Dagun State School

A Review of 2020 – 2023 Strategic Plan and Implementation

4 Year School Strategic Plan 2024 – 2027

Equity and Excellence

Realising the potential of every student

Our vision is for our co-educational school to provide a safe, tolerant and disciplined multi-age learning environment which values individual qualities and provides personalised programs. Our goal is to prepare active and reflective citizens with a disposition to lifelong learning.

APPROVAL/ENDORSEMENT PROCESS

A Review of the Strategic Plan 2020 – 2023 was conducted and provides a meaningful statement of school achievement and future direction. The subsequent 4 Year School Strategic Plan 2024 - 2027 details the strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

_____

Jane Desmarchelier
Principal

___/___/_____

_____

Kathryn Bagnall
P&C President

___/___/_____

_____

Leasa Smith, School Supervisor
Department of Education

___/___/_____

TABLE OF CONTENTS

SECTION 1	BACKGROUND

Background:

The School Strategic Plan is the school's succinct statement to our community about what the school wants to achieve in the future and how it plans to get there. Effective planning, reviewing, monitoring and reporting in all Queensland state schools helps ensure that our shared vision of promoting Excellence and Equity through all students achieving. The School Strategic Plan includes descriptions of:

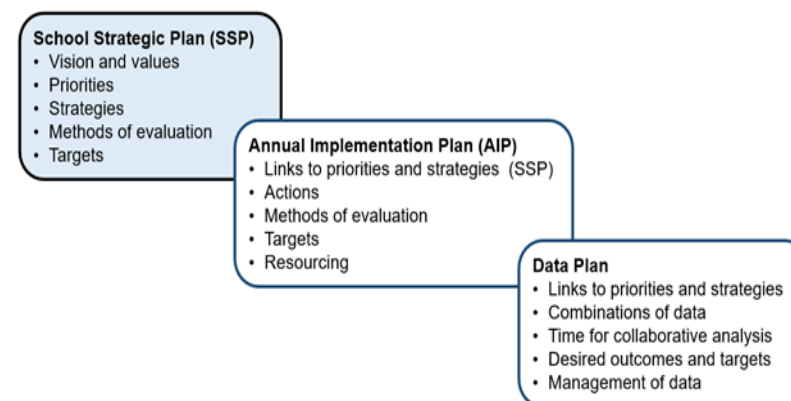School performance planning: School strategic plan

- the vision and purpose of education in our 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 (this will include the explicit improvement agenda)
- how the school is doing this (strategies and resourcing).

Schools use the four guiding questions for planning, reviewing, monitoring and reporting to reflect on their planning:

- how are all students engaged and improving in their learning?
- how do we know?
- what adjustments are we making to ensure every student is improving in their learning?
- how do we know what is working?

Effective strategic planning allows schools to identify the *right* work for the *right* time using the *right* resources for the *right* people. Schools develop and reflect on strategic planning as part of good decision-making practices and may also understand these processes in response to school reviews. Through the review process the Education and Improvement Branch provided valuable insights into our school planning as a critical friend.

The school improvement model guides us and provides valuable tools to continuously evaluate, over the next four years, how our key improvement strategies are impacting student learning.

SECTION 2	PURPOSE

Purpose

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 Improvement Plan (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 DoE Strategic Plan. Effective planning, reviewing, monitoring and reporting in all Queensland state schools helps ensure our shared commitment to Equity and Excellence – Every student realising their potential.
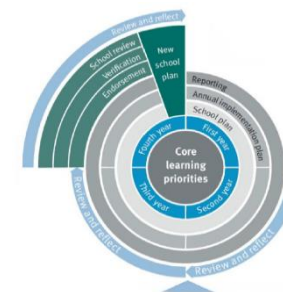
To achieve our vision of Equity and Excellence, we will focus on the following areas.

Educational achievement	Wellbeing and engagement	Culture and inclusion

Equity and Excellence highlights our system commitment

Starting strong

Strengthening protective factors in the early years to improve outcomes and make a positive impact on young people's lives.

Building on foundations

Consolidating strong foundations for lifelong learning and nurturing confidence of students to thrive in their future schooling years.

On track for success

Recognising changing needs and supporting every student to stay on track with positive transitions from upper primary through junior secondary.

Ready for the future

Preparing every student for their future and supporting positive transitions from school onto their next steps into further education and employment.

Preparing every student for life in a changing and global world.

SECTION 3	COMMUNITY ENGAGEMENT AND GOVERNANCE

Parent and community engagement in school decision-making encourages greater ownership of the school's vision and ensures local needs are reflected. This engagement connects and strengthens the ability of schools and families to support student learning, wellbeing and outcomes.

Local school governance over decision-making, accountability and student outcomes is strengthened through the inclusion of the broader school community. As a department we recognise the importance of good governance on school planning processes which are embedded in the State Schools Improvement Strategy, our school improvement model and hierarchy.

SECTION 4	VISION AND VAUES

VISION AND VALUES –

Our vision is for our co-educational school to provide a safe, tolerant and disciplined multi-age learning environment which values individual qualities and provides personalised programs. We can reach our goal of preparing active and reflective citizens with a disposition to lifelong learning through our values:

- Holistic learning for all students – social, emotional, academic, physical and spiritual development

- Curriculum programs and experiences that engage students and encourage them to "Strive for Excellence"

- A culture which develops thinking and purposeful habits for lifelong learning

- Effective communication skills, a high standard of behaviour, co-operation and respect for others, and personal responsibility

- Community awareness, understanding and tolerance of cultural diversity.

SECTION 5	PROCESS

PROCESS –
A school review was carried out by the School and Region Reviews (SRR) branch at **Dagun State School** from **27 February** to **1 March 2023**. The final report presents an evaluation of Dagun school's performance against the nine domains of the *National School Improvement Tool*.

The review report provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

This review plays an important role in our school's planning and improvement cycle. It informs and complements the work of the school in leading continuous improvement and ensuring quality learning outcomes for children at Dagun School. Findings from the school review have been used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of this Strategic Plan and Annual Implementation Plans.

The review was conducted by

- Louise Wilkinson   Internal reviewer, SRR (review chair)
- Troy Jenkins   Peer reviewer

Contributing stakeholders were:

Consultation — Total of 39 interviews — 7 community members and stakeholders — 11 school staff — 11 students — 10 parents and carers

---

SECTION 6   **THE SCHOOL CONTEXT**

Indigenous land name:	Gubbi Gubbi We acknowledge the shared lands of the Kabi nation and the Gubbi Gubbi people of the Dulingbara dialect region.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	27
Indigenous enrolment percentage:	18.5%
Students with disability percentage:	18.5%
Index of Community Socio-Educational Advantage (ICSEA) value:	999

SECTION 7   **STRATEGIES**

The review of the 2020-2023 Dagun School strategic Plan included the detailed findings from the school review.

SUMMARY OF KEY FINDINGS FROM SIU REVIEW – EXECUTIVE SUMMARY

Partnerships with the community and within the school are a common bond and great strength of the school.
Positive relationships across the school are articulated by many parents as an essential building block to the successful promotion of learning. Students speak highly of their teachers and the support they provide in learning. On a daily basis, staff promote kindness and mutual support within and outside of the classroom.

A high level of trust and support is enjoyed within the staff team.
Staff members display enthusiasm to support the learning and wellbeing needs of every student. They share trust in each other which enables them to have professional conversations to drive improvement in their practice. Parents convey they respect staff and express the belief that staff are wonderful, caring educators who always have the best interests of their child at the forefront of decisions regarding learning.

Parents and families are recognised as essential partners in their child's education.
Parents articulate they feel comfortable with staff and value the holistic educational approach offered. They display gratitude and express the belief that the school is truly the best place for their child. Parents and students describe the school as 'my second family' and, 'we are like a little family … we all help each other'. Parents and community members pass on their appreciation by word of mouth to other prospective parents and the wider community.

'Strive for excellence', **embodies school's commitment to ensuring every child achieves their potential.**
The principal articulates that over the past four years work has centred on the school's CARP and English-reading framework. School Online Reporting Dashboard (SORD) data indicates that Level of Achievement (LOA) results over the past four years for all students are above those of the region and state. Parents express strong confidence in the multi-aged, child-centred learning environment provided at the school.

KEY IMPROVEMENT STRATEGIES RESULTING FROM SIU REVIEW

Domain 6: Systematic curriculum delivery
Review the school's Curriculum, Assessment and Reporting Plan Prep to Year 6 (CARP P-6) and its alignment with the requirements of the Department of Education's (DoE) P-12 curriculum, assessment and reporting framework (P-12 CARF) to bring clarity regarding how and when all eight Australian Curriculum (AC) learning areas will be provided across multi-aged classrooms.

Domain 5: An expert teaching team
Revitalise the Developing Performance Plans (DPP) approach, incorporating a current Collegial Engagement Framework (CEF), to provide all staff with the opportunity to reflect on their practice, identify professional learning and growth opportunities, and build their capability to implement strategies that address school priorities.

Domain 3: A culture that promotes learning
Revisit the evidence base of Positive Behaviour for Learning (PBL) as the basis for a collaborative review of the approach to strengthen the consistent implementation of key systems and practices designed to better support student behaviour.

Domain 8: Effective pedagogical practices
Strengthen existing, and develop new, processes that enable teachers to engage in data-informed conversations to determine the pedagogical approaches and practices most effective in consideration of the curriculum, learner and learning.

Domain 7: Differentiated teaching and learning
Develop a whole-school approach to differentiated teaching and learning, formalising processes and practices that support all students to access, participate and progress through the curriculum.

Build the capability of teachers to capture differentiated, focused and intensive teaching in OneSchool through Class Dashboard and/or Personalised Learning Records (PLR) to ensure the tailored supports and reasonable adjustments that address barriers to learning are consistently captured.

SECTION 8	METHODS OF EVALUATION

Tools and resources the school will utilise to measure and monitor impact over the life of the plan.

School Improvement Hierarchy

➢ The School Improvement Hierarchy (SIH) supports our school community to have conversations about what needs to happen next in our school's improvement journey.

➢ The SIH consists of nine inter-related 'domains' of day-to-day activity. The domains do not cover every aspect of effective schooling, but they are our high value 'levers' on improvement which have been validated through a rigorous, national, research process.

➢ The detailed descriptions for each SIH domain that appear on the National School Improvement Tool provide a common language for describing school actions.

➢ Scanning and assessing a broad range of evidence against SIH domain descriptions may help collaborative inquiry teams to identify a range of specific problems of school practice that, if addressed, would make a significant difference to student outcomes.

➢ The collaborative nature of these conversations will support wide ownership of improvement priorities and collectively commit school communities to action.
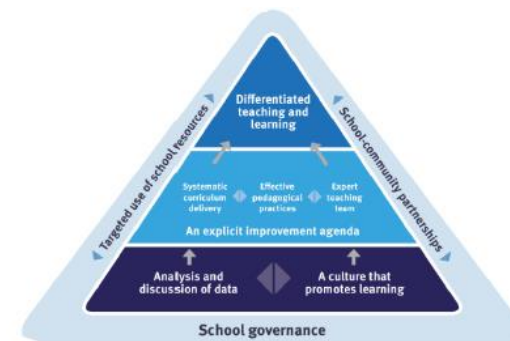
Inquiry

We support student outcomes when we intentionally collaborate through continuous cycles of inquiry. Understanding our impact means we more purposefully design, implement and review new approaches as part of an ongoing process. When learning through inquiry, focus on ensuring:

- group members' different strengths, skills and perspectives contribute to identifying, prioritising and addressing problems of practice

- approaches to improving student outcomes are implemented, monitored and reviewed to understand their effectiveness in responding to identified needs

- decisions and approaches are informed by evidence and are aligned to agreed frameworks and policies

- progress and outcomes are monitored and understood, and learnings are applied and shared.

Standards of Evidence

The Standards of Evidence can be used collaboratively in a variety of ways to help understand the impact we have on student learning by implementing evidence-informed initiatives. The Standards incorporate four dimensions — design, impact, scalability and investment. Each dimension contains five levels that indicate the relative strength of evidence. The Standards may be used:

- during planning to design new approaches (Scan and Assess, Prioritise, Develop and Plan)

- to evaluate actions already underway (Act)

- to calibrate (determine the quality of) evidence produced by undertaking new approaches (Review)

- to assess external evidence claims regarding the impact of third-party commercial programs and packages (Scan and Assess, Prioritise, Develop and Plan)

- to prepare to share practice-based evidence for the benefit of all Queensland state schools (Review).

Design | Investment
Impact | Scalability

Underpinned by curriculum, teaching and learning
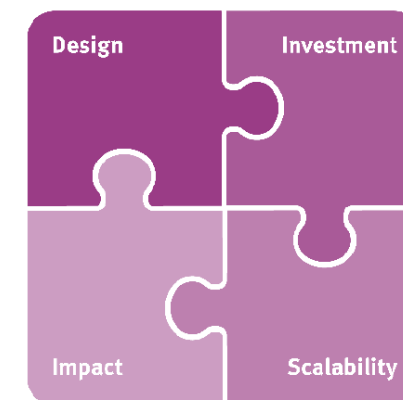
Our priority support measures

For every student in Prep to Year 2, we will monitor:
- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For every student in middle and upper primary (Years 3 to 6), we will monitor:
- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For every student in junior secondary (Years 7 to 9), we will monitor:
- proportion of students achieving C and above in English and mathematics
- proportion of students achieving A or B in English and mathematics
- attendance
- School Disciplinary Absences.

For every student in senior secondary (Years 10 to 12), we will monitor:
- Year 10-12 retention
- QCE/QCIA attainment
- post-school destinations.

Embedding First Nations outcomes across every priority

SECTION 9   TARGETS

STRATEGIC OVERVIEW REGARDING THE IMPLEMENTATION OF KEY STRATEGIES 2024 - 2027

Focus Areas	Improvement Strategies for planning period 2024 – 2027	2024	2025	2026	2027
Vision	Collaboratively develop the school's explicit improvement agenda as part of future strategic planning consultation and planning to ensure that priorities align with the strategic direction and all stakeholders understand and have ownership for the improvement agenda. Develop systematic processes to communicate the school's EIA to staff members, students and their families.	O	O	O	O
Culture	Revisit the evidence base of Positive Behaviour for Learning (PBL) as the basis for a collaborative review of the approach to strengthen the consistent implementation of key systems and practices designed to better support student behaviour. Seek regional support to access cultural capability Professional Development (PD) to build the confidence and capability of staff to embed culturally safe practices for indigenous students and community members.	I	P	F	
Learning	Review the school's Curriculum, Assessment and Reporting Plan Prep to Year 6 (CARP P-6) and its alignment with the requirements of the Department of Education's (DoE) P-12 curriculum, assessment and reporting framework (P-12 CARF) to bring clarity regarding how and when all eight Australian Curriculum (AC) learning areas will be provided across multi-aged classrooms.	I	P	P	F
	Develop systematic monitoring processes to quality assure the intended curriculum is enacted in classrooms for every student to achieve success in their learning from year to year.	I	P	P	F
	Formalise a whole-school approach to moderation processes to align curriculum, pedagogy, assessment and reporting, and to ensure consistent judgements and accurate reporting against the achievement standards.			P	F
	Strengthen existing, and develop new, processes that enable teachers to engage in data-informed conversations to determine the pedagogical approaches and practices most effective in consideration of the curriculum, learner and learning.	I	P	F	
	Develop a whole-school approach to differentiated teaching and learning, formalising processes and practices that support all students to access, participate and progress through the curriculum.	I	P	P	F
	Build the capability of teachers to capture differentiated, focused and intensive teaching in OneSchool through Class Dashboard and/or Personalised Learning Records (PLR) to ensure the tailored supports and reasonable adjustments that address barriers to learning are consistently captured.	I	P	P	F
Partnerships	Revitalise the Developing Performance Plans (DPP) approach, incorporating a current Collegial Engagement Framework (CEF), to provide all staff with the opportunity to reflect on their practice, identify professional learning and growth opportunities, and build their capability to implement strategies that address school priorities.	I	F		
	Collaboratively develop and communicate position descriptions for key roles and embed into induction processes to provide clarity of roles, responsibilities and accountabilities for all staff.	I	F		

Implementation Stages: **P** planning **F** finalise **I** commence **O** ongoing