

Craigslea State School Strategic Plan 2020-2023



School Profile			Focus	Vision	Values
<p>Craigslea State Primary School has proudly served the West Chermide community in the northern suburbs of Brisbane since its establishment in 1972. Craigslea State School values Learning, Individuals, Friendship and Environment. At Craigslea, we are committed to providing a quality public education that delivers opportunities for all students to achieve learning outcomes and reach their potential. As a school community, we aim to provide a safe, progressive, focussed and supportive learning environment. We encourage every student to aspire to intellectual, social, emotional and physical success in line with our motto of 'Learn for Life'. The culture of our school celebrates diversity and our inclusive practices support students with a wide range of abilities and cultural backgrounds. The school currently consists of 28 general learning classroom areas, four of these designed for the preparatory year learning program. All classes in the school, from Prep to Year 6, are co-educational. We are very fortunate to be located beside Craigslea State High School that provides us with the potential to develop learning programs that utilise the specialised facilities available and create a smooth transition from Years 6 to 7.</p>			<p><i>School academic outcomes to be consistently above National and like school standards and student, staff and parent satisfaction in the school to be consistently above State and like school means.</i></p>	<p><i>Every student succeeding through ensuring they receive the support needed to belong to the school community, engage purposefully in learning and experience academic success.</i></p>	<p>LIFE</p> <p>Be a Learner Be Independent Be a Friend Be safe in all Environments</p>
Drivers for Improvement	Programs and Strategies of Significance	Performance Monitoring and Measures	Priorities	Evidence Sources used for Strategic Plan Design	National School Improvement Tool Domains
<ul style="list-style-type: none"> ➤ Collective Efficacy ➤ Consistency of practice ➤ Capability enhancement <p>The diagram shows a triangle with 'Differentiated teaching and learning' at the top, 'Systematic curriculum delivery', 'Effective pedagogical practices', and 'Expert teaching team' in the middle, and 'An explicit improvement agenda' and 'A culture that promotes learning' at the base. Arrows indicate a flow from resources to the improvement agenda and then to learning.</p>	<ul style="list-style-type: none"> ➤ Positive Behaviour for Learning ➤ "Bridge Builders" Social/Emotional Program ➤ Supported Play ➤ Targeted Learning Teams ➤ Multi-Lit ➤ English as another Language/Dialect ➤ iLearn@Craigslea (Bring your own iPad) ➤ Japanese ➤ Student Leadership ➤ Classroom Music ➤ Instrumental Music Investigations ➤ Digital Technology ➤ ICT Explorers ➤ Tech Girls ➤ Yr 6 Canberra Immersion ➤ Yr 5 Outdoor Education ➤ Camp 	<ul style="list-style-type: none"> ➤ Australian Curriculum Implementation Timelines ➤ Student Data Analysis ➤ School Review by School Improvement Unit ➤ Targeted Learning Teams ➤ School Opinion Survey ➤ Parent, student and staff mini-surveys ➤ Student focus group discussion ➤ Parent focus group discussion ➤ NAPLAN Data ➤ Early Start Data Prep to 2 ➤ School enrolment data ➤ Analysis of Explicit Improvement agenda ➤ Staff Annual Performance Development Plans ➤ Regional support and monitoring ➤ One School and My School Data ➤ Cycles of Inquiry ➤ Data Meetings ➤ Walkthroughs ➤ Curriculum Conversations ➤ Coaching ➤ Assessment and Moderation 	<ul style="list-style-type: none"> ➤ Intentional Collaboration ➤ Successful Learners ➤ School Performance and Well-being ➤ Principal Leadership and Performance ➤ Teaching Quality ➤ Local Decision-Making <p>The diagram shows six interconnected circles: 'Teaching Quality' (top), 'Principal Leadership & Performance' (top right), 'School Performance' (bottom right), 'Regional Support' (bottom), 'Local Decision Making' (bottom left), and 'Successful Learners' (top left). A central circle labeled 'Intentional Collaboration' connects all six.</p>	<ul style="list-style-type: none"> ➤ Student Data Analysis ➤ School Review by School Improvement Unit ➤ School Opinion Survey ➤ Headline Indicator data ➤ School Data Profile ➤ School Infrastructure Plan ➤ School Financial, Human Resources and facilities audit ➤ School council feedback ➤ Parent and staff mini-survey ➤ Student focus group discussion ➤ Parent focus group discussion ➤ NAPLAN and A to E Data ➤ Early Start Data Prep to 2 ➤ School enrolment data ➤ Analysis of Explicit Improvement agenda ➤ Staff Annual Performance Development Plans ➤ Regional support and monitoring ➤ One School Data ➤ Cycles of Inquiry 	<ol style="list-style-type: none"> 1. An explicit improvement agenda 2. Analysis and discussion of data 3. A culture that promotes learning 4. Targeted use of school resources 5. An expert teaching team 6. Differentiated Teaching and Learning 7. Effective pedagogical practices 8. School-community partnerships

Endorsed by: (Kathy Canavan, Principal)

Matthew Kuhr (School Council and P and C President)

(John Faragher, Assistant Regional Director)



Craigslea State School Strategic Plan 2020-2023



Intentional Collaboration						Successful learners										
Improvement Strategies	Success Criteria	2020	2021	2022	2023	Improvement Strategies	Success Criteria	2020	2021	2022	2023					
Establish year level Targetted Learning Teams to meet fortnightly to plan for the learning needs of all students within a full model of inclusion.	➤ Roles and responsibilities for members of the TLTs are developed. ➤ All staff trained in models of co-teaching and planning for differentiation. ➤ Utilising teaching practices to extend all students. ➤ Data presented (attendance, behaviour, Literacy, Numeracy and AC) and analysed to inform next steps ➤ Differentiation plans are implemented and reviewed fortnightly for each class. ➤ PLPs and ICPs are regularly reviewed and updated	I	S	S	S	Continue to implement the Literacy Framework’s Reading Strategy to further improve the reading outcomes of students incorporating unit plans and literacy blocks.	➤ A resource needs analysis is compiled ➤ Training for new staff and refreshers for existing staff in high impact evidence-based practice and quality assessment. ➤ Development of an action plan toward successful implementation of NAPLAN online for 2021. ➤ Non-negotiables are implemented consistently across all year levels ➤ Literacy demands of all KLAs are taught in subject lesson time or literacy blocks. ➤ Set, monitor and teach to reading goals to drive the teaching of reading	I	I	I	I					
Work in teams to develop and implement cycles of inquiry in key areas of improvement across the school.	➤ Data sets analysed for Pedagogy, Literacy, Student/Staff Wellbeing, W H and S, STEAM, PBL, Partnerships and Student Support ➤ Cycles of inquiry incorporated within the AIP and term action plans with associated budgets and resources aligned. ➤ Cycles of inquiry reviewed each term	I	I	I	I	Implement the Literacy framework from the perspective of improving writing outcomes for students.	➤ Analysis of data to inform high impact evidence-based practice and quality assessment in writing. ➤ Training for new staff and refreshers for existing staff in high impact evidence-based practice and quality assessment. ➤ Development of an action plan toward successful implementation of NAPLAN online for 2021. ➤ Non-negotiables are developed and implemented consistently across all year levels ➤ Literacy demands of all KLAs are taught in subject lesson time or literacy blocks. ➤ The Literacy Continua for Writing is used to frame feedback on student writing at each point in time in terms of glow and grow statements.	I	R	S	S					
Provide opportunities for staff to receive feedback and share perspectives on planning, teaching, assessment and resourcing for their students.	➤ Coaching, planning, Walkthroughs and Curriculum Conversation processes are shaped around the current Explicit Improvement Agenda. ➤ Common themes arising from these processes inform leadership/year level action plans each term.	I	I	I	I	Embed STEAM opportunities within the curriculum for students P-6.	➤ Continuous research for best practice. ➤ Develop a policy framework and collaborative planning. ➤ Tap into local expertise to develop teacher capacity. ➤ Coaching cycles to include STEAM and literacy. ➤ Set up a STEAM centre/access where all resources are located.	R	P	I	S					
Accelerate statewide improvement in student outcomes collaborate and plan with Pre-Prep providers, feeder high schools and other schools around school priorities.	➤ Meet with other providers and schools annually to plan ideas on how to collaborate toward student improvement.	T	T	T	I	Improve the teaching, learning and assessment of Mathematics inclusive of inquiry and problem-solving.	➤ Analysis of data to inform high impact evidence-based practice and quality assessment in mathematics/numeracy. ➤ Training for new staff and refreshers for existing staff in high impact evidence-based practice and quality assessment. ➤ Development of an action plan toward successful implementation of NAPLAN online for 2021. ➤ Non-negotiables are developed and implemented consistently across all year levels ➤ Literacy demands of Mathematics and numeracy within other KLAs are taught in subject lesson time or numeracy blocks.	R	P	I	S					
School Performance and Wellbeing						Principal Leadership and Performance										
Improvement Strategies	Success Criteria	2020	2021	2022	2023	Improvement Strategies	Success Criteria	2020	2021	2022	2023					
Review the school’s Curriculum, Assessment and Reporting Plan within the context of Qld’s Curriculum, Assessment and Reporting Framework clarifying what and when teachers should teach, plan and report from the Australian Curriculum	➤ Quality assure the embedding of cross-curricular priorities and general capabilities. ➤ All KLAs implemented by end 2020. ➤ Expand the study of languages from Prep by embedding of cross-cultural studies in units of work.	I	I	I	I	Develop the School explicit Improvement Agenda annually, regularly reviewing progress.	➤ Data analysed to identify problem of practice informed by the school improvement planning tool. ➤ Annual EIA written in consultation and communication with staff and parents. ➤ EIA targets and timelines are developed and met for each term and communicated widely to all stakeholders. ➤ Coaching, walkthroughs and Curriculum Conversations are aligned with the non-negotiables within the EIA. ➤ Resources are aligned within the EIA.	I	I	I	I					
Support student attendance, wellbeing, behaviour and literacy and numeracy achievement through case management.	➤ Student Support Services Meetings uses data and case management to support those students referred to them by the Targetted Learning Teams for further assessment and action.	P	I	S	S	Lead the development of a School Data Plan that outlines all data sets and purpose to inform teaching and learning.	➤ Improve data literacy of staff – data walls, class and student records – used to capture results and stimulate intentional conversations around student achievement and intervention.	P	I	R	S					
Strengthen quality assurance processes to ensure the validity and improvement of A-E data through the alignment of the achievement standards with assessment and reporting.	➤ Embed the Before, After, After, End model of moderation. ➤ Deepen teacher knowledge and skills of assessment and moderation processes. ➤ Utilise the assessment and moderation hub.	T	I	S	S	Enhance staff leadership capability	➤ Outline leadership roles and responsibilities within the Explicit Improvement Agenda. ➤ Review year level leader roles and responsibilities and plan for their capability enhancement. ➤ Review roles and responsibilities for all aspects of the school and allocate to staff according to their strengths and interests. ➤ Provide regular opportunities to identify and share successful evidence-based practice.	I	I	I	I					
Manage workload challenges through planned opportunities to collaborate with colleagues.	➤ Staff meeting cycle changed to fortnightly. Professional Devt or Sector or year level as determined by needs/ Targetted Learning Teams on the alternate week. ➤ Funding for additional teacher aides and Targetted Learning Teachers as part of the Targetted Learning Teams ensuring identified roles and responsibilities. ➤ Year level planning each term ➤ Well-being framework developed for staff in consultation with the LCC and W H and S Committee.	T	T	T	I	Develop and enhance local interschool-partnerships	➤ Establish meetings and protocols with other local schools to explore potential joint opportunities.	T	T	T	I					
Teaching Quality						Local Decision-Making										
Improvement Strategies	Success Criteria	2020	2021	2022	2023	Improvement Strategies	Success Criteria	2020	2021	2022	2023					
Review the CSS Pedagogical Framework to align with the identified evidence-based practices.	➤ Every teacher participating in intentional collaboration to improve the teaching and learning at CSS through the Curiosity and Powerful Learning Strategies of Explicit Teaching, Higher Order Thinking, Collaborative Groups, Assessment and Feedback on Learning Goals.	R	I	S	S	Establish sustainability practices across the school.	➤ Collect data on the current sustainability practices and/or problems of practice ➤ Develop and implement an action plan	T	T	T	I					
Embed Inquiry and investigation in all units of work.	➤ Familiarity and use of high impact inquiry strategies ensuring strategies to maximise student voice and engagement appropriate to the age group. ➤ Inquiry strategies to be informed by the creative and critical thinking continuum.	R	P	I	S	Review communication methods within the school.	➤ Establish the role of communications officer to take responsibility for updating Facebook, LED sign, website, YouTube and aligning these with school and P&C newsletters. ➤ Promotes the school to promote successes when opportunities arise.	I	R	I	I					
Build teacher capability through the annual performance review process.	➤ Conversations to develop and track progress around the APP and improvement in professional standards for teachers. ➤ Coaching, Walkthroughs and Curriculum Conversations support the building of capability. ➤ Staff are supported to develop their leadership capability ➤ Professional success of teachers is celebrated through sharing and showcasing within the school, to parents and to other schools.	I	I	I	I	Utilise an online program (Schoolzine) to produce the school newsletter more efficiently to assist in the improvement of school communications to our diverse school community.	➤ Administration staff develop a change management plan ➤ Educate staff on their role in the production of the newsletter using Schoolzine.	I	R	I	I					
Build teacher capability through a range of professional development opportunities in systemic priorities and the school’s Explicit Improvement Agenda.	➤ Professional development plans with associated budget and timelines are formulated which incorporate a variety of modes: training, watching others’ work, coaching, mentoring, school visits etc	I	I	I	I	Improve parent and community engagement in the school	➤ Develop a parent and community engagement plan based on a data analysis. ➤ Enact the plan.	I	R	R	S					
							KEY TO SYMBOLS IN IMPROVEMENT AGENDA									
							Research/Review	R	Plan	P	Trial	T	Implement	I	Sustain	S



Craigslea State School National Minimum Standards and (U2B) compared to Australia

Achievement Targets displayed below are aspirational

Craigslea State School Year 3 NAPLAN							Projected Performance Data (Based on Regional Targets)							
	2018		2019		2020		2021		2022		2023		2024	
	NMS%	U2B%	NMS%	U2B%	NMS%	U2B%	NMS%	U2B%	NMS%	U2B%	NMS%	U2B%	NMS%	U2B%
Reading	96.3	56.3	97.8	67.4	95	50	96	53	97	56	98	59	99	62
Writing	97.5	35.4	97.8	38	97	45	98	48	99	51	100	54	100	57
Spelling	93.7	51.9	94.6	53.3	95	50	96	53	97	56	98	59	99	62
G &P	92.4	51.9	97.8	60.9	95	55	96	58	97	62	98	65	99	68
Numeracy	97.4	41.0	100	48.4	95	40	96	43	97	46	98	49	99	52

Craigslea State School Year 5 NAPLAN							Projected Performance Data (Based on Regional Targets)							
	2018		2019		2020		2021		2022		2023		2024	
	NMS%	U2B%	NMS%	U2B%	NMS%	U2B%	NMS%	U2B%	NMS%	U2B%	NMS%	U2B%	NMS%	U2B%
Reading	98.8	37.6	93.0	40.8	100	59	99	71	98	53	99	56	100	59
Writing	95.3	15.1	91.4	17.1	98	45	99	51	99	48	99	51	100	54
Spelling	95.3	39.5	95.7	34.3	98	52	98	56	98	53	99	56	100	59
G &P	98.8	38.4	94.3	44.3	100	55	99	64	98	58	99	62	100	65
Numeracy	98.8	34.1	93.1	34.7	95	40	100	51	98	43	99	45	100	48

G&P	Grammar and Punctuation	NMS	National Minimum Standard	U2B	Upper Two Bands		Below National Mean		Similar National Mean		Above National Mean		Well above National Mean
-----	-------------------------	-----	---------------------------	-----	-----------------	--	---------------------	--	-----------------------	--	---------------------	--	--------------------------

Infrastructure Development										
Improvement Initiatives		2020		2021		2022		2023		
Year 1 playground		P&I								
Prep playground		P&I								
Replacement of ICT wireless Infrastructure		I		S		S		S		
Age Appropriate playground for middle phase				R&P		I				
Internal refurb of classrooms for 21 st century learners		R,P&I		P&I		P&I		P&I		
Improve drop off, pick up and parking areas within and adjacent to school grounds		R		I		S		S		
Improve the teaching of Science and Visual Arts through organisational enhancement of hall kitchen				R&P		I		S		
Improve shaded seating and install tables as break out areas from the classroom				R&P		I				
Pathways and surfaces need to be covered, connected and non-hazardous particularly for students with disabilities.		R&P		I		S		S		
Replace Junior and Senior toilets						R&P		I		
		KEY TO SYMBOLS IN IMPROVEMENT AGENDA								
Research/Review		R	Plan	P	Trial	T	Implement	I	Sustain	S