

School Strategic Plan - 1. Leading systematic curriculum implementation

Long-term targets/desired outcomes

- 80% of Year 5,7,9 students achieving above NMS in NAPLAN.
- 80% of students achieving A-C results and 50% of students achieving A-B results.
- 5% reduction in the number of behaviour incidents across all year levels related to refusal to participate in a program of instruction.
- 98% of students attaining Qld Certificate of Education (QCE) / Qld Certificate Individual Education (QCIA).

AIP targets/desired outcomes

- Improved quality and relevance of unit plans and assessment tasks, leading to enhanced student engagement with the curriculum and improved achievement. Enhanced student engagement and achievement through contextually relevant and quality assured unit plans and assessment tasks.
- Increased consistency with benchmark standards and assessment judgments and alignment with achievement standards, ensuring fairness and accuracy in evaluating student learning. Consistent teacher judgements and accurate reporting through school moderation processes.
- Enact collegial engagement framework to build capability of staff in line with their identified goals in APR.
- Enhanced opportunities for all students to demonstrate mastery of the Australian Curriculum (AC) achievement standards, fostering equitable access to high-quality education. Improved student achievement in learning area through equitable curriculum access for all students.

School Strategic Plan Strategy:

Actions	Responsible Officer(s)
<p>Professional Development in Curriculum Design and Assessment:</p> <p>Develop a series of professional development workshops and training sessions, to build staff capability in effective unit planning including designing assessment tasks aligned to the curriculum.</p> <p>Provide opportunities for teachers to collaborate, share best practices, and receive feedback on their unit plans and assessment tasks, fostering a culture of continuous improvement in curriculum implementation</p>	<p>ELT, HOD's</p> <p>Teaching staff</p>
<p>Enhanced Moderation Processes:</p> <p>Review and refine whole school moderation processes to ensure assessment alignment with achievement standards and enhance teachers' understanding of the Australian Curriculum.</p> <p>Implement regular moderation meetings where teachers discuss and compare assessment judgments, share insights, and calibrate their understanding of student achievement to improve accuracy in reporting.</p>	<p>HOD's</p> <p>ELT – (DP's HOSES)</p> <p>Teaching staff</p>
<p>Collaborative Endorsement of Curriculum Plans:</p> <p>Establish a collaborative curriculum development team comprising teachers, curriculum specialists, and school leaders to quality assure and monitor the delivery of curriculum plans.</p> <p>Facilitate regular meetings to support feedback on curriculum plans, ensuring alignment with the school's context and the Australian Curriculum (AC) achievement standards.</p>	<p>ELT, HOD's</p> <p>Teaching staff</p>
<p>Data-Informed Curriculum Review and Adjustment:</p> <p>Update school data plan to ensure there are systematic processes for collecting and analysing student data focused on AIP goals.</p> <p>Build the capability of teachers to use student data to inform teaching learning sequences and identify areas for improvement to meet the needs of all students.</p>	<p>ELT, HOD's</p> <p>Teaching staff</p>

School Strategic Plan - 2. Implementing effective pedagogical practices

Long-term targets/desired outcomes

- Increased student engagement with the curriculum and motivation in learning activities facilitated by the effective use of digital tools and resources.
- Enhanced teacher confidence and proficiency in integrating evidence-informed, high impact pedagogical approaches into digital learning environments to meet the diverse needs of students.
- Enactment of collegial engagement framework to improve student outcomes.

AIP targets/desired outcomes

- 100% participation rate in professional development sessions focused on effective evidence-based pedagogies aligned to the digital environment.
- 20% increase in student engagement measured by attendance and work returns.
- On track for success - increase A-C data in English from 77.5 – 85% and increase A-B data in English from 41% to 50%
- increase A-C data in Math from 65% – 85% and increase A-B data in Math from 27% to 50%

School Strategic Plan Strategy:

Actions

Professional Development in Digital Pedagogy:

Develop a comprehensive professional development plan focusing on evidence-informed pedagogical approaches for teaching in a digital learning environment.
Provide targeted training sessions and workshops for teachers to learn how to effectively integrate digital tools, resources, and environments into their teaching practices to support student engagement and learning.

Responsible Officer(s)

ELT, QLearn team,

Establishment of Digital Pedagogy Whole school approach:

Collaboratively develop a school-wide digital pedagogy approach that aligns with evidence-based high-impact teaching strategies.
Build a collaborative space for the effective use of digital tools, resources, and environments to enable and enhance teaching practices across all subject areas and grade levels.

HOD T&L
ELT – (DP's)
QLearn Team
HOD's

Promotion of Collaboration and Peer Learning:

Create opportunities for teachers to collaborate, model effective pedagogical practices, and provide feedback to each other through regular meetings, workshops, and professional learning communities (PLCs) as part of the collegial engagement framework.

WOLT

Teaching staff

Integration of Digital Pedagogy into Curriculum Planning:

Embed in the curriculum planning process, evidence-based digital pedagogies to enhance student engagement and learning outcomes.
Provide support and resources to teachers in a differentiated way so they can design unit plans, lesson plans, and assessment tasks that integrate digital pedagogy in a meaningful and impactful way.

HOD's

ELT – (DP's,
HOSES)

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

School Council Chair

School Supervisor



Queensland
Government