



Crestmead State School

Strategic Plan 2020 - 2023

School Profile

Crestmead State School was established in 1984 and is a co-educational state school located in Logan City. It has now become one of the largest primary schools in Queensland, which brings a wealth of resources and staff to the school. Despite this size, the school maintains a palpable family friendly atmosphere where people get to know each other and contribute to our community. Our new school motto and vision statement is "Excellence ~ Positivity ~ Community. We are all learning and achieving". Literacy and numeracy, with scaffolded individual learning that is challenging, motivating and developmentally appropriate, underscores all curriculum, teaching and learning across the school. At Crestmead State School, our curriculum from Prep to Year 6 is enhanced by support for learners with additional needs through our Learning Partnerships Team. Students in years 5 and 6 learn Spanish as an additional language and this program is proving to be very popular. There is a large music and performing arts program that continues to expand every year. The school is highly multicultural and this is celebrated annually on Harmony Day. Other popular annual events include the ANZAC ceremony, Leadership badge ceremony, Easter bonnet parade, Graduation, NAIDOC week and the music Showcase concert. An extensive range of other educational programs including sport and technology (including laptop classes) are offered to support the diverse interests and talents in our student population. Community partnerships and relationships, building student resilience and capacity to achieve, are values our school community embraces to promote student success and achievement. At Crestmead, we value the productive partnerships with our parents and welcome their involvement including membership of our Parents and Citizens Association. From 2017 Crestmead State School has been a new Independent Public School within the strong state education system in Queensland. A school council was formed for governance purposes under this new model. The school is very popular and attracts enrolments from a wide area.

Vision

Excellence ~ Positivity ~ Community: We are all learning and achieving. (introduced January 2017)

Values

Be a Learner. Be Co-operative. Be Respectful. Be Safe.





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Improvement Priorities

Embed an accountability framework attached to reviewed executive leadership responsibilities that are aligned with the school's priorities.

Success indicators				
1. Each leadership team member has clear pedagogical and achievement targets attached to their role statement, which includes timelines and which is elaborated in an associated action plan.				
2. Targeted development and capacity building of the whole leadership team to bring unity in regard to the strategic leadership agendas.				
3. Leadership team members regularly check-in with the whole team and separately with the Principal as part of an accountability and progress reporting process for their specific targets and responsibilities.				
4. Development of two or three strategic agenda goals that all leaders are committed to and work to develop over time.				
Strategies	2020	2021	2022	2023
Continue to invest in an extended leadership team to provide depth of leadership and capacity to manage community complexity across all areas of operations.	✓	✓	✓	✓
Review roles and responsibilities in the interest of team unity and alignment to support whole-school direction.	✓	✓	✓	✓
Targeted professional learning and capacity building of the whole leadership team around the school's strategic agendas.		✓	✓	
Engage in a strategic planning process to develop two or three strategic agendas that provide a clear and unified future direction.			✓	✓
Allocate resources to enable the above and review effectiveness at least annually.	✓	✓	✓	✓





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Improvement Priorities

Establish clear targets for student learning that are monitored through regular data cycles and promote a belief that further improvements in student outcomes are possible.

Success indicators				
1. Achievement data and targets, including aspirational targets, are clearly stated, analysed and reviewed through regular data cycles.				
2. Leaders and teachers use regular data cycles to inform pedagogy and identify/review goals to improve student/class achievement.				
3. Continue to develop consistent pedagogical practices in classrooms in order to improve student achievement.				
4. Development of proactive strategies to improve student achievement, attendance and behaviour.				
Strategies	2020	2021	2022	2023
Leadership team establish and set agreed targets for student achievement (academic, behaviour and attendance) across the whole school and data sets.	✓	✓		
Analyse and respond to data through an inquiry cycle each term in PLTs or other appropriate forums such as team meetings or professional learning days.	✓	✓	✓	✓
Leaders determine clear targets for achievement (academic, behaviour and attendance) and share the targets with staff. Review targets over time.		✓	✓	✓
Develop and implement effective data tools for teachers to use/display/access in classrooms.		✓	✓	
Link student data analysis with the investigation of evidence-based pedagogical practices and effective curriculum teaching through PLTs, WOW time and coaching work of pedagogical mentors.			✓	✓
Identify and analyse individual/class/cohort data to develop strategies to improve student achievement.			✓	✓





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Provide further opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders through collegial networking, mentoring and personal coaching.

Success indicators				
1. Leadership team members have clear pedagogical and achievement targets, which align with the pedagogical framework and school data targets.				
2. Development of a refined, concise and clear pedagogical framework.				
3. Leadership team members regularly report to the whole leadership team using an inquiry process, on relevant pedagogical and achievement data and/or professional development, as part of their own accountability and capacity development.				
Strategies	2020	2021	2022	2023
Identify and analyse data to develop strategies to improve student achievement.	✓	✓	✓	✓
Leadership team members establish and set clear pedagogical and student achievement targets.		✓	✓	✓
Opportunities for leadership team members to attend professional development specific to pedagogical and achievement targets.		✓	✓	✓
Regular component within leadership team meetings to develop responsive strategies based on pedagogical and achievement data.			✓	✓





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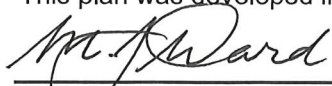
Improvement Priorities

Strengthen strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs.

Success indicators				
1. Achievement of a culture change over time regarding the operations of LPT and inclusive practices, that is characterised by positivity, professionalism and shared ownership.				
2. Alignment of proactive and response services for students with significant additional support needs in social, emotional and behavioural aspects.				
3. Staff are fully aware of their obligations under disability legislation and policy and school expectations.				
4. Inclusive practice to evolve over four years with increasing precision as culture change and staffing allows.				
Strategies	2020	2021	2022	2023
Develop a simple, agreed understanding of inclusive practice and associated roles at Crestmead State School, which will then be shared and unpacked with the staff team.	✓	✓		
Redefine the Hub and WSS-LPT service under one banner as a combined service that is valued and supported by the whole staff.	✓			
Work intentionally to recruit the best quality staff possible to work in LPT, which may include people with classroom teaching experience and movement of staff between classroom and LPT roles over time.		✓	✓	
Alignment of messaging and leadership practice so that a clear direction is supported by all leaders and is subsequently understood by all staff.		✓	✓	
Write a clear, incremental plan for our school's inclusive education journey that is agreed by the leadership team, understanding this is a longer-term work in progress.			✓	✓

Endorsement

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


Principal


P and C / School Council


Terry Cornish, Assistant Regional Director,
South East Region, Department of Education.