We believe in a student-centred school that places the needs of all learners at the core of all decision-making processes.

We believe that every student can learn and take a positive step forward each day in their learning journey.

We acknowledge individuals and teach students where they are at – academically, socially, physically and emotionally.

We recognise that each day opens up valuable learning opportunities for everyone in our school community.

We use evidence-based, high-impact strategies and work collegially to achieve the best outcomes for all students.

Vision
To engage all students as lifelong learners in a well-rounded curriculum that prepares them for the challenges of tomorrow

Underlying Philosophies

Respect
Creating an environment where all people are treated with care, respect and compassion.

Learning
Children learn most effectively when learning is challenging, exciting and engaging.

Excellence
Striving to achieve excellence in all areas of school life in the best interests of all.

Confidence
Developing strong and capable students who believe in themselves.

Partnerships
Opportunities for children will be maximised when the school community works collaboratively together.

Personal Growth
Maximising the potential of the whole child – socially, emotionally, physically and academically.

Values

We believe in:

Respect
Learning
Excellence
Confidence
Partnerships
Personal Growth
School Context

Samford State School opened in 1872 and enjoys a proud history of connectedness with the close knit community that is nestled within the Samford Valley.

Our students benefit from the ‘best of both worlds’ as we offer a progressive modern education, delivered in a setting that emphasises our semi-rural location of large open spaces and abundant native flora and fauna. We surround our students with possibility and opportunities in areas including academia, sport, culture and community responsibility.

Our exceptional teachers go the extra mile to ensure that students are offered the opportunity to fulfil their potential both in and beyond the classroom. We embrace our obligation to prepare young people to make their way in the world as confident, caring and responsible citizens. The happiness, security and development of each child is central to our work.

In 2015 we became an Independent Public School. With greater input from parents, teachers and other community members, we have the flexibility to shape our direction and make local decisions to benefit our students. Enhanced autonomy is a key ingredient in our approach to being creative, innovative and able to respond to student learning needs. We value the growing diversity of students from different cultures and countries at our school.

Teaching and learning is not a formula and one size does not fit all students. Our experienced staff value knowing each and every child and accommodating their unique learning requirements. Both staff and students benefit from the flexibility to deploy a range of research-based, high-impact strategies to ensure our students are able to grow beyond expectations.

Targeted teaching and connected learning are the cornerstones of our school. We believe everyone can learn.

Samford State School was founded on strong community partnerships. We continue to build partnerships between students, staff, families and the wider community to benefit our students and achieve outstanding results.
‘The future is not a fixed point. It is ours to create.’

Katherine Prince, Senior Director, Strategic Foresight
Source: http://knowledgeworks.org/sites/default/files/k12-teaching-scenarios-decade-disruption_1.pdf
Connected Learning

Targets

- All students and staff will experience a learning and teaching environment that is positive and supportive (Observation and School developed self-reflection tool)*
- A significant improvement in the number of parents, staff and students strongly agreeing with statements that relate to digital technologies, citizenship and engagement (School Opinion Survey)*
- Improved levels of student engagement (School developed self-reflection tool)*
- Statistically significant improved student achievement in Science as reflected in (PAT – Science and report card data from 2016-2019)*

*Key indicator

Strategies

Creativity and Innovation
- Embed higher order thinking into everyday learning
- Engage students in opportunities to actively shape and lead their learning
- Implement the Science, Technology, Engineering and Maths (STEM) initiative
- Design and implement flexible learning spaces across the school
- Refine professional development opportunities for staff that are connected directly to student outcomes, encouraging staff to be researchers into their own practice

Digital Technologies
- Embed digital learning and technologies in a measured and sustained way to develop 21st century learning skills
- Empower students and staff with a toolkit to be creative and innovative in the digital domain

Citizenship
- Provide real-life opportunities for students to lead and be active participants in local and global communities.
- Increase awareness of inclusivity and various forms of diversity across the school community
## Overview of Actions

### CONNECTED LEARNING

<table>
<thead>
<tr>
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**KEY:**  
A = Awareness  
I = Implement  
E = Embed  
R = Refine
‘Targeted teaching is one of the most powerful techniques in a teacher’s toolkit. [It] requires evidence of what a student is ready to learn, and the quality of that evidence matters.’

Goss, P., Hunter, J., Romanes, D., Parsonage, H., 2015, Targeted teaching: how better use of data can improve student learning, Grattan Institute
Targeted Teaching

Targets
All students, regardless of their achievement level, to have at least one year of academic growth in literacy and numeracy as defined in the school data plan. (Yearly quartile progression)*

*Key indicator

Strategies

- Develop and implement a whole school data plan to track student progression to inform the learning cycle
- Implement and evaluate models of targeted teaching in aspects of literacy and numeracy across all year levels
- Expand the range of teaching approaches and strategies used in classrooms to support diverse learners
- Build a growth mindset with staff and students where challenges provide opportunities to grow and learn
- Enhance staff leadership capabilities to foster professional collaboration, collegial support and capacity-building
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