Samford State School - Strategic Plan 2024

School Context

Samford State School was established in 1872 and boasts a rich history of connection and belonging with the close-knit community that is nestled within the beautiful Samford Valley. We offer contemporary education delivered on the traditional lands of the Yuggera and Turrbul peoples, with large open spaces and abundant native flora and fauna.

We foster holistic development, offering diverse opportunities in academia, sports, culture and community engagement.

At Samford State School our teachers are collaborative leaders committed to excellence. They undergo continuous professional development to implement research-informed and high-impact strategies to improve student outcomes. Student voice and agency are paramount as we build capable individuals through a culture of well-being and engagement.

Samford State School Strategic Plan 2024 - 2028

"Everyone striving for excellence to be their personal best through an equity lens."

Our Three School Strategic Priorities

Curriculum

Excellence in Teaching and Learning

"It's not just about learning. It's about what learning creates."

Aaron Skonnard

Culture

Building Capable People. Wellbeing and Engagement.

"Emotion and learning are completely connected"

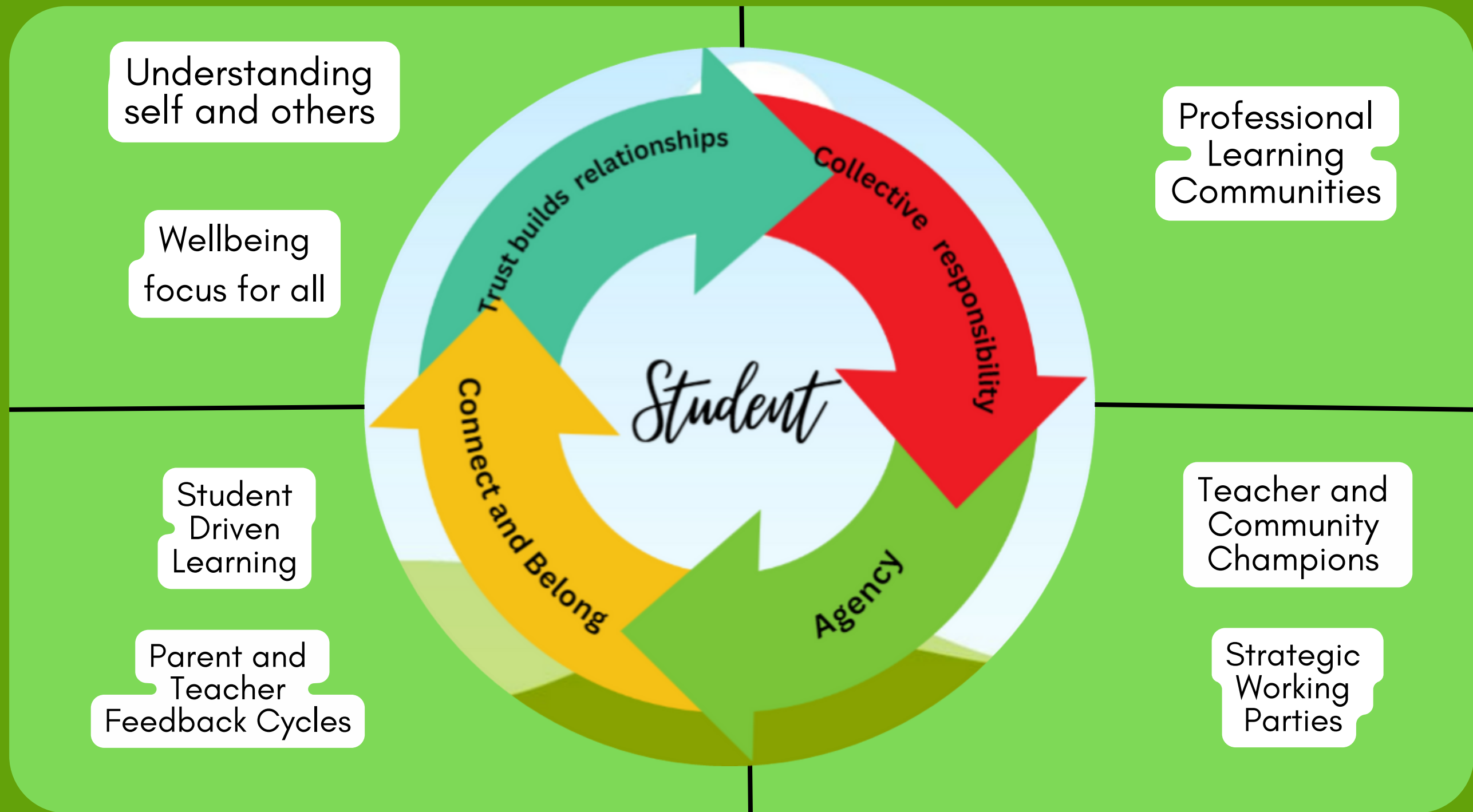Dr Linda Darling - Hammond

Community

Strengthening Partnerships Inside and Outside the School Gate.

"Celebrate the values and victories by creating a spirit of community."

Samford State School Strategic Plan 2024

Ways we Connect and Belong

Understanding self and others

Wellbeing focus for all

Professional Learning Communities

Student Driven Learning

Parent and Teacher Feedback Cycles

Teacher and Community Champions

Strategic Working Parties

Trust builds relationships

Collective responsibility

Connect and Belong

Agency

Student

Our School Values

RESPECT for – Self, Learning, Others, Property, Environments
Responsibility
Integrity

Empathy
Generosity
Inclusivity
Forgiveness

Fun
Inquiry
Engaging
Lifelong learning
Critical thinking

KINDNESS

CURIOSITY

RESPECT

GROWTH MINDSET

CITIZENSHIP

Perseverance
Adaptibility
Stretch over easy
Personal best

Connectedness
Sustainability
Collaboration

School review key improvement strategies: Curriculum – excellence in teaching and learning

| Educational achievement | Wellbeing and engagement | Culture and inclusion |

Domain 2: Analysis and discussion of data
Establish further opportunities for teachers to build their data literacy to inform differentiated practices for all students, including high-achieving students.

Domain 5: An expert teaching team
Strengthen collegial engagement processes to provide regular and targeted opportunities for all staff to develop capability and expertise.

Domain 6: Systematic curriculum delivery
Strengthen moderation processes to promote a shared understanding of what constitutes A and B standard student work.

Domain 8: Effective pedagogical practices
Further refine the range of pedagogies and high-impact strategies focused on engagement and innovation to lift the number of students achieving A and B Levels of Achievement (LOA).
School review key improvement strategies: Culture – building capable people (wellbeing and engagement)

Expectations:

Respect:
- Self
- Learning
- Others
- Property
- Environment

Vision:

- Nurturing Minds. Delivering Excellence

Motto:

- Strive with Honour

Equity and Excellence – Educational Achievement

School priority 1:
Curriculum – excellence in teaching and learning

Strategies

Measurable Outcomes

Domain 1: An explicit improvement agenda

School Review Improvement Recommendation 2023:

Develop specific targets for priority equity groups to ensure that specific strategies to achieve these targets and lift outcomes for all students are collaboratively developed and enacted.

- School leadership team will continue to drive a strong improvement agenda grounded in the key findings from the school review. Measurable school wide targets for improvements will be set and communicated to students, staff and families. The key improvement focus being to increase A- B achievement through an equity lens.

- Effective implementation of the P-12 Framework among school leaders and teachers through targeted professional learning and fostering a culture of collaboration and shared practices.

- Revise and enhance school-wide and cluster moderation practices to guarantee consistency, rigour and alignment. Systematically implement quality-assured assessment practices to evaluate students' progress and understanding, to promote a high-quality learning environment.

> Increase the percentage of students' achieving A and B in English, Maths, Science.

> Increase the percentage of underachieving students to show growth in English, Mathematics and Science.

In response to SOS Data:
> Increase the proportion of students demonstrating active engagement and driving their own learning.
- 95% of more of parents feel that teachers at this school motivate their child to learn.
- 95% of more of parents feel that teachers at this school provide their child with useful feedback about his or her schoolwork.
- 90% of more of parents understand how their child is assessed at this school.
- 95% or more of students feel that teachers provide them with useful feedback about their work.
- 90% or more of students feel they are interested in their work.

Domain 4: Targeted use of school resources

- Allocate resources equitably to ensure responsiveness to the needs of students, staff and parents by innovatively developing a suite of resources aligned to the Samford State School Strategic Plan priority areas.
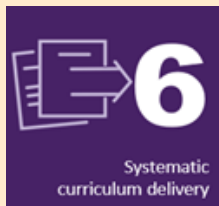
Domain 6: Systematic curriculum delivery

School Review Improvement Recommendation 2023:

Strengthen moderation processes to promote a shared understanding of what constitutes A and B standard student work.

Expand opportunities for teachers to moderate student work with a particular focus on after it is graded to further inform next steps in teaching and learning and improve consistency of teacher judgment.

- Streamline and integrate three levels of planning both vertically and horizontally to optimise collaboration and accessibility for all teachers.

- Refine the precision of evaluating achievement levels, specifically focusing on A and B levels within the Australian Curriculum (V9) by strategically integrating rigorous local and external moderation practices.
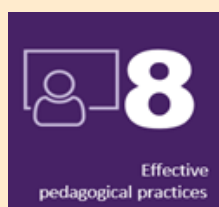
Domain 8: Effective pedagogical practices

School Review Improvement Recommendation 2023:
Further refine the range of pedagogies and high-impact strategies focused on engagement and innovation to lift the number of students achieving A and B Levels of Achievement (LOA).
Expand teacher clarity of curriculum and use of the third teacher concept to improve teacher and student assessment literacy.

- Clearly articulate and enhance the school's pedagogical practices to maximise student progress and achievement in the key learning areas of English, Mathematics and Science.

- Establish and consistently implement a comprehensive school-wide strategy for learner engagement. (Anita Archer, GRR, SAMR, AAP)

School Priority 2:
School review key improvement strategies:
Culture - building capable people (wellbeing and engagement)

Strategies

Measurable Outcomes

Domain 2: Analysis and discussion of data

School Review Improvement Recommendation 2023:

Establish further opportunities for teachers to build their data literacy to inform differentiated practices for all students, including high-achieving students.

Strengthen data analysis processes for leaders to enable identification of data trends and associated strategic responses.

- Develop targeted professional learning aimed at enhancing and strengthening staff data literacy, to build confidence in analysing and interpreting relevant data sets to directly inform teaching and learning practices.

- Strengthen staff capability to align curriculum design and well-being initiatives informed by data, to empower staff to make informed decisions, fostering a holistic and impactful learning environment.

- Review and refine the school's data plan to align to strategic priorities, with precision and purpose in both the collection and utilisation of data.

In response to SOS Data:

- Reduce the number of minor, major, office referrals and school disciplinary absences.

- Maintain the target of 96% of more attendance across the school.

- 95% or more parents are satisfied that student behaviour is well managed at the school.

- 90% or more students are satisfied that student behaviour is well managed at the school.

- 95% or more teachers feel confident managing the behaviour of all students at this school.

- 95% or more maintain parent satisfaction that teachers at this school are interested in their child's wellbeing.

- Continue to ensure that staff morale is positive and maintains above 95%.

Domain 3: A culture that promotes learning.

School Review Improvement Recommendation 2023:

Review whole-school behaviour and wellbeing processes to ensure the consistent implementation of agreed strategies and evaluate their effectiveness in monitoring and supporting student behaviour and wellbeing.

- Implement and curate multi-tiered systems of support, clarifying roles and responsibilities for both academic engagement and wellbeing.

- Create a tailored mentoring and coaching program to empower staff in implementing evidence-informed classroom management strategies, catering to the unique needs of each teacher and their students to cultivate a safe and supportive educational environment.

- Consistently oversee and adjust interventions using ongoing progress monitoring data, with a focus on continuous improvement and responsiveness to individual student needs.

5 An expert teaching team

School Review Improvement Recommendation 2023:

Domain 5: An expert teaching team.
Strengthen collegial engagement processes to provide regular and targeted opportunities for all staff to develop capability and expertise.

- Revitalise, formalise and enact a robust collegial engagement framework to enhance staff capability and precision, fostering shared responsibility for continuous improvement in practice.

- Deepen a performance and development culture, where staff align professional career goals and develop leadership behaviours within five Professional Learning Communities aligned to the strategic agenda.

- Identify and designate staff champions who excel in evidence-informed teaching strategies, leveraging their current expertise to disseminate high-quality practices and enhance the competency of all team members.

7 Differentiated teaching and learning

Domain 7: Differentiated teaching and learning

School Review Improvement Recommendation 2023:

Implement strategies to differentiate for high-achieving students to increase the proportion of students achieving A and B LOAs. Strengthen teachers' use of inclusive technology to promote innovation in the delivery of differentiated pedagogy to support the diverse needs of all students.

- Enhance staff proficiency in catering to the diverse learning needs of students by implementing and refining effective differentiation practices, cultivating an inclusive and responsive educational environment.

- Design and execute evidence-based inclusive pedagogical approaches that specifically target the diverse needs of all learners, particularly identified student sub-groups, including those classified as highly capable and underachieving.

- Continue to embed a schoolwide National Consistent Collection of Data (NCCD) framework to systematically identify and address the diverse needs of all students, (implementing a structured system for data collection, analysis and intervention strategies).

- Digital Inclusive Technologies embedded in universal design for learning (accessibility, barrier removal, tailored supports).

- Increase the percentage of students underachieving a C or above in NCCD and targeted groups.

- Increase the percentage of teachers embedding the school's pedagogical practices, model of instruction and purposeful use of emerging technologies into their daily practice.

School priority 3: Community

Strategies

Measurable Outcomes

Domain 9: School-community partnership.

School Review Improvement Recommendation 2023:

Strengthen partnerships with local high schools to support successful transitions for all students into high school. Investigate opportunities to build staff members' cultural capability and engage with First Nations students, families and communities to co-design initiatives that aim to increase outcomes for Aboriginal students and Torres Strait Islander students.

- Deepen a performance development culture, where staff align professional career goals (APR) and develop leadership behaviours to specific professsional learning communities (PLC). Staff will have the opportunity to join a PLC aligned to the improvement agenda to build their teacher leadership capability.
- Collaborate and continue to build networks with a variety of stakeholders to deepen successful transitions (prior to school, middle/senior schooling).

- Proactively engage parents, caregivers, families, and community partners in the learning process to build a shared commitment to school improvement and student success.

- Continuing to partner with local community organisations for mutual benefit inside and outside the school gate.

In response to SORD Data:
- Increase the percentage of students who agree that this is a good school and that they would recommend it to others is above 'Like and State' schools.

- Increase the percentage of parents who agree that this is a good school and that they would recommend it to others is above 'Like and State' schools.

- Increase the percentage of staff who believe that this is a good school to work at, and that they would recommend it to others is above 'Like and State' schools.

- Increase the percentage of parents who believe that the school takes parent's opinions seriously to 90% or above.

There is no power for change greater than a community discovering what it cares about.
Margaret J. Wheatley

Nicole Morriss
Principal

Kristy Gooding
School Council

Tracy Egan
School Supervisor