> • High expectations with an unwavering belief that every student matters • Continuous professional improvement and collegial engagement focused on the success of every student • Leaders are focused on driving school improvement and improving student outcomes 	<ul style="list-style-type: none"> • Improve student engagement and achievement in English and maths (focus on C to B lift, B to A lift) through academic case management • Develop a Collegial Engagement Framework and Professional Learning Plan that aligns to school priorities and includes opportunities for mentoring, peer observation and self-assessment to foster collaboration and continuous improvement • Strengthen capability in understanding, selecting and applying signature pedagogies to meet the needs of all students • Build capability in delivering differentiated practices and reasonable adjustments for assessment for all students • Build capability to use ICT (across all areas of the curriculum) to positively impact student access and learning • Enhance Leadership Team capability to lead the school improvement priorities • Foster and maintain strong, consultative teams to promote a supportive and cohesive environment– Positive Behaviour for Learning, Literacy, Numeracy, Year level/team coordinators, Social/Wellbeing, Student Support Services, Workplace Health and Safety, Local Consultative Committee, Student Council. 	<ul style="list-style-type: none"> • Student, parent and staff rating for 'school culture' (SOS) >95% • Student, parent and staff rating for 'this is a good school' (SOS) >95%
<p>Active Community</p> 	<ul style="list-style-type: none"> • Inclusive school culture, that is welcoming to all members of our diverse community • Positive partnerships with parents/carers for successful learning and engagement • Expanding opportunities for students with local businesses and community organisations 	<ul style="list-style-type: none"> • Collaboratively develop a Parent, Carer and Community Engagement Framework in partnership with the P&C and School Council to identify shared priorities, mutual goals and develop partnerships • Continue to provide targeted workshops, seminars, and events that involve parents and community members in the learning process and school activities • Collaboratively develop a Reconciliation Action Plan across our school community • Design a strategy that celebrates, promotes and supports student attendance • Continue to improve whole school transition processes to ensure student success and parent/carers engagement • Expand the partnership with Sandgate SHS to encompass Young Scholars and student leadership • Broaden the range of extra curricula activities, student leadership opportunities and focus clubs for students • Review the Grounds Improvement Plan to ensure continuous improvements and investment in learning environments and physical spaces 	<ul style="list-style-type: none"> • Overall school data (achievement, attendance, school disciplinary absences, School Opinion Survey) indicates sustained improvement in comparison with similar schools (i.e. ISCEA, student numbers)