



Strategic Plan

2023 – 2026



Grow Achieve Succeed



Teaching and Learning

All staff are empowered to know their students and drive improvement through active engagement with the Australian Curriculum.

Aims:

- Agreed whole school approach to pedagogy with consistent expectations and implementation.
- Three levels of planning and moderation practices aligned to the Australian Curriculum that underpin curriculum decisions.
- Streamline practices for authentic data collection and analysis to inform, class, year level and whole school teaching and learning.
- A Collegial Engagement Framework to provide staff with opportunities for feedback, observation and coaching.
- Empower students to be active participants in, and take ownership of, their learning.
- Embed a culture of continuous professional improvement and innovation focused on the success of every student.

Strategies:

- Enhance opportunities for teachers to collaboratively engage in emerging pedagogical approaches, including explicit instruction.
- Deepen staff members' understanding of the full breadth of Australian Curriculum through consistent moderation practices.
- Build staff members' capability to analyse and respond to data.
- Develop a Collegial Engagement Framework that create opportunities for capability development and authentic engagement for all staff members in professional learning.
- Deepen student understanding and knowledge of task intent, success criteria and the next steps in their learning.
- Develop a culture of shared responsibility in delivering the explicit improvement agenda through professional learning opportunities.

Engagement

Our whole school approach to learning and wellbeing ensures everyone feels safe, valued and respected.

Aims:

- Embed a staff and student wellbeing framework.
- Documented reasonable adjustments and differentiation are a feature of curriculum planning and classroom practice in response to the diverse needs of all students.
- Effective academic case management of students.
- Alignment of human and financial resources in response to student data.
- Dynamic learning environments supporting student wellbeing and sense of belonging.
- A consistent, tiered-approach to positive school-wide behaviour and engagement.
- Maximise learning days.

Strategies:

- Develop an evidence-based whole school wellbeing framework.
- Collaboratively build a shared understanding of inclusion to ensure inclusive practices meet the needs of all students.
- Evaluate and enhance the systematic analysis and interpretation of data to inform class differentiation, case management and support programs.
- Enhance and evaluate school programs and initiatives to support and sustain student improvement.
- Build inclusive and collaborative learning spaces which deepen learning and foster accountability.
- Collaboratively develop school wide processes for positive behaviour and engagement, ensuring consistency of practices aligned to expectations of the school.
- Monitor and quality assure practices to maximise impact on student learning.

Partnerships

Our families play an active role in their child's learning and wellbeing. We engage with the local community to reduce vulnerability and strengthen outcomes for all students.

Aims:

- Strengthen links to transition programs for students to ensure a strong start to both primary and secondary school.
- Respond to each student's needs to support positive and confident transitions throughout schooling years.
- Utilise a Community Engagement Framework to regularly monitor the effectiveness of community partnerships.
- Provide students with dynamic and diverse extra-curricular opportunities.

Strategies:

- Build on the pre-prep and high school transition programs to ensure student success and parent and carer engagement.
- Develop an effective, collaborative process for transitions through school to support continuity of learning.
- Strengthen and evaluate our relationships with community organisations to enhance learning opportunities and school priorities.
- Leverage strong partnerships between students, staff and families to develop our school priorities.

Success Indicators:

- Improved School Opinion Survey responses from parents, staff and students.
- Increased proportion of student achievement data in English, Mathematics and Science - evidenced by A - C data, NAPLAN, standardised and diagnostic assessment.
- Improved behaviour, attendance and wellbeing data.
- Positive staff qualitative feedback.
- High engagement in professional learning opportunities.
- Increased community engagement through The Community Hub, P&C and communication platforms.
- Annual targets will be specified in the Annual Implementation Plan based on current school and system data.

Acknowledgement of Country

Grand Avenue State School acknowledges the traditional owners of the land on which our school is built.

We acknowledge and pay respect to the Australian Aboriginal and Torres Strait Islander peoples as the First Nations People and the Traditional Custodians of the land and waters on which we live, learn and work.

We also acknowledge Elders past, present and emerging and thank them for allowing us to work together, share knowledge and walk alongside them in educating our Jarjum.



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