

Kurwongbah State School

2024-2027 SCHOOL STRATEGIC PLAN

School profile

Kurwongbah State School has a student population of 640 and is part of the Metropolitan North region. The school is committed to providing a safe, supportive and inclusive learning environment for all members of the school community. This is accomplished through the nurturing of a school culture that recognises and celebrates the importance of the individuals as part of a wider school environment.

The school motto – Individuals Together’ – is underpinned by our school values: Caring, Honesty, Respect, Resilience and Excellence.

Vision:

A culture that values everyone and empowers individuals to excel through active engagement in a community of learners.

Values:

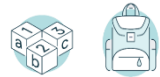
Caring

Honesty

Resilience

Respect

Excellence



Educational achievement



Wellbeing and engagement



Culture and inclusion

School review key improvement strategies

Domain 2: Analysing and discussing data

Strengthen teachers’ data literacy in the use of summative and formative assessment to inform pedagogical practices to increase the number of students achieving an ‘A’ or ‘B’ Level of Achievement (LOA) in English.

Domain 8: Implementing effective pedagogical practices

Strengthen the instructional leadership capability of leaders to enhance teacher capability to effectively implement the curriculum.

Domain 7: Differentiating teaching and learning

Broaden teachers’ capability to differentiate for all students, including high-achieving students, through targeted co-teaching and co-planning opportunities to ensure all students are appropriately engaged, challenged and extended.

Domain 3: Promoting a culture of learning

Collaboratively review the Positive Behaviour for Learning (PBL) framework to provide clarity and consistent implementation of agreed processes for students, staff and parents.

School priorities

1. Educational Achievement
2. Wellbeing and Engagement
3. Community Engagement
4. Leveraging Digital

School priority 1: Educational Achievement

Strategies

Develop and embed a shared understanding of assessment practices that allow multiple opportunities and inform feedback and goal setting.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Embed Version 9 of the Australian Curriculum into all Key Learning Areas.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Develop, implement and publish a Whole School Approach to Pedagogy.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

School priority 2: Wellbeing and Engagement

Strategies

Develop and promote a culture of learning through the Positive Behaviour for Learning framework.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Develop and embed a restorative mindset.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Embed opportunities to promote staff and student wellbeing.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

School priority 3: Community Engagement

Strategies

Enhance sustainable connections across the Kurwongbah community through open door opportunities.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Develop and embed collaborative relationships with families.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Empower students to serve their community within and beyond the school gates.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

School priority 4: Leveraging Digital

Strategies

Map IT needs against the demands of the Australian Curriculum.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Ensure equitable sustainability of technology resourcing.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Design, implement and embed a scope and sequence of tech skills that align to the curriculum and signature pedagogical approaches.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Build capacity and broaden the opportunity for data analysis to inform pedagogical practices.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Develop instructional leadership capability in all leaders to enhance teacher capability.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Measurable outcomes

- ✓ LOA Data
- ✓ NAPLAN
- ✓ School Opinion Survey
- ✓ Diagnostic Data
- ✓ Student Effort

Success criteria

Behaviourally:

Students can/will:

- Access the curriculum through reasonable adjustments.
- Display understanding through multiple opportunities and modes of assessment.
- Understand next steps in learning through feedback and co-constructed success criteria.

Teachers can/will:

- Provide meaningful feedback based on purposeful and systematic formative assessment.
- Analyse data to inform practice and set aspirational goals.
- Differentiate for individual student needs through reasonable adjustments.
- Plan and deliver differentiated lessons.
- Plan using an in-depth understanding of V9 of the Australian Curriculum.

Leadership team can/will:

- Support the development of teacher capability through instructional leadership.
- Lead teams in the embedding of a Whole School Approach to Pedagogy.
- Lead teams in the familiarisation, and embedding of V9 of the Australian Curriculum.

Resourcing

- PLTs
- LIT Support
- HOC Support
- Whole staff PD
- TA Support
- Curriculum support teacher

Develop and embed systems and structures that support student attendance.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Measurable outcomes

- ✓ School-wide behaviour data
- ✓ School Opinion Survey
- ✓ Student Achievement
- ✓ Staff Wellbeing Survey
- ✓ Student Wellbeing Survey

Success criteria

Behaviourally:

Students can/will:

- Want to be at school and engaged to learn.
- Participate in a positive culture based on the PBL framework.
- Feel safe and treated fairly at school.

Teachers can/will:

- Feel safe and treated fairly.
- Support each other.
- Feel supported and heard by leadership.
- Implement a restorative mindset when managing behaviour.
- Consistently implement strategies developed and embedded through PBL.

Leadership team can/will:

- Implement a restorative mindset when managing behaviour.
- Use instructional leadership to lead initiatives to develop a meaningful staff and student wellbeing framework.
- Consistently implement strategies developed and embedded through PBL.

Resourcing

- Professional development to support the growth of PBL
- Inclusion Teachers and Teacher Aides
- Wellbeing Team

Utilise multiple channels of communication to interact with the wider community.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Measurable outcomes

- ✓ Increased opportunities for community access
- ✓ Increased opportunities for students to serve their community
- ✓ Increased active parent participation across the school
- ✓ Student attendance data

Success criteria

Behaviourally:

Students can/will:

- Understand the importance of serving their community.
- Display a mindset that promotes the importance of a united community.

Teachers can/will:

- Provide opportunities for community members to celebrate learning.
- Be connected with the families of the students in their class.

Leadership team can/will:

- Lead whole-school opportunities for community members to celebrate learning and events.
- Provide opportunities to develop and embed collaborative relationships with families.

Resourcing

- Community Engagement team
- Communication Officer – A02

Design and implement a tech safety program that prepares students for a digital world.

Phases	2024	2025	2026	2027
Developing				
Implementing				
Embedding				
Reviewing				

Measurable outcomes

- ✓ Scope and sequence that aligns curriculum to resourcing of devices
- ✓ Embedded pedagogical opportunities for students to use technology
- ✓ Embedded cyber safety program
- ✓ Embedded IT Skills checklist across all year levels.

Success criteria

Behaviourally:

Students can/will:

- Use updated technology to access the curriculum when necessary.

Teachers can/will:

- Deliver appropriate lessons using IT devices.
- Build an understanding of how devices can be used to assist in the delivery of the curriculum.
- Provide feedback around the device management and needs.

Leadership team can/will:

- Lead the Technology Team to develop a systematic approach to IT use.
- Equitably resource technology according to the demands of the curriculum.
- Provide opportunities for building teacher capability through meaningful professional development.

Resourcing

- 1:1 iPad rollout – parent funded
- P-2 Device Equity - School Funded
- School Technician
- Teacher Professional Development
- Technology Team

Approvals: This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

Peter Davey

School Council

RA

School Supervisor

Quat R. Hume