



# McDowall State School

## Strategic Plan 2022 - 2025

### School Profile

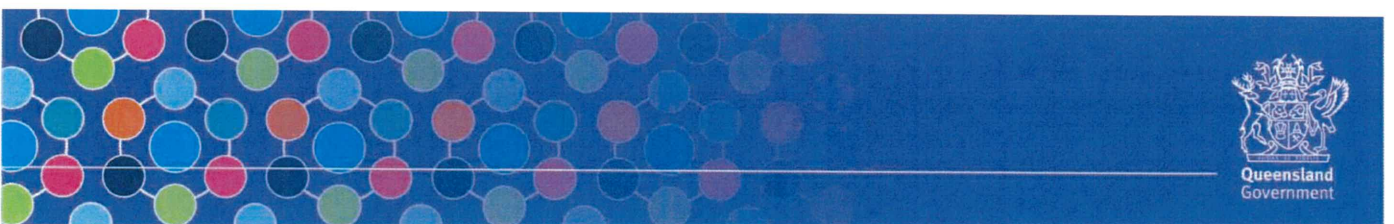
The McDowall State School delivers excellence in quality co-educational preparatory and primary education services. Established on a hilly plateau of 6.6 hectares on Rode Road in 1975, McDowall State School continues to be operated by Education Queensland as part of the Queensland Department of Education, under authority of the Education (General Provisions) Act 2006. McDowall State School became an 'Independent Public School' from 2013. A School Council and Parents' & Citizens' Association support the Principal. McDowall State School maintains a well deserved reputation for high academic achievement, attention to the learning needs of students and the provision of quality extra-curricular programmes eg. Performing Arts and Sport. The percentage of McDowall State School students in each of Years 3 & 5, at or above the national minimum standard in all NAPLAN areas is significantly higher than that for all Queensland State School students, Queensland students and for all Australian students. The percentage of McDowall State School students in each of Years 3 & 5, in the top two NAPLAN achievement bands in all NAPLAN areas is significantly above the Queensland State School, Queensland and the national cohort in all areas. Demand for student enrolment provides a steady school enrolment in the mid to high 900s, catering for Preparatory to Year 6 primary education. Over 65% of students reside within the McDowall State School Enrolment Catchment Area. 19% of students speak another language within the home. 1% of students identify as of Aboriginal or Torres Strait Islander heritage. 2% of students are formally identified as experiencing a disability and 19% of students are receiving professional learning support or assistance. The student attendance rate is a steady 95% pa. Parents are equally well represented in all occupational groups from senior management and qualified professionals through trades and skilled office staff to machine operators, labourers and related workers. The school continues to experience strong parent and community support. Parents expect, and staff aspire to deliver a more extensive educational programme than could be delivered, should this productive support not be afforded. There is a good working partnership and rapport between staff, parents and students resulting in high levels of 'goodwill' toward the school. Motivated and dedicated staff remain committed to McDowall State School standards of excellence.

### Vision

The McDowall State School delivers excellence in quality preparatory and primary education services. The PURPOSE of the McDowall State School is to implement the Australian preparatory and primary curriculum and deliver effective professional teaching services within a supportive school learning environment facilitating achievement of personal excellence. Our VISION is for all students to experience success and to assume increasing levels of self-responsibility in the achievements of pre-determined learning outcomes within a supportive learning context strengthened by partnerships.

### Values

- **FOCUS ON THE CHILD.** Our collective decision-making, goodwill and endeavour is to benefit enrolled children.
- **QUALITY CURRICULUM** Teachers being able to interpret, construct, implement and review the best curriculum possible.
- **EFFECTIVE TEACHING RESULTING IN LEARNING.** Supporting highly skilled teaching practitioners to achieve the best outcomes for all students.
- **PARTNERSHIPS - STAFF, STUDENTS, PARENTS & COMMUNITY.** Parents and community actively supporting and complementing school operations, investing additional funding, resources, time, facilities and opportunities to make 'Our Great State School' even better.
- **BEST OUTCOMES FOR ALL STUDENTS.** We aspire to achieve the best learning outcomes for all enrolled students. We acknowledge that parents should always access the 'most appropriate school programme' at which-ever school location for the specific learning needs of their child.





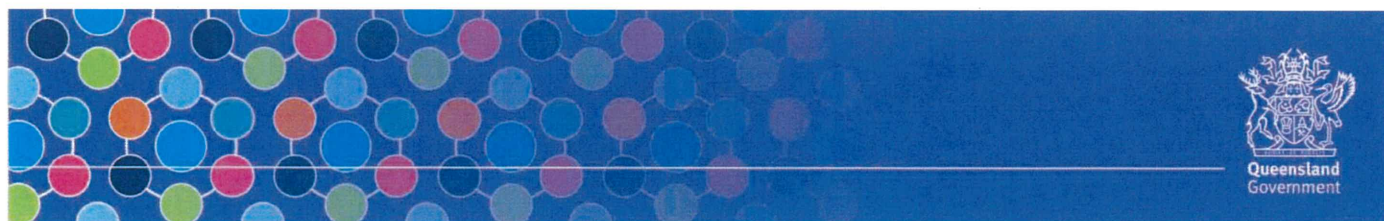
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### Improvement Priorities

#### Deep understanding of the Australian Curriculum including teacher capability in planning and implementing all AC General Capabilities and Cross Curriculum Priorities

Success indicators				
1. Increase the percentage of students from Prep to Year 6, achieving a C or better in the Australian Curriculum learning area of English. Target is 94% in 2022				
2. Increase the percentage of students from Prep to Year 6, achieving an A or B level of achievement in the Australian Curriculum learning area of English. Target is 55% in 2022.				
3. Contribute to the success and wellbeing of all students through inclusive education supports.				
4. All Teaching staff engaging in Moderation practices (BAAE) and processes including engagement in external moderation with cluster schools.				
Strategies	2022	2023	2024	2025
Deep Knowledge of the Australian Curriculum	✓	✓		
Introduce opportunities to explore and develop deep knowledge of General capabilities and Cross Curriculum Priorities, STEM	✓	✓	✓	✓
• BAAE (M1-4) moderation process – engage all staff	✓	✓		
Consolidation of moderation process using the BAAE (M1-M4) model and Full participation in cluster moderation (ACSS, AHSS, EHSS and MSS)			✓	✓
Introduce vertical moderation processes P-2 and 3-6			✓	✓
Action Research align to the EIA - Collaboratively review the school's approach to Action Research and the process to align to the EIA.	✓			
Introduce / define a 'coaching role' with a pedagogical focus	✓	✓		
Collaboratively refine pedagogical approaches aligned to the curriculum and students needs		✓	✓	✓
Making Learning Visible - consistently implemented learning walls aligned to the Achievement standards	✓	✓	✓	✓





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### Improvement Priorities

#### Build an understanding of Inclusive Education across the school aligned to Whole School approach to Differentiated Teaching and Learning

Success indicators				
1. All students are welcomed and learning and achieving with similar aged peers, that includes reasonable adjustments and tailored support.				
Strategies	2022	2023	2024	2025
Including Child Needs Team in Curriculum Collaborations	✓	✓	✓	✓
Build and strengthen capability of teacher to plan for reasonable adjustments and differentiated teaching practices	✓	✓	✓	✓
Differentiation planning is aligned to summative assessment task sheets.	✓	✓	✓	✓
Clarify teaching roles and build knowledge in curriculum planning & inclusive practices	✓	✓	✓	✓
Develop a Case Management Process and review process yearly to support all students	✓	✓	✓	✓
Deep knowledge of inclusion and the dimensions of inclusion including mental health, disabilities, Gifted and Talented, EAL/D learners, Students in Out of Home Care, Aboriginal and Torres Strait Islander and LGBTIQ+ students. Explore Child-first language		✓	✓	✓
Whole school approach to student feedback and goal setting		✓	✓	✓
Identify and Develop a process for leadership led data conversations and check in for student learning.	✓	✓		
Review Data Conversation processes and gradually release back to teachers to teachers conversation data/ student learning			✓	✓
Develop a School Transition plan (to and from school) and Enact Transition plan and continue to strengthen the partnerships	✓	✓	✓	✓

#### Endorsement

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

  
Principal

  
P and C / School Council

