Queens Beach State School Strategic Plan 2022 - 2024

Explicit Improvement Agenda
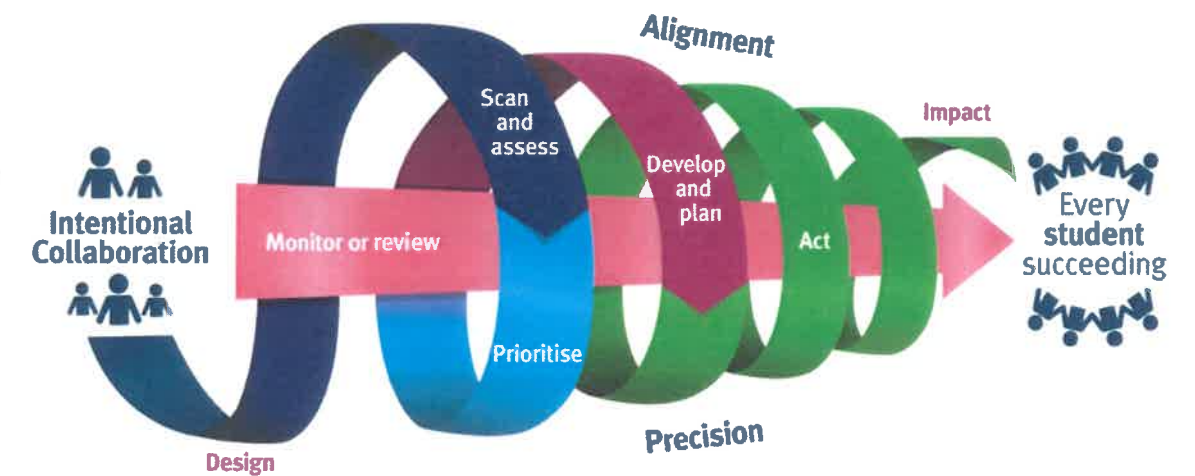
Empowering confident and creative lifelong learners to Grow, Achieve and Succeed.

Be all you can be @ QB!

1 Grow

Strengthen staff and students social and emotional skills so they can succeed and develop a 'I Can Do It! mindset that challenges and provide opportunities to grow and learn.

2 Achieve

Empowering students to embrace opportunities to be creative and critical thinkers.

3 Succeed

Providing quality differentiated teaching to all students to drive high performance and positive learning.

Our Vision: *Great things through hard work*

Our Expectations: *I am Respectful, I am Responsible, I am Safe*

Our Values: 1. Community 2. Kindness 3. Confident Learners 4. Respect 5. Growth Mindset

OUR MORAL PURPOSE

THE WHAT

Empowering students to become life long learners through critical and creative thinking.
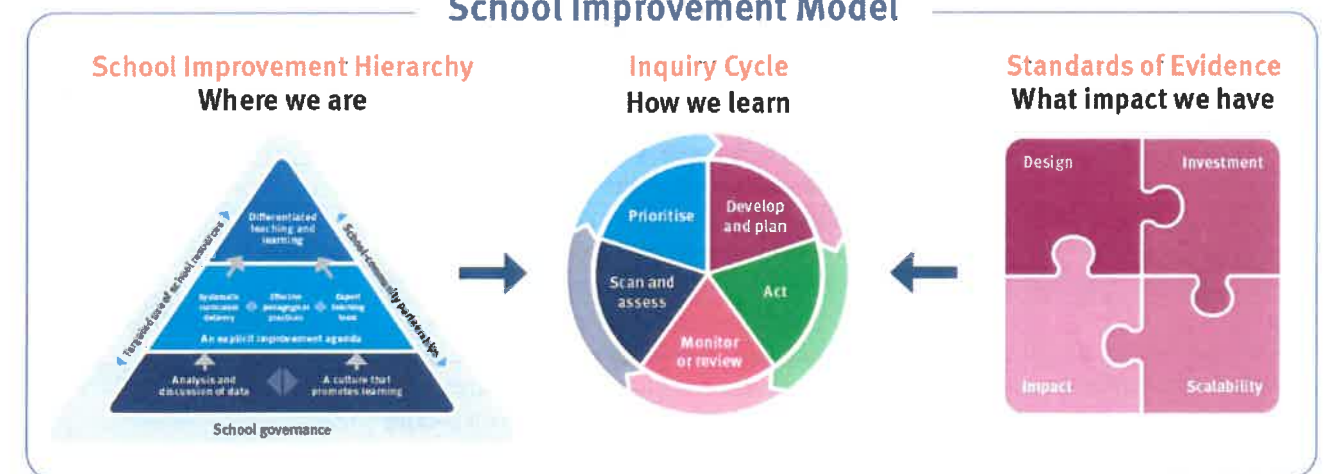
THE WHY

Provide opportunities for every child to succeed in our community.

THE HOW

By intentionally collaborating, we will support wellbeing and engagement, transitions and effective teaching and learning.

School Improvement Model

School Improvement Hierarchy — Where we are

Inquiry Cycle — How we learn

Standards of Evidence — What impact we have

ALL CAN BE YOU BE @ QB

Strategic Plan endorsed by:

Tammy Dimech – Principal

Helen McCullough - NQ Assistant Regional Director

Parent Advisory Team Representatives

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements. The Full School Review was undertaken in 2021. The full consultation process was interrupted due to the Global Heath Pandemic. This plan encompasses the 2021 Annual Implementation Plan and the 2022-2024 plan for Queens Beach State School to align with systemic review cycle.

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Inclusion – Succeed

Key Improvement Strategies
Collaboratively develop a whole-school approach to inclusion with clear roles, responsibilities and accountabilities to ensure every student is succeeding.
Develop school-wide processes for collecting and documenting NCCD data.
Use NCCD and school achievement data to drive the development of effective inclusive practices.
Ensure NCCD is reflective of reasonable adjustments and evident in teachers planning.
Strengthen whole school opportunities for high achieving students within the classroom learning and extension learning programs.
Develop co-teaching to share best practice and build staff capability.

Success Indicators
- PLPs in place and monitored for 100% of students identified in NCCD
- 100% of PLPs include Evidence, Contacts and Progress Notes
- 100% of NCCD students tracked on the Literacy Continuum
- 85% of students identified in the NCCD achieving A-C in English and Math
- 100% of teachers have completed DDA onliine training
- Greater tiaagulation of A-E data and NAPLAN data

Evidence Sources and Guiding Frameworks
- LOA, Literacy Continuum (LC) and attendance data
- Communication matrix
- Lyn Sharratt - 'Clarity', 'Good to Great to Innovate', 'Leading Collaborative Learning'
- John Hattie – Visible Learning
- Elizabeth Stein – Elevating Co-Teaching Through UDL

Wellbeing - Grow

Key Improvement Strategies
Futher embed staff wellbeing roadmap through clear communication, building collaboration with staff and partnerships.
Formalise and commit to the whole school Students Learning and Wellbeing Framework.
Recognise and communicate our everyday approach to student engagement.
Explicitly teach and model wellbeing social and emotional skills.
Continue to foster cluster relationships within the Bowen region.
Develop and build teacher capability around both student and personal wellbeing.

Success Indicators
- SOS Results - 98% Interested in wellbeing & 100% This is a good school
- OneSchool Data - Behaviour Daily average + 5, - 2 (5 keys to success, student of the week) & 95% attendance
- CLAW Wellbeing Survey Results - 90% Staff & Student Wellbeing
- Transitions - 100% transition statements received & high participation levels

Evidence Sources and Guiding Frameworks
- School opinion survey
- 2021 school review report
- Student learning and wellbeing framework
- Staff wellbeing roadmap
- You Can Do It program
- NQ CLAW
- AEDC
- OneSchool data
- Pathways to Resilence
- GO referrals

## Performance - Succeed

Key Improvement Strategies
Alignment of State School Strategy, EIA, Strategic Plan, AIP, Data Plan and Professional Learning Plan to drive school improvement.
Understand the EIA and staff articulate their WHY.
Monitor and review human and financial resources to ensure alignment to the EIA.
Collaboratively develop Roles and Responsibilities linked to the EIA.
Quality assure the use of ESCM's within every classroom.
Quality assure the effectiveness of the curriculum and teaching / learning.
Monitor performance through school, cohort, class and individual data.
Strengthen data literacy to inform teaching, learning and wellbeing.
Reflect on practices through the 5Q4 Leaders, Teachers, Students and Parents.

Success Indicators
- Improved academic results and attendance
- 100% of staff drive the EIA (practice and performance plans)
- 100% of staff have access to Classroom Profiling
- 100% of teaching/non-teaching engage in Professional Learning Communities
- Increase in participation in 5Q4 (5 Questions For)

Evidence Sources and Guiding Frameworks
- AIP, I4S and Professional Learning Plan
- Teachers Standards & Capability and Leadership Framework
- National School Improvement Tool
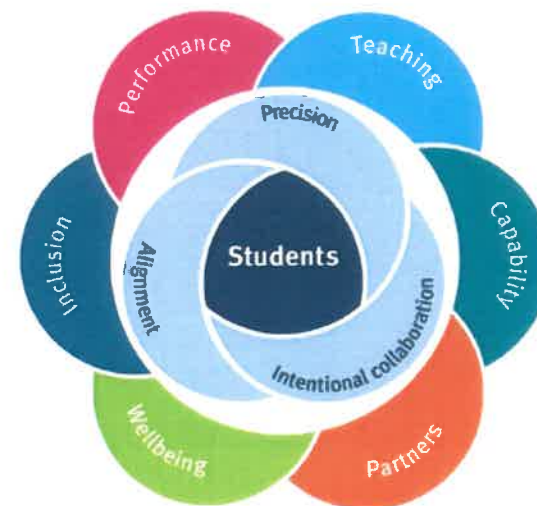
Partners - Grow

Key Improvement Strategies
Further develop relationships with key stakeholders to enhance transitions from sector to sector. (Kindy to Prep and Year 6 to Year 7)
Strengthen the partnership with the playgroup and increase attendance and visibility within the community.
Expand the role of the Parent Advisory Group (or P and C if re-established).
Embed the Community Engagement Framework.
Provide rich opportunities for extra -curricular programs.
Celebrate and promote student and staff achievements.

Success Indicators
- Smooth transitions between sectors
- Increased parent engagement
- Partnerships continue with external agencies

Evidence Sources and Guiding Frameworks
- Transition Statements & AEDC Data
- PACE Framework
- QBSS Sunrise (student led school news)
- School Opinion Survey

Teaching - Achieve

Key Improvement Strategies
Strengthen understanding of all learning areas in the Australian Curriculum (AC), including the general capabilities and cross-curriculum priorities (particularly Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures).
Continuously review and monitor teaching and learning processes to ensure alignment to P-12 Curriculum, Assessment and Reporting Framework (P-12 CARF).
Embed high impact planning processes to unpack the reading/writing demands in AC.
Collaboratively review the pedagogical framework.
Deepen whole school understanding and practice of AAP.
Develop processes to capture AAP teaching moments in existing plans and units.
Provide professional development on evidence-based teaching and learning practices.
Strengthen STEAM opportunities inclusive of the general capabilities in units of work.
Empower students to own learning through authentic learning walls, aligned exemplars (Good, Better, Best) and the 5Q4 students.
Embed a whole school approach to differentiated teaching and learning through the use of marker students where starting points and next steps for improvement are planned.
Implement rigorous processes, both internal and external, for four stages of moderation – The before, after, after and end model.

Success Indicators
- 85% of students achieve A-C in English, Mathematics and Science
- 45% of students achieve A or B in English, Mathematics and Science
- 100% of Year 3 and 5 students meeting NMS in NAPLAN
- 45% of Year 3 and 5 students in U2B in NAPLAN
- 100% of students are mapped on the Literacy Continuum (reading, comprehension, writing, phonics, phonemic awareness, vocabulary, print)
- 100% of teaching staff engage in professional learning to unpack the reading / writing demands of the AC
- 5Q4 Feedback

Evidence Sources and Guiding Frameworks
- OneSchool Records (LOA, NAPLAN, SORD, Attendance, Early Start, Behaviour)
- P-12 CARF
- Reading and Writing Centre Research
- Lyn Sharratt and John Hattie
- Assessment and Moderation Hub
- Age-appropriate pedagogies

Capability - Achieve

Key Improvement Strategies
Develop a collegial engagement framework that aligns to the EIA.
Increase opportunities for observation and feedback; co-teaching, coaching/mentoring, WOW, Behaviour Profiling and 5Q4 Leaders, Teachers, Students.
Enhance Instructional Leadership of the Leadership Team and expert teaching teams.
Strengthen the use of the inquiry cycle when working collaboratively.
Further develop teacher pedagogical practices to embed AAP across the school.
Embed ICTs across the school through an inquiry approach and co-teaching model.
Develop induction support for new staff to the school.
Strenghten the Cheer Squad approach for Beginning and Early Career Teachers.
Collaboratively work in strategic teams to drive the EIA embeding a strong WHY.

Success Indicators
- 100% of teaching staff engaged with the Professional Learning Plan
- 100% of Aspiring Leaders are supported to further their career
- 100% of beginning teachers are supported from Graduate to Proficient
- 100% of teachers use the inquiry cycle to deepen collaboration

Evidence Sources and Guiding Frameworks
- APDP
- Professional Learning Plan
- QELI
- Capability Building Framework