



Strategic Plan 2024-2027

Preface:

I am delighted to introduce West End State School's Strategic Plan for the years 2024–2027, a testament to our unwavering commitment to providing exceptional education within the inner-city area of Brisbane. As a highly respected State primary school, we have a longstanding reputation as a leader in academic excellence. This Strategic Plan places a strong emphasis on the significance of fostering relationships and meaningful connections between teachers and students. We recognise that these connections are pivotal to the success of our school, creating an environment that not only encourages academic achievement but also inspires our students to chart unique intellectual and creative paths.

In crafting this plan, we celebrate the triumphs of our past and present, yet we are mindful of the imperative to shape a compelling vision for the future - the world in which our students will live and work. The strategic plan serves as a reaffirmation of what West End State School stands for and aspires to achieve. Central to our ethos is an unwavering commitment to excellence. We acknowledge that the pursuit of excellence is an ambitious goal, given the ever-rising standards and expectations. West End State School provides a supportive environment that not only encourages excellence but also enables students to continuously strive for growth and improvement.

Our strategic plan comprises three essential pillars: Excellence in Teaching and Learning; Belonging, Engagement, and Wellbeing; and Culture and Community Partnerships. These pillars derive their strength from our core values of Challenge, Compassion, Creativity, Confidence, and Community. Together, they form the foundation of our commitment to fostering a culture characterised by kindness, safety, inclusivity and collaboration.

In our pursuit of these values, we recognise the critical importance of cultivating a strong sense of belonging within our school community. This sense of belonging is not only integral to the success of our strategic plan but also serves as a cornerstone of our collective ethos. By upholding these values, we create a common language that serves as a cohesive framework for collaboration and continuous improvement.

I extend my appreciation to all members of our school community, in particular, my Executive Leadership Team, whose invaluable input and contributions have shaped the development of this strategic plan.

Leading in public education comes with its challenges and rewards, but working alongside such dedicated staff is truly a privilege. I am confident that implementing our strategic plan will not only raise standards but also profoundly enhance the quality of teaching and learning. Ultimately, this strategic plan will play a significant role in realising the potential of every student. I am excited about seeing our vision materialise through collaboration with all members of the West End State School community. Together, we will shape a future of excellence for our students, empowering a generation to make a positive impact on the world.

Principal

School Profile:

Established in 1875, West End State School stands at the heart of Brisbane, conveniently situated within walking distance of the city's central business district and the picturesque Brisbane River. Our school has fostered robust connections with neighbouring institutions such as Brisbane State High School, Queensland's Cultural Precinct, encompassing the Performing Arts Centre, Queensland Art Gallery, Gallery of Modern Art (GOMA), Queensland Museum, and Queensland State Library. Further affiliations extend to Griffith University's Conservatorium of Music, College of Art, Southbank TAFE, and Davies Park.

Our proactive community takes pride in its ongoing commitment to reflect and embrace innovative practices, fuelled by the rich tapestry of multicultural backgrounds represented among our students (currently spanning 60 nationalities) and the diverse socio-economic spectrum within our school community. We continually strive to leverage this diversity to provide a broad array of opportunities.

West End State School attains commendable standards through a combination of setting ambitious challenges, maintaining high expectations, employing focused teaching methodologies, and promoting engaged learning. The expertise of our staff, coupled with a meticulously crafted curriculum, takes advantage of our strategic partnerships and proximity to Queensland's flagship educational and cultural institutions. This synergy ensures that our students receive quality educational experiences and opportunities.

Our educational philosophy emphasises creative, hands-on, inquiry-based learning in subjects such as Science, Writing, The Arts, and sports. This approach has yielded active, creative students who not only excel academically but also emerge as articulate advocates for their own learning journey. (source: MySchool)



School Vision: Empower a generation to positively impact the world.



School Mission: Children who are leaders of their own learning, who are self-regulated, kind, generous and respectful, excelling at learning and exceeding at life, embracing an enduring love for learning and life.



School Values:

- ❖ I embrace **challenge** by proactively setting difficult tasks and goals, continually pushing my learning edge, and relentlessly pursuing personal or collective growth through ambitious pursuits.
- ❖ I demonstrate **compassion** by understanding, empathising, and showing kindness towards others, especially during difficult times, committing to supporting and nurturing their well-being.
- ❖ I cultivate **creativity** by consistently generating fresh ideas, innovative solutions, and unique expressions through imagination, breaking away from conventional concepts to produce novel ideas.
- ❖ I embody **confidence** by believing in my abilities, qualities, and judgement, cultivating self-worth and a positive mindset to confront challenges, embrace risks, and pursue goals with steadfast determination.
- ❖ I foster **community** by actively engaging with individuals who share common interests, values, or goals, promoting cooperation, fostering mutual respect, and cultivating a strong sense of belonging within our diverse social or cultural context.



School Expectations:

- ❖ **Ready:** I am ready when I am open and receptive to learning, and take responsibility for helping to create a positive learning environment.
- ❖ **Kind:** I prioritise being kind by caring for myself, others and the environment.
- ❖ **Safe:** I prioritise the wellbeing of myself and others by practising safe actions both in person and online.



Priority Focus 1: Excellence in Teaching and Learning (Equity and Excellence Alignment: Educational Achievement)

Our commitment is to nurture a culture centred on excellence, empowerment, and achievement. At the core of our philosophy is the cultivation of educational excellence, achieved through a personalised approach that empowers staff and students to take ownership of their learning. Our ethos is designed to instil a sense of continuous growth, ensuring success for each individual. By establishing clear expectations and providing tailored support, we are dedicated to guiding staff and students towards realising their potential.



Priority Focus 2: Belonging, Engagement and Wellbeing (Equity and Excellence Alignment: Wellbeing and Engagement/Inclusion)

Our commitment is to establish a dynamic learning environment that nurtures both engagement and well-being, fostering a positive atmosphere that instils a deep sense of belonging among both staff and students. Central to our commitment is to strengthen our inclusive approach and ensure accessibility across all educational settings, championing our school values of compassion, confidence, challenge, creativity and community. Through our commitment to these principles, we strive to build a thriving school community where everyone feels cared for, understood, empowered and valued.



Priority Focus 3: Culture and Community Partnerships (Equity and Excellence Alignment: Culture and Inclusion/Educational Achievement)

Our commitment is to embrace the rich tapestry that emerges from a diverse mix of staff, students, and community members, fostering inclusivity and championing equity and excellence throughout our school. The voices of students, parents, carers, community members, and stakeholders are highly valued and prioritised, as their input plays a crucial role in shaping our holistic approach. This collaborative effort ensures a comprehensive, responsive, and reflective approach that embraces the diverse perspectives within our community, promoting a sense of belonging, well-being, and enhancing the quality of teaching and learning. Our unwavering commitment results in the establishment of an educational environment that is not only welcoming but also easily accessible to all.



1. Collaboratively refine and communicate the explicit improvement agenda (EIA) to ensure shared responsibility and accountability for the strategic direction, with a strong emphasis on priority groups aimed at elevating the proportion of students achieving 'A' and 'B' levels by systematically monitoring progress towards ambitious school-wide and classroom-specific goals.



Actions:

- Enable a deep understanding and effective implementation of the P-12 Framework among school leaders and staff through targeted professional learning, fostering a culture of collaboration and shared practices.
- Revise and enhance school-wide moderation practices to guarantee consistency, rigour and alignment.
- Systematically implement quality-assured assessment practices aligned to the Australian Curriculum to evaluate students' progress and understanding, safeguarding a high-quality learning environment.



1. Develop a Multi-tiered System of Supports (MTSS) including proactive universal, targeted and intensive strategies; clear roles and responsibilities; and processes to identify learning and wellbeing needs and access supports to improve academic, wellbeing and engagement outcomes.
2. Strengthen the capability of all staff to use a range of evidence-informed classroom management strategies, including consistent enactment of school-wide systems and processes, explicit teaching of social-emotional and personal development competencies, and effective ways of responding to the diverse needs of all students.



Actions:

- Implement and curate multi-tiered systems of support, clarifying roles and responsibilities for both academic engagement and wellbeing.
- Create a tailored mentoring and coaching program to empower staff in implementing evidence-informed classroom management strategies, catering to the unique needs of each teacher and their students to cultivate a safe and supportive educational environment.
- Consistently oversee and adjust interventions using ongoing progress monitoring data, with a focus on continuous improvement and responsiveness to individual student needs.



1. Review and refine the school data plan to outline a systematic approach to the collection, collation and analysis of wellbeing and academic data aligned to strategic priorities, including the use of agreed school-wide processes and tools.
2. Build staff capability and confidence to use data, including disaggregated data for priority groups and analysis of student work samples to effectively inform teaching and learning practices.



Actions:

- Develop and execute targeted professional learning aimed at enhancing staff data literacy, building confidence in handling disaggregated data, particularly for priority groups with a focus on the analysis of student work samples to directly inform and enhance teaching and learning practices.
- Strengthen staff capability in analysing and interpreting relevant data sets, ensuring a purposeful application of insights to inform and enhance teaching and learning strategies, curriculum design and well-being initiatives, empowering staff to make informed decisions, fostering a holistic and impactful learning environment.
- Review and optimise the school's data plan to align with strategic priorities, fostering a nuanced approach that enhances precision and purpose in both the collection and utilisation of data.



3. Embed the agreed collegial engagement framework, supported by high-quality instructional support from leaders, to promote shared understanding and consistent enactment of school approaches and teaching practices.
4. Systematically enact the school-wide coaching framework for all staff, using staff champions and existing expertise, to build proficiency and consistent enactment of agreed, evidence-informed teaching strategies with a focus on optimising the learning progress of highly capable students.



Actions:

- Revitalise, formalise and enact a robust collegial engagement framework to enhance staff capability and precision, fostering shared responsibility for continuous improvement in practice.
- Identify and designate staff champions who excel in evidence-informed teaching strategies, leveraging their current expertise to disseminate high-quality practices and enhance the competency of all team members.

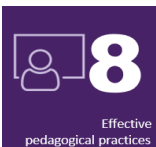


1. Enhance capability of all staff in planning, recording, enacting and communicating differentiation strategies and reasonable adjustments to support the learning of all students, including high achieving students.
2. Formalise a school-wide system, including defined roles and responsibilities, aligned to the process for collecting evidence as part of the Nationally Consistent Collection of Data on School Students with Disability (NCCD), to record enacted differentiation and adjustments for all students.



Actions:

- Enhance staff proficiency in catering to the diverse learning needs of students by implementing and refining effective differentiation processes and practices, cultivating an inclusive and responsive educational environment.
- Establish and embed a schoolwide National Consistent Collection of Data (NCCD) framework to systematically identify and address the diverse needs of all students, implementing a structured system for efficient data collection, analysis and intervention strategies.



1. Refine the whole-school approach to pedagogy and agreed evidence-informed practices to support curriculum delivery and student engagement.



Actions:

- Clearly articulate and enhance the school's pedagogical practices to maximise student progress and achievement in the learning areas of English, Mathematics and Science.
- Establish and consistently implement a comprehensive school-wide strategy for learner engagement.
- Emphasise and implement a comprehensive, school-wide relational approach to foster learner behaviours characterised by the school's expectations of "Ready, Kind and Safe".

<div data-bbox="74 149 231 306"> </div> <div data-bbox="270 142 920 210"> <p>Priority Focus 1: Excellence in Teaching and Learning (Equity and Excellence Alignment: Educational Achievement)</p> </div> <div data-bbox="59 216 991 447"> <p>Our commitment is to nurture a culture centred on excellence, empowerment, and achievement. At the core of our philosophy is the cultivation of educational excellence, achieved through a personalised approach that empowers staff and students to take ownership of their learning. Our ethos is designed to instil a sense of continuous growth, ensuring success for each individual. By establishing clear expectations and providing tailored support, we are dedicated to guiding staff and students towards realising their potential.</p> </div>	<div data-bbox="1015 149 1172 306"> </div> <div data-bbox="1231 142 1840 245"> <p>Priority Focus 2: Belonging, Engagement and Wellbeing (Equity and Excellence Alignment: Wellbeing and Engagement/Inclusion)</p> </div> <div data-bbox="1003 252 1932 483"> <p>Our commitment is to establish a dynamic learning environment that nurtures both engagement and well-being, fostering a positive atmosphere that instils a deep sense of belonging among both staff and students. Central to our commitment is to strengthen our inclusive approach and ensure accessibility across all educational settings, championing our school values of compassion, confidence, challenge, creativity and community. Through our commitment to these principles, we strive to build a thriving school community where everyone feels cared for, understood, empowered and valued.</p> </div>	<div data-bbox="1952 149 2110 306"> </div> <div data-bbox="2160 142 2887 245"> <p>Priority Focus 3: Culture and Community Partnerships (Equity and Excellence Alignment: Culture and Inclusion/Educational Achievement)</p> </div> <div data-bbox="1941 252 2908 525"> <p>Our commitment is to embrace the rich tapestry that emerges from a diverse mix of staff, students, and community members, fostering inclusivity and championing equity and excellence throughout our school. The voices of students, parents, carers, community members, and stakeholders are highly valued and prioritised, as their input plays a crucial role in shaping our holistic approach. This collaborative effort ensures a comprehensive, responsive, and reflective approach that embraces the diverse perspectives within our community, promoting a sense of belonging, well-being, and enhancing the quality of teaching and learning. Our unwavering commitment results in the establishment of an educational environment that is not only welcoming but also easily accessible to all.</p> </div>
<div data-bbox="74 552 216 690"> </div> <div data-bbox="243 558 967 644"> <p>2. Formalise systems to review and monitor the impact of resource allocation to optimise investment by ensuring alignment to the school’s strategic goals in response to growth and emerging needs.</p> </div> <div data-bbox="74 732 139 819"> </div> <div data-bbox="59 842 931 963"> <p>Actions:</p> <ul style="list-style-type: none"> Continuously assess and gauge impact by utilising a diverse set of data to inform and equitably allocate resources, ensuring responsiveness to the evolving needs of both students and the school. </div>		<div data-bbox="1952 552 2095 690"> </div> <div data-bbox="2122 558 2887 644"> <p>1. Sustain and enhance engagement of parents, carers, families and community partners to maintain confidence in the school, its governance and student outcomes.</p> </div> <div data-bbox="1952 739 2018 825"> </div> <div data-bbox="1941 848 2887 1115"> <p>Actions:</p> <ul style="list-style-type: none"> Arrange and conduct events aimed at bringing together staff, students, families, and community partners, providing opportunities for face-to-face interactions to enhance involvement, strengthen relationships and nurture a positive perception of the school. Proactively engage families, and community partners in the learning process to build a shared commitment to school improvement and student success. Establish and consistently maintain effective communication channels, include regular newsletters, updates on the school's website and social media platforms. </div>
<div data-bbox="74 1140 216 1278"> </div> <div data-bbox="243 1146 967 1587"> <ol style="list-style-type: none"> Review and quality assure the school’s Curriculum, Assessment and Reporting Plan (CARP) to ensure the 3 levels of planning are aligned vertically, horizontally and to the Australian Curriculum Version 9 (AC V9) and accessible to all teachers. Deepen AC knowledge and assessment literacy of all staff through strengthening the enactment of the moderation cycle with a particular focus on ‘before’ and ‘during’ moderation and including external moderation to ensure teacher and student clarity of discernible differences for A’ and ‘B’ Level of Achievement (LOA) and consistent teacher judgements. Systematically enact curriculum and instructional leadership systems to quality assure enactment of the intended curriculum with a focus on pedagogies and processes to lift learning outcomes of highly capable students and priority groups. </div> <div data-bbox="74 1600 139 1686"> </div> <div data-bbox="59 1701 967 2009"> <p>Actions:</p> <ul style="list-style-type: none"> Streamline and integrate three levels of planning both vertically and horizontally to optimise collaboration and accessibility for all teachers. Refine the precision of evaluating achievement levels, specifically focusing on A and B levels within the Australian Curriculum by strategically integrating rigorous local and external moderation practices. Design and execute evidence-based inclusive pedagogical approaches that specifically target the diverse needs of all learners, particularly identified student sub-groups, including those classified as highly capable. </div>		



Priority Focus 1: Excellence in Teaching and Learning
(Equity and Excellence Alignment: Educational Achievement)

Our commitment is to nurture a culture centred on excellence, empowerment, and achievement. At the core of our philosophy is the cultivation of educational excellence, achieved through a personalised approach that empowers staff and students to take ownership of their learning. Our ethos is designed to instil a sense of continuous growth, ensuring success for each individual. By establishing clear expectations and providing tailored support, we are dedicated to guiding staff and students towards realising their potential.



Priority Focus 2: Belonging, Engagement and Wellbeing
(Equity and Excellence Alignment: Wellbeing and Engagement/Inclusion)

Our commitment is to establish a dynamic learning environment that nurtures both engagement and well-being, fostering a positive atmosphere that instils a deep sense of belonging among both staff and students. Central to our commitment is to strengthen our inclusive approach and ensure accessibility across all educational settings, championing our school values of compassion, confidence, challenge, creativity and community. Through our commitment to these principles, we strive to build a thriving school community where everyone feels cared for, understood, empowered and valued.



Priority Focus 3: Culture and Community Partnerships
(Equity and Excellence Alignment: Culture and Inclusion/Educational Achievement)

Our commitment is to embrace the rich tapestry that emerges from a diverse mix of staff, students, and community members, fostering inclusivity and championing equity and excellence throughout our school. The voices of students, parents, carers, community members, and stakeholders are highly valued and prioritised, as their input plays a crucial role in shaping our holistic approach. This collaborative effort ensures a comprehensive, responsive, and reflective approach that embraces the diverse perspectives within our community, promoting a sense of belonging, well-being, and enhancing the quality of teaching and learning. Our unwavering commitment results in the establishment of an educational environment that is not only welcoming but also easily accessible to all.

Leaders:

- Stay the course by maintaining strategic consistency while remaining adaptable to change for maximum impact.
- Be visible as an instructional leader by actively engaging in planning meetings and classrooms.
- Quality-assure our work and maintain a clear through line from planning to practice, aiming for a tangible impact.
- Actively implement and quality assure our P-6 framework to enhance staff capabilities and precision in teaching.
- Celebrate and utilise staff as change champions, promoting the sharing of high-quality practices among teaching teams for continuous improvement.
- Provide additional and ongoing support for early career teachers.
- Equitably allocate resources based on assessed needs, adopting a responsive approach.
- Establish and implement accountability systems to foster an inclusive and supportive learning environment for all students.
- Regularly take time to pause and celebrate our accomplishments and successes.

Staff:

- demonstrate leadership, curriculum innovation and quality teaching to inspire learning
- create a stimulating and engaging learning environment underpinned by high expectations, evidence-based practices and innovative teaching.
- use assessment practices that position students as leaders of their own learning
- use meaningful data to reflect on practice, track student progress and set goals
- commit to ongoing, collaborative professional learning, consistency in expectation, professional dialogue and reflective practice
- Use annotated models of excellence, critique and multiple drafts to produce high quality work

Students:

- demonstrate mastery when they apply their knowledge and skills within authentic, meaningful tasks
- analyse, evaluate and synthesise ideas considering multiple perspectives
- engage in creative and critical thinking by articulating ideas with confidence and clarity across various media platforms
- collaborate and act on feedback

Leaders:

- Be a visible presence around the school connecting with students, families and members of the wider community.
- Celebrate staff and students, not only those that do their role well, but who go above and beyond our expectations.
- Carry out regular “Classroom Learning Walks and Talks” (LWT) to support, coach and model expectations of behaviour and requirements of the Student Code of Conduct.
- Build staff capability through targeted support.
- Empower teachers with a clear, structured intervention approach for supporting students with complex behaviours.

Staff:

- Welcome and greet students at the classroom door as part of consistent routines.
- Explicitly teach our school expectations of “Ready, Kind, Safe”.
- Model positive behaviours and foster strong relationships through consistent, calm, adult behaviour.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Incorporate a visible recognition strategy throughout every lesson, focusing on providing initial attention for exemplary behaviour.
- Be calm and give ‘take up time’ when going through the steps. Connect, identify, restore and re-connect.
- Consistently follow up, taking ownership, and initiating private, reflective dialogues with learners, adhering to scripted interventions and restorative follow-up procedures.
- Execute daily the ‘Switch4Schools’ program.

Students:

- Take pride in themselves, their class and their school, ensuring they show respect for each other.
- Assume accountability for their actions and repair (restore) any inappropriate choices they might take.
- Learn to the best of their abilities and allow others to do the same.
- Show kindness to all within our school community.

Leaders:

- Model a strong commitment to data literacy by actively engaging in professional learning alongside staff, and showcase the direct impact of data-informed decisions on teaching and learning outcomes.
- Align the school's data plan with strategic priorities, ensuring purposeful data collection that directly influences student progress and achievement.
- Regularly assess the effectiveness of data usage, making adjustments to ensure a targeted and results-driven approach to supporting our school's success measures.
- Design and promote learner engagement strategies, providing support to staff for seamless integration into classroom practices.
- Enhance pedagogical practices by clearly articulating our school's approach and provide tailored professional learning to all staff to drive improvements in learning areas of the Australian Curriculum.
- Lead and implement inclusive events that bring together all community stakeholders, aiming to enhance involvement, strengthen relationships, and reinforce the school's identity as a nurturing, high-performing, family-oriented environment.

Staff:

- Actively participate in targeted professional learning sessions focused on improving data literacy.
- Commit to expanding pedagogical practices, particularly in English, Mathematics, and Science, to maximise student progress and achievement.
- Implement a school-wide relational approach with consistency and rigor, fostering learner behaviours aligned with the school's expectations.
- Proactively engage parents, carers, families, and community partners in the learning process, building a shared commitment to the school's improvement priorities.
- Establish and maintain effective communication channels to keep all stakeholders informed and engaged in the school's initiatives.

Parents, Carers, Community Members:

- Be aware of, and support the school's behaviour expectations.
- Be a positive role model and encourage children to display our school expectations at all times.
- Encourage independence and self-discipline.
- Show an interest in their child's schooling.



Priority Focus 1: Excellence in Teaching and Learning
(Equity and Excellence Alignment: Educational Achievement)

Our commitment is to nurture a culture centred on excellence, empowerment, and achievement. At the core of our philosophy is the cultivation of educational excellence, achieved through a personalised approach that empowers staff and students to take ownership of their learning. Our ethos is designed to instil a sense of continuous growth, ensuring success for each individual. By establishing clear expectations and providing tailored support, we are dedicated to guiding staff and students towards realising their potential.



Priority Focus 2: Belonging, Engagement and Wellbeing
(Equity and Excellence Alignment: Wellbeing and Engagement/Inclusion)

Our commitment is to establish a dynamic learning environment that nurtures both engagement and well-being, fostering a positive atmosphere that instils a deep sense of belonging among both staff and students. Central to our commitment is to strengthen our inclusive approach and ensure accessibility across all educational settings, championing our school values of compassion, confidence, challenge, creativity and community. Through our commitment to these principles, we strive to build a thriving school community where everyone feels cared for, understood, empowered and valued.



Priority Focus 3: Culture and Community Partnerships
(Equity and Excellence Alignment: Culture and Inclusion/Educational Achievement)

Our commitment is to embrace the rich tapestry that emerges from a diverse mix of staff, students, and community members, fostering inclusivity and championing equity and excellence throughout our school. The voices of students, parents, carers, community members, and stakeholders are highly valued and prioritised, as their input plays a crucial role in shaping our holistic approach. This collaborative effort ensures a comprehensive, responsive, and reflective approach that embraces the diverse perspectives within our community, promoting a sense of belonging, well-being, and enhancing the quality of teaching and learning. Our unwavering commitment results in the establishment of an educational environment that is not only welcoming but also easily accessible to all.



Success Measures:

- Increase the proportion of students demonstrating active engagement and driving their own learning.
- Increased proportion of students reporting a sense of belonging and expectations for success at school.
- Increase the percentage of students exceeding expected growth in English, Mathematics and Science.
- Increase in the percentage of teachers demonstrating expert formative assessment practice.
- Increase the percentage of teachers embedding the school's pedagogical practices, model of instruction and purposeful use of emerging technologies into their daily practice.
- School self-evaluation against the School Improvement Hierarchy reflects progression towards excelling in all dimensions.
- All students make expected rate of progress or greater at each year level and between year levels.
- Increase the percentage of students achieving A and B.



Success Measures:

- Increased proportion of students reporting a sense of belonging and expectations for success at school.
- Reduce the number of major office referrals and school disciplinary absences.
- Achieve the target of 95% attendance across the school
- Reduce to less than 10% school-wide, the proportion of students attending less than 85%.
- 95% or more parents are satisfied that teachers at this school are interested in their child's wellbeing
- 90% or more parents are satisfied that student behaviour is well managed at the school
- 100% of students are satisfied that their teachers care about them
- 95% or more students are satisfied that student behaviour is well managed at the school
- 95% or more staff are satisfied that student behaviour is well managed at the school
- Staff morale is positive and is at 85% or better



Success Measures:

- The percentage of students who agree that this is a good school and that they would recommend it to others is above Like and State schools.
- The percentage of parents who agree that this is a good school and that they would recommend it to others is above Like and State schools.
- The percentage of staff who believe that this is a good school to work at, and that they would recommend it to others is above Like and State schools.
- The percentage of parents who are satisfied that the school provides them with useful feedback about their child's progress is above Like and State schools.

Approvals

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

Endorsed by:

Tony Maksoud
Principal

Date: 05/03/2024

Katrina Anthony
School Council Chair

Date: 05/03/2024

Vanessa Bertagnole
P&C President

Date: 05/03/2024

Daniel Duke
School Supervisor

Date: 11/03/2024