


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

	<p align="center"><i>Our Vision</i></p> <p align="center"><i>Inspiring minds. Creating opportunities. Shaping Queensland's future.</i></p> <p><i>Our school is committed to providing all students with the required curriculum through the implementation of the National Curriculum with reference to Curriculum to the Classroom (C2C). In delivering our curriculum we will assess, monitor and capture student achievement while encompassing high expectations for each student and responding effectively to their current levels of achievement and differing rates of learning.</i></p> <p><i>We prepare students to exit our school with the foundation for successful lifelong learning and participation in the next phase of their schooling journey. We keep parents and students informed of their child's achievement throughout their schooling.</i></p>
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**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.



.....  
**Stephen McGoldrick**  
PRINCIPAL

15/5/2019



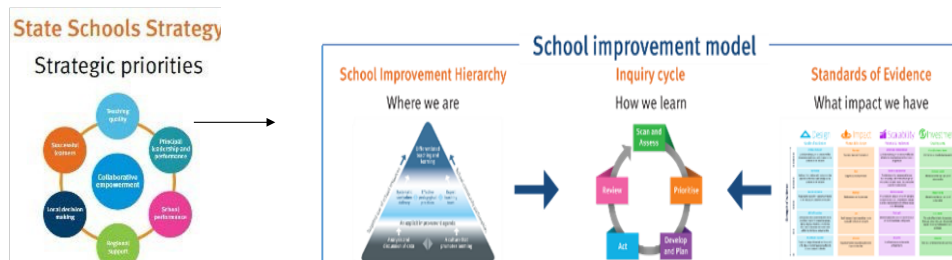
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## Purpose

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.

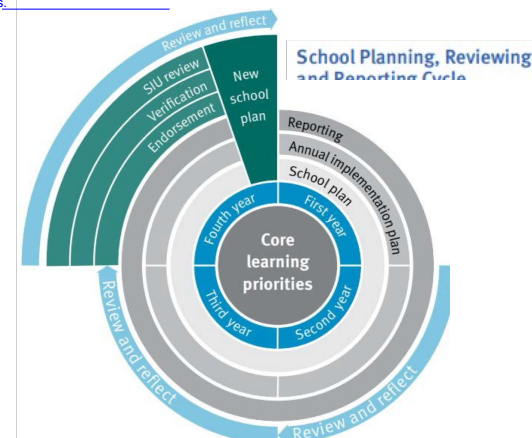
Schools should also use information and resources provided by the [internal audit branch](#) to help ensure that effective and efficient processes are in place to manage student safety, workplace health and safety, information security, infrastructure, workforce planning, and finance.

## 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](#).



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## 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 by the School Improvement Unit (SIU) was undertaken at Scarborough State School from 19 to 21 February 2019.

The SIU report presented an evaluation of the school's performance against the nine domains of the National School Improvement Tool. It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

The principal met with the Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

Review team:

SIU (review chair)	Anthony Ryan
Internal Reviewer	John Bosward
External Reviewer	Garth Hunt

**FINDINGS / REVIEW OF SCHOOL**

An Executive Summary of the report is available from the school's website.

## SECTION 3

## THE SCHOOL CONTEXT

<b>Location:</b>	Eversleigh Road, Scarborough
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1925
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	722
<b>Indigenous enrolment percentage:</b>	8 per cent
<b>Students with disability enrolment percentage:</b>	7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	994
<b>Year principal appointed:</b>	2011
<b>Day 8 Staffing Teacher Full-time equivalent numbers:</b>	37.7
<b>Significant partner schools:</b>	Redcliffe State High School, Clontarf Beach State High School
<b>Significant community partnerships:</b>	Redcliffe Police-Citizens Youth Club (PCYC), Scarborough Aquatics, Redcliffe Breakfast Club
<b>Significant school programs:</b>	Positive Behaviour for learning (PBL), Math Pathways – Year 6, Friday Options – Years 5 and 6, Languages Biennial Study Tour, Robotics/Coding, Jolly Phonics, Words Their Way, Wunya

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Curriculum (HOC), Head of Special Education Services (HOSES), two Support Teachers Literacy and Numeracy (STLaN), twenty-eight teachers, 11 teacher aides, three administrative officers, 59 students and 51 parents.

Community and business groups:

- PCYC and Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Redcliffe State High School.

Government and departmental representatives:

- Federal Member for Petrie, State Member for Redcliffe and ARD.

Supporting documentary evidence

Annual Implementation Plan 2019	Investing for Success 2019
Annual Implementation Plan 2018	OneSchool
Levels of Instructional Support 2019	School improvement targets
School pedagogical framework	School data plan
School Opinion Survey	Investing for Success 2018
School based curriculum, assessment and reporting framework	Explicit Improvement Agenda 2019
Strategic Plan 2015-2019	School Data Profile Semester 2 2018
School budget overview Curriculum planning documents	Professional development plans
School differentiation curriculum template	Responsible Behaviour Plan for Students
School newsletters and website	Headline Indicators (October 2018 release)

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

Key Findings:

**The school has served the peninsula region since 1925.**

All staff members work hard to ensure that the tag line ‘Pride of the Peninsula’ is reflected in the school’s partnership with students, their parents/caregivers and the wider community to ensure that all students receive a quality education appropriate to their individual needs within a safe and supportive learning environment. A number of parents express that their child’s enrolment at the school is a deliberate choice based on educational quality and personal recommendations from others. The theme of quality and of valuing the school’s contribution to the local community is expressed by community members.

**The school is driven by a moral purpose that clearly reflects a commitment to purposeful, successful learning and the wellbeing of all stakeholders.**

Conversations with staff members demonstrate high levels of trust across the school. Community members and visitors report that students are courteous, respectful and well behaved with staff members making visitors to the school feel valued and welcome. Students and parents value the interest that teachers take in students’ learning and speak highly of the school’s efforts to meet the needs of all students.

**School leaders recognise that highly effective teaching is the key to improving student learning throughout the school.**

Teachers are able to articulate the teaching practices they use within their classrooms that challenge and engage students and support their learning and understanding. Teachers’ ability to discuss how they plan to use the Art and Science of Teaching<sup>1</sup> (ASoT) action steps to teach the new knowledge, and provide opportunities to practise and deepen this knowledge, is varied across the school.

**School leaders are viewed by teachers as supportive of effective practice and the development of their capability.**

A number of strategies are established to develop teacher capability in teaching the curriculum. Classroom walkthroughs and some modelling are apparent in classrooms. Sharing and showcasing of best practice are emerging. Conversations with staff indicate the need to collaboratively develop a framework that provides for broader opportunities for ongoing professional learning, through the development of coaching and mentoring support and models of feedback aligned to the school’s priority areas.

**Strong relationships are apparent between school leaders, staff and students resulting in a positive learning environment that actively promotes successful learning.**

All staff feel supported regarding the school’s expectations for teaching and learning and can access assistance when required through a strong collegial culture. The school is yet to establish formal structures to enable teachers to watch each other work and participate in modelling, coaching and feedback cycles related to the development of their pedagogical practice.

**The school leadership team clearly articulates that reliable and timely data is crucial to the school’s improvement agenda and to classroom planning for effective learning.**

Teachers report positively that data discussions are building their capability to analyse student achievement data, identify trends in year level, cohort and whole-school data and identify areas for improvement in teaching and student learning. The effective and consistent use of student formative and summative assessment to inform teaching practice is yet to be apparent across the school.



**All staff members are committed to ensuring the wellbeing of all students and promote learning through the provision of a safe, engaging and respectful learning environment.**

Staff members articulate the belief that all students will learn successfully. Classrooms are predominantly attractive and stimulating, and project an expectation of safety and success in learning. Interactions between staff members, students, parents and families are caring, polite and inclusive. Students and staff members display an obvious sense of belonging and pride in the school. A strong collegial and collaborative culture is apparent amongst staff members.

**The school is committed to the inclusion of all students.**

A positive, inclusive culture exists across the school. The belief that each and every student can and will achieve is apparent in the expressed views and actions of staff members. Teaching staff have a clear ownership of their responsibility for curriculum planning and delivery to the full range of students within their classroom. Parents value the fact that they are able to discuss any issues openly with staff members. Students feel their learning experiences are appropriately challenging and appreciate the support and help they receive from teachers and teacher aides.

<b>KEY IMPROVEMENT STRATEGIES RESULTING FROM SIU REVIEW (SECTION 2.2)</b>
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- Clarify the school's signature pedagogy and its role in assisting teachers to align their understanding and expertise in the application of that signature pedagogy and the school's Explicit Improvement Agenda (EIA).
- Develop and implement a collegial engagement framework that documents professional capability development for all school staff including coaching and mentoring support and models of feedback.
- Develop a school process whereby regular and timely feedback is used to acknowledge success and support staff to self-evaluate the effectiveness of their teaching practice.
- Develop a differentiated model of Professional Development (PD) for all staff to ensure teachers' data literacy and skills enable deeper understanding of data to better inform differentiated teaching practice.



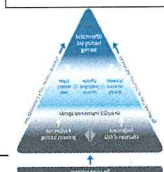
# Scarborough State School -Strategic Plan 2020 - 2023

## Four Year Focus / Key Improvement Strategies

- High expectations for, and attainment of, academic achievement in literacy – writing
- High expectation for, and attainment of, quality pedagogical practice through informed differentiation in English

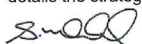


Domains NSIT	Improvement Strategies for planning period 2020 – 2023 Strategies, Targets and Resources, listed within the AIP, identify how improvement strategies within the School Strategic Plan are implemented, monitored and evaluated.	2020	2021	2022	2023
An Explicit Improvement Agenda	<ul style="list-style-type: none"> <li>• Ensure a continued focus on reading occurs whilst embedding new improvement agendas.</li> <li>• Regularly monitor the implementation of the EIA and progress towards established targets that detail more specific improvements sought in student performance.</li> <li>• Develop a specific statement of roles, responsibilities and accountabilities for all school leaders that details key actions, accountabilities and implementation timelines.</li> </ul>	Develop Begin Begin	Maintain Develop Develop	Embed Maintain Embed	Embed Embed Embed
Analysis and Discussion of Data	<ul style="list-style-type: none"> <li>• Develop a differentiated model of PD for all staff to ensure teachers' data literacy and skills enable deeper understanding of data to better inform differentiated teaching practice.</li> <li>• Collaboratively investigate the relationship between LOA, systemic and other school-wide assessment data to ensure alignment of outcomes against agreed standards.</li> </ul>	Begin	Develop Begin	Maintain Develop	Embed Maintain
A culture that promotes learning	<ul style="list-style-type: none"> <li>• Develop and implement strategies to engage parents as genuine partners in the learning of their child.</li> <li>• Develop a whole-school wellbeing framework.</li> <li>• Continue to engage with the community in the development of strategies for improving student attendance.</li> </ul>	Begin Maintain	Begin Develop Embed	Develop Maintain Embed	Maintain Embed Embed
Targeted use of School Resources	<ul style="list-style-type: none"> <li>• Continue to align the budget process to provide transparency and alignment to the EIA and strategic plan.</li> <li>• Continue allocating resources aligned to the EIA to build collaboration and teamwork.</li> </ul>	Maintain Maintain	Maintain Maintain	Maintain Maintain	Maintain Maintain
An expert teacher team	<ul style="list-style-type: none"> <li>• Develop and implement a collegial engagement framework that documents professional capability development for all school staff including coaching and mentoring support, and models of feedback.</li> <li>• Embed the APDP process to ensure rigour in supporting the development of all staff.</li> </ul>	Begin	Develop	Maintain	Embed
Systemic Curriculum delivery	<ul style="list-style-type: none"> <li>• Continue to refine CaPS to formalize ongoing collaborative curriculum discussion to further develop teacher understanding of the AC and school-expected practices.</li> <li>• Expand the use of formal moderation processes within and beyond the school to build consistency and confidence in teacher judgement across all learning areas.</li> </ul>	Maintain Begin	Embed Develop	Embed Maintain	Embed Maintain
Differentiated teaching and learning	<ul style="list-style-type: none"> <li>• Develop the capability of teachers to deliver differentiated learning to the full range of students in their classroom.</li> <li>• Refine goal setting practices to support students in developing and monitoring their own learning goals.</li> </ul>	Begin	Begin Develop	Develop Maintain	Maintain Embed
Effective Pedagogical practices	<ul style="list-style-type: none"> <li>• Clarify the school's signature pedagogy and its role in assisting teachers to align their understanding and expertise in the application of that signature pedagogy and the school's EIA.</li> <li>• Develop a school process whereby regular and timely feedback is used to acknowledge success and support staff to self-evaluate the effectiveness of their teaching practice.</li> <li>• Develop ways to provide students with opportunities to engage in feedback cycles related to their learning.</li> </ul>	Begin	Develop	Maintain	Embed
School Community Partnerships	<ul style="list-style-type: none"> <li>• Explore opportunities to inform and celebrate the achievements of the school to promote the school as the school of choice within the wider community.</li> <li>• Investigate further opportunities to partner with schools and community organisations to bring value to student learning and the professional practice of staff.</li> </ul>	Begin	Begin Develop	Develop Maintain	Maintain Embed



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Name and signature of Principal

  
Claire Klich  
Name and signature of P&C Representative

  
Steven Vincent  
Name and signature of NCR ARD School Improvement NCR

15/5/2019  
Date