

KURABY STATE SCHOOL

2024 – 2028 SCHOOL STRATEGIC PLAN

School profile <i>Kuraby State School is located on the southside of Brisbane in a suburban setting and has experienced steady growth over the past decade as farming land has been replaced with housing estates. Our students come from a wide range of cultures and backgrounds providing a rich and diverse learning environment. The school community displays strong support for the programs in the school and there is a very high level of community spirit evident. Key learnings in Literacy and Numeracy are a feature of our school with Information Communication Technologies (ICTs) embedded across all year levels and in the curriculum. Expectations for curriculum development, teaching and learning, assessment and reporting are clearly articulated to staff. Performance data is analysed to inform curriculum planning, allocation of resources, development of targeted programs to address needs and to provide an inclusive education for all students. At Kuraby we value the individual development of all children on their educational journey.</i>	Vision and values <i>At Kuraby State School, we hold a vision for a smart, skilled and creative Queensland. We have an absolute focus on providing every student with a high-quality education. Our strong emphasis on building and maintaining quality relationships means that every child is encouraged to develop their potential in a safe, supportive and rich environment, which nurtures a positive self-esteem and a desire to learn. Our key goal is to achieve the high expectations we set in everything we do.</i> <i>Vision: Everyone achieving their potential.</i> <i>Values: Kuraby State School empowers confident, connected curious and creative lifelong learners. We embrace a collaborative approach to quality curriculum driven by educational achievement, wellbeing and engagement, culture and inclusion.</i> <i>We create a thriving, safe and inclusive learning community. We are adaptable, future focused and resilient learners.</i>
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 	 Educational achievement	 Wellbeing and engagement	 Culture and inclusion	 
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School review key improvement strategies <ul style="list-style-type: none">.Domain 1: An explicit improvement agenda <i>Establish a distributed leadership approach to enact the Explicit Improvement Agenda (EIA) in ways that support all leaders and teachers to be clear on their role in implementing strategies that address school priorities. Develop detailed action plans with incremental targets, key staff responsible and timelines for each key strategy/action to inform monitoring and implementation of the Annual Implementation Plan (AIP).</i>.Domain 5: An expert teaching team <i>Develop the instructional leadership of leaders to build their capability to lead aspects of the improvement agenda.</i>.Domain 8: Effective pedagogical practices <i>Support teachers to consider the nature of the learner, to identify and employ pedagogical practices and high-impact teaching strategies that respond to student needs.</i>.Domain 4: Targeted use of school resources <i>Develop a workforce plan in partnership with regional office to ensure the school is positioned to meet emerging and future needs of students and staff.</i>	School priorities Educational Achievement <ul style="list-style-type: none"><i>Establish a distributed leadership approach to enact the Explicit Improvement Agenda (EIA) in ways that support all leaders and teachers to be clear on their role in implementing strategies that address school priorities</i><i>Develop the instructional leadership of leaders to build their capability to lead aspects of the improvement agenda.</i><i>Refine processes for embedding aligned curriculum elements in planning across learning areas to enrich students' experience of the three dimensions of the AC</i><i>Develop a workforce plan in partnership with regional office to ensure the school is positioned to meet emerging and future needs of students and staff.</i> Wellbeing and Engagement <ul style="list-style-type: none"><i>Support teachers to consider the nature of the learner, to identify and employ pedagogical practices and high-impact teaching strategies that respond to student needs (know each student and understand what works best for them)</i><i>support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes</i> Culture and Inclusion <ul style="list-style-type: none"><i>Develop a workforce plan in partnership with regional office to ensure the school is positioned to meet emerging and future needs of students and staff</i><i>Parent and Community Engagement framework to encourage and enhance parent awareness and involvement in the school</i>
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School priority 1: Educational Achievement <i>Kuraby State School has high expectations for all students to realise their potential; academic, personal and social, cultural and sporting. The Australian Curriculum is delivered through quality inclusive teaching through rigorous engaging and contextualised units.</i>	Phase <i>Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)</i>				Measurable/desired outcomes
	2024	2025	2026	2027	
Strategies <i>At Kuraby we recognise how learning occurs as a process based on evidence and the nature of learning, knowing where the students are in their learning:</i>					<ul style="list-style-type: none"><i>Documented leadership roles and responsibilities including detailed action plans with incremental targets.</i><i>Three levels of planning reflecting implementation of the AC v9.0 in a staged approach 2024-2027.</i><i>Increased achievement data</i> <i>From English A-C 81.6%; A-B 42.5% (Sem 1 2024)</i> <i>From Maths A-C 88.7%; A-B 56.3% (Sem 1 2024)</i> <i>From Science A-C 88.6%; A-B 43.9% (Sem 1 2024) to</i><i>Reduction in the gap between student achievement for priority groups compared to all students (state 2023/4 Gap – identify target)</i><i>Increase in staff capability and confidence to differentiate measured through staff feedback (survey) and learning walks feedback indicating a varied range of effective, high impact pedagogical practices for learning</i><i>Improvement in teacher data literacy evidenced by their ability to reflect on data sets and refine practice to achieve school targets, including students from priority groups, as evidenced by student movement to the upper right quadrant in our cohort data graph.</i><i>Our coordinated approach to planning and recording differentiated teaching and adjustments for identified groups and individuals with diverse learning needs is evident in all unit plans.</i>
<i>- Establish a distributed leadership approach to enact the Explicit Improvement Agenda (EIA) in ways that support all leaders and teachers to be clear on their roles and responsibilities in implementing strategies that address school priorities</i>					
<i>- Develop detailed action plans with incremental targets, key staff responsible and timelines for each key strategy/action to inform monitoring and implementation of the Annual Implementation Plan</i>					
<i>- Develop the instructional leadership of leaders to build their capability to lead aspects of the improvement agenda.</i>					
<i>- Support teachers to consider the nature of the learner, to identify and employ a variety of pedagogical practices and high impact teaching strategies that respond to student needs.</i>					
<i>- Establish a whole school approach to pedagogy to support every teacher to make informed pedagogical decisions responsive to disaggregated data (including priority) to further support all students' differentiated learning styles and language development.</i>					
<i>- Develop teacher's capability to differentiate unit planning in response to the diverse needs of students to support all students to access, participate and progress through the curriculum, applying Universal Design for learning principles,</i>					
<i>- Develop teacher capacity in culturally responsive pedagogies through professional learning and collaborative planning</i>					
<i>- Implement Reading and Writing Excellence through the consistent approach to teaching of reading and writing embedded throughout the school (both upper and lower school)</i>					

At Kuraby we recognise that pedagogy reflects the nature of the curriculum content and knowing the next steps in learning: Formalise processes for externally moderating student work using the Australian Curriculum (AC) achievement standard as the fixed reference point to support consistent teacher judgements across schools and a shared understanding of the AC V9 .					
- Refine processes for embedding aligned curriculum elements in planning across learning areas to enrich students' experience of the three dimensions of the AC V9					
- Establish consistent processes to triangulate a full range of student achievement data to impact future curriculum implementation .					
At Kuraby pedagogy is appropriate to the age, nature and diversity of the learner and the context in which they are learning: - Establish processes to disaggregate student performance data for priority groups to identify trends and design responses to those trends that lift student achievement, behaviour and attendance.					
- Develop staff understandings about what effective student voice and agency is and work with students to co-create success criteria and develop their understandings of what they are learning and where they can go next.					
School priority 2: Wellbeing and Engagement Kuraby State School strives to create engaging learning environments that promote collaboration, relationship building and learning.	2024	2025	2026	2027	Measurable/desired outcomes - Increased attendance for all students + Increased enrolments - Increased, active engagement with families as partners in learning e.g. involvement in personalised learning planning, attendance at parent/teacher meetings and information sessions, open classroom sessions well attended. The school works with me to support my students learning -96% (2024) The school ask for my input – 88% (2024) Student voice is integral to all facets of schooling, planning, assessments, celebrations etc *Measure the development and implementation of common language, understandings and practices that support student voice and agency in learning. Consider class observational rubric – co-created. All students have 1-1 access to technology Updated digital infrastructure plan School Opinion Survey Data 90% or more satisfaction Staff able to manage personal wellbeing and identify others who require support.
Strategies At Kuraby pedagogy is appropriate to the age, nature and diversity of the learner and the context in which they are learning: - Establish a school-wide wellbeing and engagement framework to embed a wholistic approach ensuring authentic opportunities for students to develop a strong sense of personal wellbeing, connectedness and engagement.					
- Develop a deep understanding of the ways in which we will ensure equitable access, participation, representation and engagement for all staff, students, parents, carers and community members					
- Develop an intentional focus on collaboration ; student, teacher, parent, inviting collective responsibility through co-design processes					
At Kuraby we recognise how learning occurs as a process based on evidence and the nature of learning, knowing where the students are in their learning: - Strengthen staff capability regarding the effective and engaging use of digital tools , enhancing learning opportunities and preparing every child for a digitally enabled future.					
School priority 3: Culture and Inclusion At Kuraby State School, we celebrate and embrace cultural diversity as a key strength of our community. We are committed to fostering safe, supportive, and inclusive learning environments for all students, ensuring equity through targeted and evidence-based approaches that enhance belonging for every learner.	2024	2025	2026	2027	Measurable/desired outcomes - Daily "Belonging" routines in all classrooms. - Improved School Opinion Survey results, including increased parent participation in the survey -Achieve improved outcomes for First Nations Children through improved and authentic integration of Indigenous Perspectives in teaching, learning and events <ul style="list-style-type: none"> • **sord data for FN attendance. What will success look like for FN students? increased attendance data in turn increasing LOA dada. • SOS data increase: I feel accepted by other students 60% FN students. • My school gives me opportunities to do interesting things 80% FN • My teachers help me with school work 80% FN -Enrolments – Capacity of 521 Kuraby SS is the choice for all students in the catchment <ul style="list-style-type: none"> • Increased enrolments from 324.. • Enrolments reflective of residents in the Kuraby SS catchment. In catchment report data shows 469 students living in catchment. -PACE framework will be embedded into the school way of working. <ul style="list-style-type: none"> • Active parent involvement, in a community space, to support engagement A clear MTSS outline for a cohesive whole school approach to support. Keys to success will evolve to include learner assets from the General Capabilities, identifying skills for future fit learners. Visible First Nations artefacts directly related to the Indigenous cultural connections at Kuraby. <ul style="list-style-type: none"> • First Nations perspectives embedded in Key Learning Areas. Enhanced school environments, within classrooms and in playgrounds.
Strategies At Kuraby pedagogy is appropriate to the age, nature and diversity of the learner and the context in which they are learning: - Develop school culture through increasing partnerships between leadership, teachers, parents/carers and school community. Create a Parent and Community Engagement (PACE) framework to document community partnerships , to further opportunities for students					
- Establishing partnerships with community groups to reach enrolment potential through targeted strategies ie strategic school partnerships, increased social media presence, increased opportunities for families to come into the school and experience the learning environment (open days/sessions), celebrate success publicly through community events, creating a safe and welcoming environment.					
- Create a clear process to engage future families in a collaborative approach to transition into prep					
- Develop a clear MTSS approach to student support , including outlining steps of engagement for each process					
- Equip students with the academic, social, and emotional tools needed for a smooth and successful transition from primary to high school, ensuring they enter their new learning environment with confidence, resilience and appropriate supports					
At Kuraby we recognise how learning occurs as a process based on evidence and the nature of learning, knowing where the students are in their learning: - Enrich connections to culture through many facets of work, embedding indigenous perspectives across all learning areas.					
- Promote the importance of belonging and engagement for both students and staff, integrating supportive practices into daily routines.					
- Increase staff understanding of intrinsic vs. extrinsic motivation and develop mindsets that embrace growth and resilience					
- Create infrastructure plan to map out physical enhancements, planning for future use , revitalising interior and exterior learning spaces, effectively balancing the needs of our school, creating engaging learning environments.					