

KURWONGBAH STATE SCHOOL

A REVIEW OF 2016 – 2019 STRATEGIC PLAN AND IMPLEMENTATION 4 YEAR SCHOOL STRATEGIC PLAN 2020 - 2023



At Kurwongbah all students are encouraged to become responsible, confident, self-motivated and co-operative individuals who aspire to achieve their maximum potential within a safe and supportive educational setting.

Our school motto "Individuals Together" enacted through the school values of Caring, Honesty, Respect, Resilience and Excellence capture the ethos of our high quality learning community.

APPROVAL/ENDORSEMENT PROCESS

A Review of the Strategic Plan 2016 – 2019 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2020 - 2023 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

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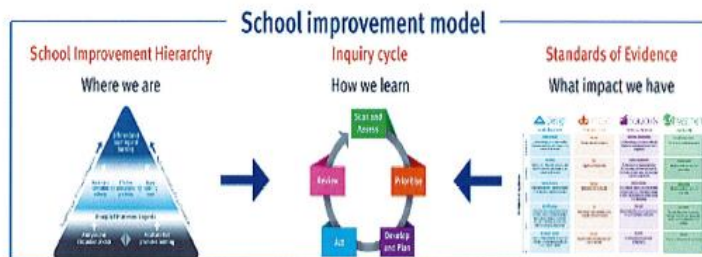
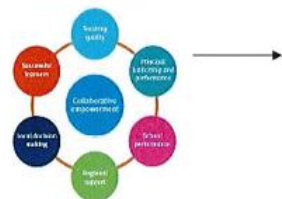
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State Schools Strategy

Strategic priorities



Purpose

The *School Planning, Reviewing and Reporting Framework* outlines the requirements for Queensland state schools to align their work with *Every student succeeding — State Schools Strategy 2018-2022*. Our shared priorities are to:

- improve academic achievement for all students
- lift the performance of our top students
- improve reading and writing for all students
- improve Year 12 certification rates
- close the gap for Aboriginal and Torres Strait Islander students
- improve the participation and achievement of students with disability
- prepare to implement the new Queensland Certificate of Education system
- enhance the learning opportunities of rural and remote students.

All schools are required to participate in a four-year school planning and review cycle. The School Strategic Plan is the document that provides a four-year overview of a school's explicit improvement agenda. The School Strategic Plan clearly connects school priorities with the strategic direction of the department.

Schools are also required to have an Annual Implementation Plan. The Annual Implementation Plan outlines a year's worth of school improvement initiatives linked to the School Strategic Plan.

Schools undertake *Queensland State Schools Annual Performance Review* processes. These processes may use School Strategic Plan and Annual Implementation Plan priorities to guide the individual performance development goals recorded in *Annual Performance Development Plans* (APDPs).

Our common language and common way of working is the *School Improvement Model*.

Guiding principles

School planning, reviewing and reporting is most effective when it is collaborative, transparent and evidence-informed.

Collaborative: Collaborative empowerment lies at the heart of our State Schools Strategy. It is a mindset as well as a way of working.

Transparent: School Strategic Plans and Annual Implementation Plans are generated through consultation and the results of school activities are communicated openly and in a timely fashion.

Evidence-informed: Evidence underpins the development of initiatives which are aligned with the School Strategic Plan and evidence of impact is generated and shared by the school in a systematic, rigorous way.

Planning

The School Strategic Plan is the school's succinct statement to its community about what the school wants to achieve in the future and how it plans to get there.

School Strategic Plans include descriptions of:

- the vision and purpose of education in the local context
- the values that students, staff and community are expected to demonstrate
- what the school is going to focus on over the next four years with associated targets (the Explicit Improvement Agenda)
- how the school is going to do this (strategies and resourcing).

Schools action their School Strategic Plans through *Annual Implementation Plans*. *Annual Implementation Plans* provide information about how initiatives aligned with the School Strategic Plan will be implemented, monitored and evaluated.

Annual Implementation Plans detail inputs, outputs, activities, outcomes and short- and long-term measures of school improvement work.

Schools should set school improvement goals that account for the broad range of factors that influence student achievement. *School improvement planning* takes place within the following DoE frameworks:

- The *P-12 Curriculum, Assessment and Reporting Framework* (P-12 CARF) specifies the curriculum, assessment and reporting requirements for all Queensland state schools in delivering the curriculum from Prep to Year 12.
- The *Parent and Community Engagement Framework* assists schools, parents/carers and the community to work together to maximise student learning.
- The *Student Learning and Wellbeing Framework* supports schools to implement a whole-school approach to support students' wellbeing and optimise learning.

School improvement planning is most effective when the whole school community is engaged in the development of the improvement priorities of the school, and sets a clear direction for the year/s ahead.

Inquiry cycles support evidence-informed school improvement and the range of stakeholder conversations required to develop School Strategic Plans and Annual Implementation Plans.

School Strategic Plans and Annual Implementation Plans are endorsed each year by principal supervisors or School Councils.

Reviewing

Each year, schools update their Annual Implementation Plans. They review their Annual Implementation Plan to determine impact and to identify changes in conditions, needs or priorities.

Annual reviews are an opportunity for schools to:

- collaborate or check-in with staff and local communities
- seek guidance and support from regional and central office personnel
- analyse and discuss relevant data
- review the processes for improvement planning and/or Annual Performance Reviews.

Schools also revisit their School Strategic Plans at regular intervals in the four-year planning cycle. They check for continued relevance and respond to any major changes in the operating environment as required.

Schools are externally reviewed at least once every four years by the School Improvement Unit (SIU). Most schools receive a SIU review in the year they are due to update their School Strategic Plan (in line with their four-year school planning and review cycle). Findings and feedback from SIU reviews are a valuable input into this process.

Schools should also use information and resources provided by the internal *audit branch* to help ensure that effective and efficient processes are in place to manage student safety, workplace health and safety, information security, infrastructure, workforce planning, and finance.

Reporting

All schools publish their School Annual Report (SAR) by 30 June and the *Next Step Report* (for schools that have graduating Year 12 students) by 30 September.

Schools also publish their endorsed School Strategic Plans and Annual Implementation Plans.

Schools comply with the reporting and accountability obligations detailed in *P-12 Curriculum, Assessment and Reporting Framework* (P-12 CARF) and the *Schedule of Corporate Data Collections*.



TABLE OF CONTENTS

SECTION 1	PAGE
Purpose	4
SECTION 2	
School Review 2016-2019	5
• Process	
• Major Findings – achievements / areas for improvement	
SECTION 3	
The School Context	6
• Strategies and Resourcing	
SECTION 4	
• School Improvement Unit Findings and Response	
• Strategies and Resourcing	
• School Strategic Plan 2020-2023	8
SECTION 5	
Appendices.....	9

SECTION 1**PURPOSE**

Purpose

The School Planning, Reviewing and Reporting Framework (SPRRF) outlines the requirements for Queensland state schools to implement state and national reforms, and to align their work with the Department of Education's *Every Student Succeeding – State Schools Strategy 2019-2023*.

The guiding principles of SPRRF are:

- *Collaborative* – Collaborative empowerment lies at the heart of our State Schools Strategy. It is a mindset as well as a way of working.
- *Transparent* – School Strategic Plans and Annual Implementation Plans are generated through consultation and the results of school activities are communicated openly and in a timely fashion.
- *Evidence-informed* – Evidence underpins the development of initiatives which are aligned with the School Strategic Plan and evidence of impact is generated and shared by the school in a systematic, rigorous way.

All state schools develop a four-year plan (School Strategic Plan) to implement the strategic direction of the Department. The [School Strategic Plan](#) has a four-year outlook, which informs the [Annual Implementation Plans](#) (AIP). The School Strategic Plan is reviewed and updated annually to maintain currency and alignment. Every four years, schools review their plan in order to maintain an informed long-term strategic focus that reflects the priorities, initiatives and performance measures of the DET Strategic Plan. The Every Student Succeeding [State Schools Strategy 2019-2023](#) is the improvement agenda that identifies key strategies to lift performance across the system to ensure every student succeeds.

Alignment

The draft DET Strategic Plan 2018 – 2022 highlights the following key outcome:

Building Queensland's future by giving all children a great start, engaging young people in learning, and creating safe, fair workplaces and communities.

The School Strategic Plan

The 2020 – 2023 School Strategic Plan is a succinct four-year outlook document detailing:

- the vision and values for the school, describing the aspirations of staff, parents and students
- the school's strategic direction, including improvement priorities, strategies, goals and performance measures and targets
- the priorities and strategies in response to reviews undertaken.

The review of the 2016-2019 School strategic Plan included;

- The detailed findings from the school review

SECTION 2**REVIEW OF SCHOOL**

PROCESS – A Full School Review was carried out by a review team from the School Improvement Unit (SIU) at Kurwongbah State School from 23 to 26 April 2019. The review team comprised: Mike Ennis; Internal reviewer and review chair, Greg Gosling; peer reviewer and Jim Horton; External reviewer. The review was an appreciative inquiry process considering progress of the Improvement Agenda over the previous four years and the identification of key themes to inform the 2020-2023 improvement strategies across the nine domains of the National School Improvement framework.

Three reviewers were involved with the following phases of the review process:

- A pre-review interrogation of the schools performance data and other key school documentation
- A consultation with the school's Assistant Regional Director
- A school visit of three days
- Interviews with the following:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSS), Business Manager (BM), two pedagogical leaders, 24 teachers, 20 non-teaching staff, school council chair, three Parents and Citizen's Association (P&C) executive and members, 25 students and 30 parents.

Partner schools and other educational providers:

- Director Kids Korner Petrie and principal Pine Rivers State High School.

Government and departmental representatives:

- State Member for Kurwongbah, Councillor for Moreton Bay Regional Council and ARD.

FINDINGS / REVIEW OF SCHOOL

Findings from the Full School Review are included in a School Review Report (Appendix A) and Executive Summary (Appendix B).

SECTION 3**THE SCHOOL CONTEXT**

Kurwongbah State School is a large primary school with an enrolment of 880 students. The school is committed to providing a safe, supportive, inclusive learning environment for all members of the school community through the nurturing of a school culture that recognises and celebrates the importance of the individual as part of a wider social environment.

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

The school is over 30 years old and continues to be held in high regard within the local community. The school became an Independent Public School in 2017 and formed a School Council with parent, teacher and non-teacher representation. School Opinion Survey results reflect positive school data in the areas of school quality, educational quality, celebrations and teacher confidence in the knowledge and delivery of the Australian Curriculum. Enrolment data has been trending down slightly since 2016 reflective of the aging population demographic in the local area declining from 959 to 882. Kurwongbah has fostered working partnerships with a number of local day care centres supporting high quality transitions into formal schooling.

Kurwongbah State School has an unerring commitment to the provision of opportunities across a range of areas for all students to experience success, foster a love of learning and develop personalised strengths. The following programs and activities are available for students – Gifted and Talented, Performing Arts (Choirs, Instrumental Music), Student Leadership, Sports and STEM.

The school is well supported by the parent community and parents are encouraged to take an active role within the school as critical partners to their child’s learning. Parent involvement is fostered through a range of forums – School Council, P&C Association, Fundraising Committee, Fete Committee, Craft Group and Music Support Group. Bi-annual school fetes continue to be the primary source of fundraising for the P&C with revenue used to improve facilities for all students to enjoy. The P&C has focused on the installation of Stage 1 of a three stage whole school air conditioning project and the development of a sustainable garden project aligned with the environmentally conscious school ethos.

The Australian Curriculum is fully implemented in all eight learning areas: English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, The Arts, Technologies and Languages a full 12 months before the Departmental implementation timeline of end of 2020. A focus on the consistent teaching of Guided Reading has led to improved consistency in reading instruction and in turn strong improvement in NAPLAN Reading data. A review of the Pedagogical Framework provides the solid foundation for high yield classroom practice underpinned by Pearson’s Gradual Release of Responsibility, Age Appropriate Pedagogies and New Pedagogies for Deep Learning (Fullan). School practices prioritise data informed Differentiated Teaching and Learning practices meeting children at their next instructional phase of learning, sharing clearly defined learning goals and the next steps to achieve learning success. At Kurwongbah State School celebrating success with all students is pivotal to our positive school culture.

Professional learning is focused within year level teams through collaborative planning, cycles of inquiry and collaborative reflection in high yield strategies for improvement in student learning outcomes. Year level teams have ownership over the learning outcomes of all students within a year level with resources engaged through differentiated teaching and learning, focused and intensive teaching to maximise potential success for all students.

Positive Behaviour for Learning (PBL) was introduced in 2015 creating the whole school language of expectations built upon the five school values. Embedded structures and routines foster our positive learning environment which is highly valued by all students, staff and parents. PBL frameworks are being enriched with the use of trauma informed practices providing a whole school language of self-regulation.

SECTION 4**SUMMARY OF KEY FINDING FROM SIU REVIEW – EXECUTIVE SUMMARY (SECTION 2.1)****Key Findings:**

- Classrooms are calm, orderly and focused on learning.
- A key school priority is to improve student reading.
- The school leadership team has established and is driving a clear improvement agenda.
- The school has a detailed and sequenced plan for curriculum, assessment and reporting across all year levels.
- The school has a Local Consultative Committee (LCC) endorsed collegial engagement framework.
- The school is driven by the belief that every child can learning and make progress.
- The leadership team places high priority on understanding and addressing the learning and wellbeing needs of all students through the effective use of its financial and human resources.
- All staff members speak highly of the collegiality in their year level teams.
- The school is widely recognised for its high quality music program.

KEY IMPROVEMENT STRATEGIES RESULTING FROM SIU REVIEW (SECTION 2.2)

- Increase the precision of the EIA by clarifying the priorities, targets and timelines and communicating these to the school community.
- Fully incorporate the AC cross-curriculum priorities and the general capabilities by continuing to refine the school curriculum plan, and further build teacher capability for implementation.
- Refine the school collegial engagement framework for alignment to the EIA and school signature practices supported by the instructional leadership of all school leaders.
- Uphold a strong narrative promoting the school vision of maximising the potential of all students and high expectations for all members of the school community.
- Collaboratively review the allocation of human and financial resources and refine the roles and responsibilities of staff to clearly align to the EIA and the learning needs of students.



Kurwongbah State School - Strategic Plan 2020 - 2023

Four Year Focus / Key Improvement Strategies

Maximising Potential

- **Successful Learners:**
 - All students are **valued**.
 - All students **track their learning**, know the next steps in their successful learning progression, and **personal improvement** is celebrated.
 - All students **seek and apply feedback** for learning improvement.
 - All students develop a **repertoire of learning strategies** which mature and develop through learning experiences.
- **Expert Teaching:**
 - All teachers are focused on the **continuous improvement of all students** and track evidence of improvement.
 - **Pedagogical practices** engage, challenge and ignite students' passion for learning.
 - **'Intentional collaboration', 'collective ownership', shared practice** and the identification of **high yield responses** to students' learning needs are hallmarks of our teaching practice.
 - **Excellence, learning** and **innovation** are fostered.



Domains NSIT	Improvement Strategies for planning period 2020 - 2023 Strategies, Targets and Resources, listed within the AIP, identify how improvement strategies within the School Strategic Plan are implemented, monitored and evaluated.	2020	2021	2022	2023
		An Explicit Improvement Agenda	<ul style="list-style-type: none"> • Increase the precision of the Explicit Improvement Agenda by clarifying the priorities, targets and timelines and communicating these to the school community. 	➔	
A culture that promotes learning	<ul style="list-style-type: none"> • Uphold a strong narrative promoting the school vision of maximizing the potential of all students and high expectations for all members of the school community. 	➔			
Targeted use of School Resources	<ul style="list-style-type: none"> • Collaboratively review the allocation of human and financial resources and refine the roles and responsibilities of staff to clearly align to the EIA and the learning needs of students. 	➔			
An expert teacher team	<ul style="list-style-type: none"> • Refine the school collegial engagement framework for alignment to the EIA and school signature practices supported by the instructional leadership of all school leaders. 	➔			
Systemic Curriculum delivery	<ul style="list-style-type: none"> • Fully incorporate the AC cross-curriculum priorities and the general capabilities by continuing to refine the school curriculum plan, and further build teacher capability for implementation. 	➔			



APPROVAL/ENDORSEMENT PROCESS

A Review of the Strategic Plan 2016 - 2019 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2020 - 2023 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.


Leanne Odorico Principal


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29/8/19
Date