

# Grovelly State School

## 2024 - 2027 SCHOOL STRATEGIC PLAN

### School profile

Grovelly State School is a school of choice united in purpose proudly celebrating more than 60 years of public education. Grovelly State School has a vibrant school environment where all students are encouraged to actively engage in all facets of school life. We believe every child can learn and reach their potential. We care deeply and commit to the social, emotional and academic development of our students and enact this through high expectations and relationships.

Grovelly offers a Montessori Learning Program, offering greater choice of educational provision to families. Students are considered individually and encouraged and supported to achieve their personal best. Our school's success is a result of the efforts and commitment of a dedicated staff team, supported by a Parents and Citizens group and a significant number of volunteers who continually work to improve our school and offerings for students and families. The close cooperation between families and the school is evidenced by very high levels of parent and student satisfaction.

### Vision and values

*Vision: Inspiring Lifelong Learners.*  
*Purpose: To provide high quality learning opportunities for ALL students to realise their potential.*

**Our Values: Work Hard, Be Kind – Strive to Excel**

#### Work Hard

- Collaboration
- Grit
- Creativity

#### Be Kind

- Respect
- Safety
- Compassion



### School review key improvement strategies

#### Domain 1: An explicit improvement agenda

- Create and implement a narrow Explicit Improvement Agenda (EIA), with cycles of review supported by timelines, measurable targets and accountabilities for all staff members, to advance school improvement agendas.

#### Domain 3: A culture that promotes learning

- Collaboratively review behaviour support processes to reinvigorate, document and communicate school-wide behaviour expectations.

#### Domain 6: Systematic curriculum delivery

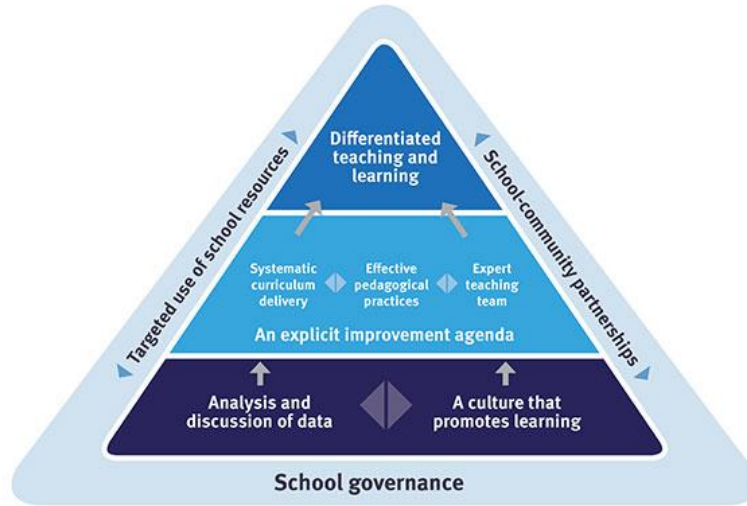
- Collaboratively develop the 3 levels of planning to quality assure the P-12 curriculum, assessment and reporting framework (P-12 CARF) in both Montessori and mainstream classes and provide all 8 learning areas of the AC to students with precision and clarity.

#### Domain 7: Differentiated teaching and learning

- Develop, document and implement prioritised, tiered complex case management processes that include school, family and external stakeholders to support the learning and wellbeing needs of identified students.

#### Domain 6: Systematic curriculum delivery

- Broaden opportunities for collaborative planning to build teacher expertise in unit planning, differentiating teaching and learning, and consistently implementing the AC.



### School priorities

**School priority 1 - Strategic Direction and Leadership:** Develop and enact a clear and responsive strategic plan, led through a distributed leadership model.

- **Domain 1 - Create and implement a narrow Explicit Improvement Agenda (EIA), with cycles of review supported by timelines, measurable targets and accountabilities for all staff members, to advance school improvement agendas.**

**School priority 2 – Educational Achievement:** Develop consistent school wide pedagogical practices and Australian Curriculum delivery.

- **Domain 6 – Systematic curriculum delivery - Collaboratively develop the 3 levels of planning to quality assure the P-12 curriculum, assessment and reporting framework (P-12 CARF) in both Montessori and mainstream classes and provide all 8 learning areas of the AC to students with precision and clarity.**
- **Domain 6 – Systematic curriculum delivery - Broaden opportunities for collaborative planning to build teacher expertise in unit planning, differentiating teaching and learning, and consistently implementing the AC.**

**School priority 3 – Culture and Inclusion:** Develop a safe and supportive environment and positive culture for teaching and learning.

- **Domain 3 – A culture that promotes learning - Collaboratively review behaviour support processes to reinvigorate, document and communicate school-wide behaviour expectations.**
- **Domain 7 – Differentiated teaching and learning - Develop, document and implement prioritised, tiered complex case management processes that include school, family and external stakeholders to support the learning and wellbeing needs of identified students.**

**School priority 4 – Capability and Teacher Expertise:** Empowering all educators and leaders to build their professional expertise and capability.

- **Domain 5 – Expert Teaching Team - Develop a professional learning plan that is aligned to systemic priorities, the school's improvement agenda and staff Annual Performance Development Plans (APDP) to create an approved Professional Development (PD) budget that supports implementation of EIA priorities.**

### School priority 1: Strategic Direction & Leadership

*Develop a clear and responsive strategic plan, and enact this through a distributed leadership model.*

#### Strategies

- **Create and implement a narrow Explicit Improvement Agenda (EIA), with cycles of review supported by timelines, measurable targets and accountabilities for all staff members, to advance school improvement agendas.**
- **Initiate a distributive leadership model that ensures a clear line of sight over actions and progress towards targets to build leaders' capability to drive and monitor EIA priorities.**

### School priority 2: Educational Achievement

*Develop consistent school wide pedagogical practices and delivery of the Australian Curriculum.*

#### Strategies

- **Collaboratively develop the 3 levels of planning to quality assure the P-12 curriculum, assessment and reporting framework (P-12 CARF) in both Montessori and mainstream classes and provide all 8 learning areas of the AC to students with precision and clarity.**

### School priority 3: Culture and Inclusion

*Develop a safe and supportive environment and positive culture for teaching and learning.*

#### Strategies

- **Collaboratively review behaviour support processes to reinvigorate, document and communicate school-wide behaviour expectations.**
- **Develop, document and implement prioritised, tiered complex case management processes that include school, family and external stakeholders to support the learning and wellbeing needs of identified students.**

### School priority 4: Capability & Teacher Expertise

*Empower all educators and leaders to build their professional expertise and capability.*

#### Strategies

- **Build the capability of leaders and teachers in using formative data, with a focus on short-term data cycles, to increase precision in planning the next steps for teaching.**
- **Further develop staff data literacy to systematically analyse and triangulate individual, class, cohort, and whole-school data aligned with the EIA.**
- **Develop a professional learning plan that is aligned to systemic priorities, the school's improvement agenda and staff Annual Performance Development Plans (APDP) to create an approved**

- Enact processes to review and evaluate the impact of human and financial resource allocations on improving student outcomes aligned with the EIA.
- Establish collaborative teams, led by leaders, to develop and implement action plans to support the development and enactment of priority areas for improvement.

**Measurable outcomes**

- School Opinion Survey  
Staff - Morale increase from 42.3%  
Staff - This is a good school increase from 61%  
Staff - I feel this is a safe place to work increase from 15.4%  
Parents – This school asks for my input increase from 75%  
Parents – This school keeps me well informed increase from 73.8%  
Students – This school takes students opinions seriously increase from 51.9%

**Success criteria**

**Behaviourally:**

- Students can/will:
- Complete school work and assessment tasks.
  - Attend school regularly.
  - Feels safe and supported at school.
  - Demonstrates the school values and expectations.

Teachers can/will:

- Articulate the school improvement priorities and the actions and targets guiding their work.
- Collaborate in teams to develop action plans for leading priority areas within the school.

Teacher aides can/will:

- Articulate the school improvement priorities and the actions and targets guiding their work.
- Collaborate in teams to develop action plans for leading priority areas within the school.

Leadership team can/will:

- Provide resourcing and time for collaborative planning and professional dialogue.
- Develop and communicate roles and responsibilities across teams in the school.
- Implement Professional learning team protocols, meeting agendas & schedules based off the High-Performance Schools framework.
- Provide resourcing and time for training and professional development of leadership capabilities across Leadership team, year level co-ordinators and committee members.

**Resourcing**

- Deputy Principal Inclusion
- Use of flexible staffing allocation to employ Arts Specialist to increase NCT for teachers to engage in Professional Learning Team Meetings weekly.
- Marketing and Comms officer employed.

- **Broaden opportunities for collaborative planning to build teacher expertise in unit planning, differentiating teaching and learning, and consistently implementing the AC.**
- Review and refine the data plan to develop clear data collection practices, clarify the purpose of the data, and identify how it informs next steps in the teaching and learning cycle.
- Establish consistent, school-wide processes for leaders to observe student learning to ensure the intended curriculum is consistently enacted across all year levels.
- Strengthen ongoing curriculum development and implementation to include documentation of differentiation and adjustments in curriculum planning documents.
- Increase the number of ICT devices across the school to enhance learning opportunities for all.
- Utilise ICT devices to enhance differentiation for student learning.

**Measurable outcomes**

- Proportion of students achieving C and above in English increase to 90%
- Proportion of students achieving C and above in Mathematics increase to 90%
- School Opinion Survey  
Parents – I understand how my student is assessed at this school increase from 79%  
Students – I am interested in my school work increase from 62.5%

**Success criteria**

**Behaviourally:**

- Students can/will:
- Understand and know progress level and next steps for learning.
  - Co-construct modelled responses and use these as a point of reference for improvement.
  - Complete school work and assessment tasks.
  - Take advantage of reasonable adjustments.

Teachers can/will:

- Make assessment visible through the co-construction of Success Criteria and Modelled responses at the A, B, C level.
- Empower students to use the modelled responses effectively.
- Provide formative feedback to students based on 'next steps' in relation to success criteria.
- Actively participate in collaborative planning with colleagues.
- Collaboratively plan for the effective delivery of Australian Curriculum with high quality differentiation and reasonable adjustments.
- Engage in all 4 stages of moderation to ensure consistency of delivery, assessment and teacher judgement.

Teacher aides can/will:

- Appropriate and planned support for teaching colleagues and students in classrooms.
- Understand the role of modelled responses and success criteria.
- Support students to access modelled responses to improve work.

Leadership team can/will:

- Provide coaching, support, feedback and advice.
- Ensure Non-negotiables are displayed – success criteria and modelled responses.
- During classroom visits, check children's understanding of modelled responses.
- Participate in collaborative planning and professional dialogue.

**Resourcing**

- School funded HOD/C position.
- Montessori Consultant
- Montessori Teacher Leader – release time
- Use of flexible staffing allocation to employ Arts Specialist to increase NCT for teachers to engage in Professional Learning Team Meetings weekly.
- Twilights and additional NCT used to facilitate collaborative planning each term.

- Collaboratively review behaviour support processes to reinvigorate, document and communicate school-wide behaviour expectations.
- Develop, document and implement clear processes and expectations of practice to support the evidence requirements of the Nationally Consistent Collection of Data on School Students with Disability (NCCD).
- Strengthen existing partnerships with schools for both mainstream and Montessori students to refine the transition process and participation opportunities to support all students.
- Invest in professional development and staff training in the effective use of ICT devices to remove barriers to learning for students.

**Measurable outcomes**

- School attendance improvement from 87% to 95%
- Reduction in School Disciplinary absences for all students
- Reduction in School Disciplinary absences for students with disability and first nations students.
- Reduction in Major Behaviour incidents for all students
- School Opinion Survey  
Student behaviour is well managed at this school  
Parents – Increase from 69.2%  
Students – Increase from 50%  
Staff – increase from 22%  
• Staff - I feel confident in managing the behaviour of all of my students increase from 31.3%

**Success criteria**

**Behaviourally:**

- Students can/will:
- Demonstrate the school values.
  - Follow school expectations and rules.
  - Access help and support from staff when needed.
  - Attend school regularly.
  - Use the Zones of Regulation and self-regulation strategies with assistance/independently.
  - Feel safe and supported at school.

Teachers can/will:

- Implement essential skills into classroom practice.
- Actively engage in the co-construction and development of school wide processes.
- Enact school wide processes for responding and supporting student behaviour.
- Understand and embed Trauma informed practices.
- Implement tier 1 intervention and support strategies.
- Understand and utilise the Student Support Services referral processes in order to access tier 2 and 3.
- Identify marker students who are the focus of professional dialogue.
- Participate in professional collaboration and case management with leadership and year level colleagues.

Teacher aides can/will:

- Actively engage in the co-construction and development of school wide processes.
- Enact school wide processes for responding and supporting student behaviour.
- Understand and embed Trauma informed practices.
- Implement tier 1 intervention and support strategies.

Leadership team can/will:

- Provide clarity in school wide processes for responding and supporting student behaviour.
- Ensure Non-negotiables are completed as part of school Engagement framework – Morning Routine
- Develop, Implement and Embed a multi-tiered level of support framework.
- Develop, Implement and Embed a 'Student Engagement Framework' and communicate this to all staff and community.
- Develop and provide clear processes for Student support referrals.
- Analyse and discuss student data and progress with teaching colleagues.

Professional Development (PD) budget that supports implementation of EIA priorities.

- Implement the APDP process, aligned to school improvement priorities and individual need, to support the continuous professional improvement of all staff and enactment of the EIA.
- Strengthen the instructional leadership capabilities of leaders in supporting teachers to sharpen internal and external moderation at multiple junctures to ensure consistency of judgements and alignment to the AC.
- Develop a formal observation and feedback process to support consistent implementation of agreed pedagogical approaches and provide teachers with individualised feedback on their practice.
- Strengthen the relationship with cluster schools and local high schools to build opportunities for collegial networking and sharing of practice – Montessori program ECEC's and Mitchelton SHS

**Measurable outcomes**

- Proportion of students achieving C and above in English increase to 90%
- Proportion of students achieving C and above in Mathematics increase to 90%
- School Opinion Survey  
Staff – I receive useful feedback about my work at this school increase from 73.1%  
Staff – This school encourages coaching and mentoring activities increase from 72%  
Staff – Staff are well supported at this school increase from 61.5%

**Success criteria**

**Behaviourally:**

- Students can/will:
- Complete school work and assessment tasks.
  - Attend school regularly.
  - Understand and know progress level and next steps for learning.
  - Feels safe and supported at school.
  - Demonstrates the school values and expectations.

Teachers can/will:

- Use formative assessment to guide the teaching sequence and to ensure precision in classroom delivery.
- Use data sets to analyse and triangulate individual, class, cohort, and whole-school data aligned with the EIA.
- Actively participate in formal observation and feedback process with members of the leadership team and teaching colleagues.
- Collaborate with local schools and ECEC's to align teaching practices, pedagogy and to provide transition support for learners.
- Actively engage with the APDP process and commit to a cycle of continuous improvement and reflection.

Teacher aides can/will:

- Actively participate in formal observation and feedback process with members of the leadership team and teaching colleagues.
- Actively engage with the APDP process and commit to a cycle of continuous improvement and reflection.

Leadership team can/will:

- Provide coaching, support, feedback and advice aligned to individuals APDP's and school EIA.
- Complete formal observations and feedback process with teaching colleagues.
- Participate in professional discussions with teaching colleagues to analyse and triangulate individual, class, cohort, and whole-school data aligned with the EIA.

**Resourcing**

- Allocation of school funds to provide quality Professional learning and development opportunities to all staff members.
- Allocation of time through staff meetings, twilights and PLT's to provide professional learning.
- Financial investment for school leadership team development – in conjunction with another school.



		<ul style="list-style-type: none"> <li>Lead tier 3 case management support with regional, external and school support services.</li> <li>Provide resourcing and time for training and professional development for PBL, Trauma Informed practice, Essential skills in classroom management.</li> </ul> <p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>Additional Teacher Aide Hours - school funded</li> <li>Additional school funded hours for GO, SLP, OT, Physio</li> <li>Student Wellbeing Package – Phycologist</li> <li>Co-Funded Behaviour Specialists – ROCKET Program 2024 &amp; 2025</li> <li>PBL Teacher Coach – release time</li> <li>Module planning days – release time and funding for TRS</li> <li>Bullyproof program – school funded program and professional development time.</li> </ul>	
--	--	--	--

Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027
Developing					Developing					Developing	✓				Developing	✓			
Implementing	✓			✓	Implementing	✓				Implementing		✓			Implementing		✓		
Embedding		✓			Embedding		✓	✓	✓	Embedding			✓	✓	Embedding			✓	✓
Reviewing			✓		Reviewing					Reviewing					Reviewing				

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

**Principal** *Eliza Borsht*  
 Eliza Borsht

**P&C/School Council** *P. Edwards*  
 Penelope Edwards

**School Supervisor** *Tracy Egan*  
 Tracy Egan





# GROVELLY STATE SCHOOL

## Strategic Plan

### 2024 - 2027

*Our Vision*

*Our Purpose*

*Our Motto*

**INSPIRING LIFELONG LEARNERS.**

**TO PROVIDE HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL STUDENTS TO REALISE THEIR POTENTIAL.**

**WORK HARD, BE KIND - STRIVE TO EXCEL**



*Collaborate*



*Grit*



*Creativity*



*Respect*



*Safety*



*Compassion*

### 1 Strategic Direction & Leadership

Develop a clear and responsive strategic plan, and enact through a distributed leadership model.

- Develop a clear Improvement Agenda (EIA) with staff accountabilities.
- Implement distributive leadership for oversight and progress.
- Evaluate resource allocation impact on student outcomes.
- Form collaborative teams for action plans.

### 2 Educational Achievement

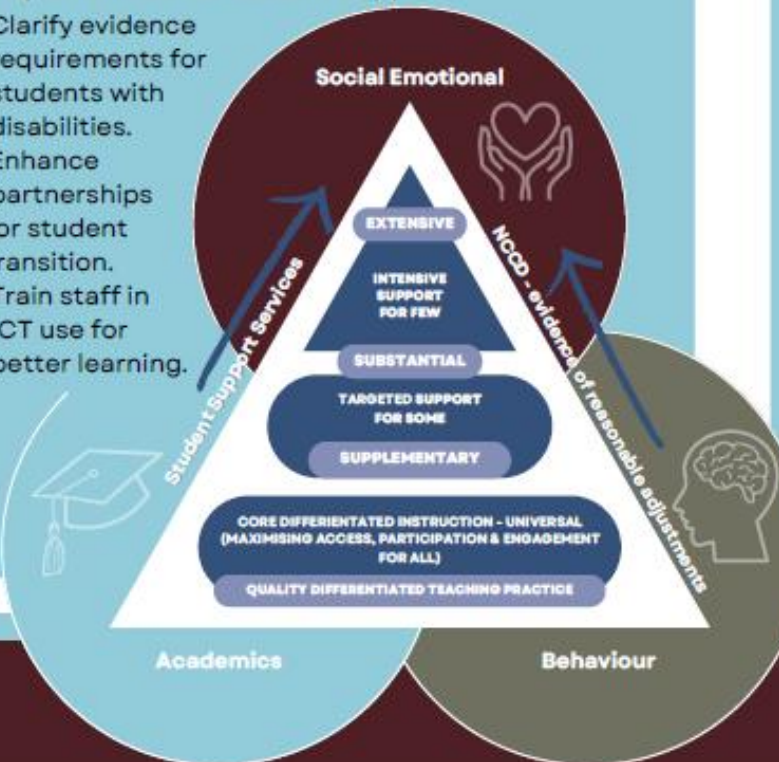
Develop consistent school wide pedagogical practices and delivery of the Australian Curriculum.

- Collaboratively develop and assure curriculum quality.
- Expand planning for teacher expertise.
- Refine data collection and purpose.
- Implement consistent student learning observation.
- Enhance curriculum with documented differentiation.
- Increase ICT devices for better learning.
- Utilise ICT for enhanced student differentiation.

### 3 Culture & Inclusion

Develop a safe and supportive environment and positive culture for teaching and learning.

- Review behaviour expectations collaboratively.
- Implement tiered student support.
- Clarify evidence requirements for students with disabilities.
- Enhance partnerships for student transition.
- Train staff in ICT use for better learning.



### 4 Capability & Teacher Expertise

Empower all educators and leaders to build their professional expertise and capability.

- Improve data use for precise teaching plans.
- Enhance staff data literacy aligned with school goals.
- Align professional development with school priorities.
- Support individual staff development aligned with EIA.
- Strengthen instructional leadership for curriculum alignment.
- Establish consistent observation and feedback.
- Foster partnerships for collaborative practice sharing.