








Hatton Vale State School 2024-2027 SCHOOL STRATEGIC PLAN

<p>School profile</p> <p>Hatton Vale State School is situated 25 minutes' drive west of Ipswich along the Warrego highway. Being the most eastern school of the Darling Downs South West Region it is perfectly placed halfway between Queensland's largest satellite city of Toowoomba and the states capital of Brisbane. With the rapidly growing semi-rural acreage the school population sits at an average of 520 students.</p> <p>Hatton Vale 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.</p>	<p>Vision and values</p> <p>Preparing ALL students with the ability to be resourceful citizens who will engage in an ever-evolving society. Growing Together</p> <p>Hatton Vale State School's core values include: -</p> <ul style="list-style-type: none"> • Courage • Responsibility • Wellbeing • Community • Integrity <p>Hatton Vale State School is a Positive Behaviours for Learning School and our key expectations are: -</p> <ul style="list-style-type: none"> • Be a Learner • Be Responsible • Be Respectful • Be Safe
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 10px;">   </div> <div style="display: flex; gap: 10px;"> <div style="text-align: center;">  <p style="font-size: 8px;">Educational achievement</p> </div> <div style="text-align: center;">  <p style="font-size: 8px;">Wellbeing and engagement</p> </div> <div style="text-align: center;">  <p style="font-size: 8px;">Culture and inclusion</p> </div> <div style="display: flex; gap: 10px;">   </div> </div> </div>	
<p>School review key improvement strategies</p> <p>Domain 6: Systematic curriculum delivery</p> <ul style="list-style-type: none"> • Create formalised processes for collaborative planning with leaders and teachers to build expertise in unit planning, developing marking guides, and differentiating teaching and learning <p>Domain 8: Effective pedagogical practices</p> <ul style="list-style-type: none"> • Collaboratively review and define the agreed pedagogical approaches <p>Domain 5: An expert teaching team</p> <ul style="list-style-type: none"> • Develop a collegial engagement framework, with an associated professional learning plan, to regularly engage staff in a broad range of strategically planned capability development opportunities. • Build a school-specific instructional leadership model that provides purposeful classroom visits for the implementation of school priorities <p>Domain 2: Analysis and discussion of data</p> <ul style="list-style-type: none"> • Deepen the strategic analysis of systemic and school-based data sets within the leadership team 	<p>School priorities</p> <ul style="list-style-type: none"> • Empower Excellence – Through instructional leadership, teacher clarity, systematic curriculum delivery and collegial engagement • Enhance Engagement – through community partnerships and evidence informed practices

School priority 1:
Empower Excellence – Through instructional leadership, teacher clarity, systematic curriculum delivery and collegial engagement

Strategies

- Accountable implementation of the Australian Curriculum through school curriculum and assessment plans and moderation processes.
- Reading excellence through the consistent approach of teaching of reading embedded throughout the school
- Consistent school-wide approaches to the teaching of Writing
- Collaboratively define & implement the agreed pedagogical approaches, providing a range of professional learning opportunities to ensure teachers have a deep understanding of expected ways of teaching that are consistently implemented in all classrooms.

Measurable outcomes

- 8 AIP review cycles completed on schedule (2 per term). Embedded with LTM.
- 100% of teachers actively participating in collaborative planning sessions. Use surveys to gain feedback and monitor confidence and capability development.
- 100% Use of realigned marking guides in English, Maths and Science - Australian Curriculum
- Improvement in staff confidence surveys.
- Improvement in consistency of student assessment results.
- Teachers with a deep understanding of agreed pedagogical approaches.

Success criteria

Students can/will:

- Demonstrate a greater depth of knowledge in English, Mathematics and Science.
- Reflect on progress and actively seek improvement.

Teachers Can/Will:

- Actively engage in collaborative planning sessions with colleagues.
- Attend and actively engage in professional learning opportunities.
- Apply new knowledge and skills in the classroom.
- Actively seek feedback on teaching practices.
- Align teaching methods with agreed pedagogical approaches.
- Regularly reflect on and refine teaching practices based on feedback.

Leadership Team Can/Will:

- Encourage and support collaborative planning and learning among staff.
- Clearly communicate expectations and goals to the school community.
- Conduct purposeful classroom visits to support teachers in implementing priorities.
- Facilitate the analysis and interpretation of data.
- Allocate resources and time for professional development.
- Regularly assess the effectiveness of strategies and make necessary adjustments.

Resourcing

Increase in flexible staffing FTE to take teachers offline for consistent planning

School priority 2:
Enhance Engagement – through community partnerships, knowing our students, differentiating for all students and evidence informed practices

Strategies

- Review collaborative opportunities and professional learning to build staff capability to differentiate to cater for all students, including high-achieving students
- Systematically enact school-wide processes for all staff to implement inclusive practices including co-teaching, co-planning, monitoring and delivering targeted differentiated instruction.
- Strengthen the culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time, including further opportunities for case management.
- Enhance opportunities for parents to be strong partners in their child’s education and the life of the school, including specifically developed initiatives co-designed with First Nations parents.
- Develop strategic processes to further enhance existing community partnerships, identify opportunities for new partnerships and engage in collaborative review processes to affirm the benefits partnerships bring and their impacts on student learning.

Measurable outcomes

- Proportion of students achieving C and above in English, Mathematics and Science
- Increased staff use of data to inform strategies for continuous improvement.
- Improvement in staff skills related to evidence-informed behavior management.
- Improved Parent participation in School Opinion Surveys
- Number of new community partnerships established.
- Improved engagement in student learning outcomes attributed to community partnerships e.g., Breakfast Club

Success criteria

Students Can/Will:

- Actively participate in classroom activities tailored to their individual learning needs.
- Engage in self-evaluation and reflection on their academic progress.
- Adhere to the school's behaviour expectations and codes.

Teachers Can/Will:

- Develop lesson plans that incorporate differentiated instructional strategies.
- Engage in co-teaching and co-planning with colleagues.
- Lead discussions on data analysis and strategies for continuous improvement.
- Consistently apply evidence-informed practices for positive behaviour management.
- Collaborate with parents on strategies to support their child's learning at home.

Leadership Team Can/Will:

- Facilitate collaborative opportunities for professional learning among staff.
- Support initiatives that build staff capability in differentiated instruction and inclusive practices.
- Monitor and ensure consistent implementation of evidence-informed behaviour management practices.
- Co-design initiatives with First Nations parents to ensure cultural sensitivity and inclusivity.

Resourcing

TRS budget for Professional Development

Engagement with External Agencies e.g., Kindy’s, KAMBU, Community Elders, High School

Phases	202X	202X	202X	202X
Developing	✓			
Implementing		✓		
Embedding			✓	
Reviewing				✓

Phases	202X	202X	202X	202X	Phases	202X	202X	202X	202X
Developing					Developing				
Implementing					Implementing				
Embedding					Embedding				
Reviewing					Reviewing				

Approvals

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal Sandra Wright

P&C/School Council K MacDonald School Supervisor

