McDOWALL STATE SCHOOL

SCHOOL DIRECTION

Our 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 and Education (General Provisions) Regulations 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, cultural and sporting achievement, attention to student learning and quality co-curricular programmes. Eg. Environmental Education, Performing Arts and Sport. The percentage of McDowall State School students in each of Years 3 and 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 and 5, in the top two NAPLAN achievement bands in all NAPLAN areas is significantly higher than for Queensland State School students, Queensland students and for all Australian students.

The local area has a growing population of around 7,237 people with high percentage of home ownership (78.2%). The median age of people has increased to 38 years. There are 2,071 families within McDowall with the average number of children per family being 1.9. There is an increasing number of couple families without children (35%) and single parent households (11%). Some 30.6% of people are engaged with some form of self-education. 66.7% of the population identify as Australian born with a steady increase occurring in migrant heritage. There is a language other than English spoken in 17.2% of homes.

Demand for student enrolment provides a fluctuating school enrolment of between 1,000 and 1,040 students catering for Preparatory to Year 6 primary education. An increasing 55% of students reside within the McDowall State School Enrolment Catchment Area. The majority of out-of-catchment students reside to the north and north-west of McDowall State School. 18% of enrolled students speak another language within the home. 1% of enrolled students identify as of Aboriginal or Torres Strait Islander heritage. 2% of enrolled students are formally identified as experiencing a low incidence (verified) disability and 25% of enrolled students are receiving professional learning support, extension 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 ICSEA (social-economic educational disadvantage rating) stands at 1,122 within Percentile 91 (1,000 considered to be average). 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.

In better managing student enrolment growth and trends, an Enrolment Management Policy applies. Enrolments from outside the School Enrolment Catchment Area are considered if Year Level enrolment capacity continues to exist.

Our 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;
- deliver effective professional teaching services within a supportive school learning environment; and
- facilitate achievement of personal excellence.

Our **vision** is for all students to:
- experience success;
- assume increasing levels of self-responsibility;
- achieve pre-determined learning outcomes;
- experience a supportive learning context strengthened by partnerships.

Our Values

1. Focus on the Child
Our collective decision-making, goodwill and endeavour is to benefit enrolled children.

2. Quality Curriculum
Teachers being able to interpret, construct, implement and review the best curriculum possible.

3. Effective Teaching Resulting in Learning
Supporting highly skilled teaching practitioners to achieve the best outcomes for all students.

4. Partnerships – Staff, Students, Parents and 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.

5. 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.

We will **achieve** *the* ***best outcomes for all students*** through an ongoing commitment towards:

SCHOOL RULES	SCHOOL MOTTO
Respect for Yourself	**Courtesy** in conduct
Respect for Others	**Honesty** in judgement
Take **Responsibility** for Your Own Actions	**Knowledge** on which to base informed decisions

SCHOOL CREED
This is our school, Let peace be here. Let the rooms be full of contentment. Let love abide here, Love of our Earth, Love of mankind and Love of life itself. Let us remember that as many hands make a house, So many hearts make a school.

We will **achieve** *the **best outcomes for all students*** through an on-going commitment towards:

1. Focus on the Child.

Know the child (individual, circumstance, culture & aspirations).
Celebrate childhood.
Understand developmental stages and implications of childhood.
Listen and respect of child's 'voice'.
Decision-making and learning through affirmation & consequence.
- Demonstration of respect for self.
- Demonstration of respect for others.
- Taking responsibility for their own actions (and choices).
  o Obedience.
  o Morality.
  o Self-discipline & Self-regulation.
  o Service.
- Clearly stated sustained high standards of expectation.
- Firm, consistent, transparent, understanding intervention.
- Nurturing and safe learning environment.
- Permitting other students to learn.
- Nurturing emotional health and wellbeing.

The right to participate in and share in quality learning.
- Personal goal setting toward aspirations.
- Knowledge & ownership of their curriculum journey.
- Challenge and extension – Every lesson, every day.
- Personal responsibility for learning.
- Checkpoint / benchmark / data progress monitoring.
- Support, guidance and targeted instruction.
- Truth in reporting and meaningful feedback.
- Differentiated learning pathways.
- Experience of success, satisfaction and pride.
- The McDowall SS Learner Characteristics.

A socially and educationally just experience.
- Equitable support, intervention and resource investment.
- Tolerance of individual differences.
- Identification and addressing of barriers to learning.
- Use of adaptive technologies.
- Recognition for diligence, perseverance and effort.

2. Quality Curriculum.

Australian Curriculum and associated time allocations informed.
School Curriculum Plan.
- Clear, concise Curriculum Model.
- Spiraling sequence of P-6 student learning (journey).
- Visionary.
- Connected, integrated, immersive learning experience.
- Fostering deep learning: Blooms Revised Taxonomy.
- Fostering skilled learning: Gardiners Multiple Intelligences.

Referenced against Australian Curriculum Assessment Standards.
- Moderated A-E Progress Report Ratings.
- School Annual Checkpoints.
- Triggers for learning intervention and extension.
- Implementation of a School Assessment Plan.
- Implementation of a School Data Plan.

Year Level Curriculum Work Units.
- Well planned in terms of expectation, sequence & timing.
- Curriculum Into The Classroom (C2C) – Reference Tool.
- Student immersive learning experience.
- Explicit statement of concepts, skills and understandings.
- Contemporary, local area referenced, engaging curriculum.
- Effective time management and balance of time allocations.
- Differentiated learning challenges: vertically & laterally.
- Explicit expectations, standards & tracking student progress.
- Year Level tracking of student achievement.
- Consistency in assessment and truth in reporting / feedback.
- Socially just inclusion and participation of all students.
- Targeted, aligned curriculum support resources.
- Year Level data analysis to ensure curriculum effectiveness.

3. Effective Teaching Resulting in Learning

Australian Professional Standards for Teachers informed.
- Graduate.
- Proficient.
- Highly Accomplished.
- Lead.

Performance Development Planning.
- Aspirational target setting.
- Evidence informed statement of outcomes.
- Research and valid data informed strategies.
- Professional standards informed indicators.

Relevant, challenging, purposeful teaching.
- Challenging all students – Every lesson, every day.
- Australian Curriculum General Capabilities.
- Vertically / laterally sequenced Work Units.
- Student goal setting toward aspirations.
- Student knowledge & ownership of their curriculum journey.

Staff Team Action Research.
- Professional educators.
- Identification of barriers / impediments to student learning.
- Aspirational target setting and visionary description.
- Evidence informed statement of outcomes.
- Research and valid data informed strategies.
- Evaluative reflection and professional learning.
- Action Learning Cycles led by Leadership Forum Rep.
- Informing the School Pedagogical Profile.
- Informing the McDowall SS Way.
- Staff mentoring, coaching and collaborative learning.

Neuroscience informed School Pedagogical Profile.
- Maximising learning retention and transference.
- Alignment of teaching strategy to how the brain learns.
- Improved responsiveness to student learning needs.
- Teaching responsiveness to

- Meaningful, truthful, timely reporting and feedback.
- Immersed learning responsive to needs of individual learners.
- Investigatory and inquiry-based learning.
- Range of teaching styles used / learning styles supported.
- Learning is enjoyable.
- Effective time management and work life balance.
- Access to professional support and assistance.

- Improving teaching effectiveness in terms of learning outcomes.
- Executive functioning skills development.

Supportive, secure, safe learning environment.
- Established rapport.
- Strong, firm classroom discipline.
- Effective partnerships and communication strategies.

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4. Partnerships …………………………………
Staff, Students, Parents and Community.

Parents fulfilling the role and responsibilities of parents.
Professional staff delivering school services on behalf of parents.
Professional teachers achieving best possible student outcomes.
Students are ready to learn and achieving best possible outcomes.
Community actively enhancing the teacher / student relationship.

- Shared responsibility for the development of students.
- Shared commitment in the development of students.
- Teaching and learning partnerships benefiting students.
- Teamwork.
  - Mutual respect.
  - Mutual approachability & courtesy.
  - Mutual acknowledgement of effort.
  - Diligent engagement & collaboration.
  - Open, honest communication.
  - Mutual focus on the child.
  - Community skilling and information.
    - Information Evenings.
    - Teacher / Parent Meetings.
    - School Events & Activities.
    - Phone & Electronic Communications.
  - Opportunities for Parent Engagement.
    - Classroom assistance invitations.
    - School Council.
    - P&C Association – Various Roles.
- Pride and belonging in the school, community and nation.

Student preparedness for school.
- Pre-school instruction, tutoring and preparation.
  - Base level self-responsibility – Obedience.
  - Achieving Kindy Level Academics.
  - Emotional readiness.
  - Social skills.
  - Regular engagement in normal conversation.
  - Regular shared reading and discussion.
- Punctuality at school.
  - Calm.
  - Settled.
  - Have all requisites.
  - Good healthy breakfast and a packed lunch.
  - Good night's sleep.
- Parental interest in child's day at school.
  - Reinforcement of student learning.
  - Applying learning within home context.
  - Practising / consolidating learnt skills.
  - Mutually respectful communication with teacher.

Professional Action Research partnerships.
Financial contributions to School Budget.
- Better facilities.
- Better resources and equipment.
- Better educational experiences.
- Better educational services.

Supportive, secure and safe school environment.

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5. Best Outcomes For All Students ……………
Staff, Students, Parents and Community.

Stakeholder commitment to school purpose, vision and values.
Unrelenting focus on the child and their learning progress.
Active learning (a) Student (b) Teacher (c) Parent.
- Valuing of life-long learning.
- Opportunities to challenge and extend learning.
- Opportunities to identify individual strengths.

Growth Mindset development.
- Confidence.
- Tolerance.
- Resilience.
- Persistence.
- Empathy.

Socially just access, inclusion and participation for all students.

McDowall SS Learner Attributes.
- Collaborative.
- Investigative.
- Self-directed and independent.
- Literate.
- Numerate.
- Technologically capable.
- Problem-solver.
- Inquirer.
- Critical and creative thinker.

Best possible facilities, equipment, resources and experiences.
'You Can Do It' Programme.
- Learning capability skills.

Our Key Responsibilities

STUDENT RESPONSIBILITY

- ❖ **Demonstrate respect for yourself**
  - o Keep yourself safe
  - o Take personal pride in achievements
  - o Discover and enhance your special talent
- ❖ **Demonstrate a respect for others**
  - o Courtesy in language and action
  - o Co-operation, tolerance and teamwork
  - o Making a positive difference
  - o Non-disturbance / Permitting others to learn
- ❖ **Take self-responsibility for your own actions**
  - o Accepting direction and guidance
  - o Graciously accepting affirmation
  - o Acceptance of error / misbehaviour
  - o Learning through consequence / restitution
- ❖ **Be ready to learn**
  - o Daily, punctual attendance
  - o Attention to personal basic needs. Eg. Food, sleep.
  - o Positive, calm, rational attitude
  - o Have all required requisites and materials
  - o Commitment and focus to learn
  - o Completed pre-learning tasks (Homework)

- ❖ **Comply with 'Responsible Behaviour Plan for Students'**
  - o Responsibility as Obedience (Before 6yrs)
  - o Responsibility as Morality (Before 8yrs)
  - o Responsibility as Discipline (Before 10yrs)
  - o Responsibility as Service (Before 12yrs)
- ❖ **Comply with the School Dress Standard. Eg. Uniform**
- ❖ **Learn**
  - o Does one's best (Try, care and make an effort)
  - o Learning challenge engagement
  - o Compliance with staff instruction (obedience)
  - o Appropriate communication of need
  - o Calm, rational emotional state
  - o Developing the McDowall SS Learner Capabilities
  - o Developing 'You Can Do It' personal attributes and skills
  - o Complete homework, study, practise and projects
  - o Set personal learning targets and request feedback
  - o Extra-curricula opportunity engagement
- ❖ **Take pride in achievements, your school, community and nation**
- ❖ **Demonstrate care for property and the environment**
- ❖ **Model courtesy**
- ❖ **Model honesty**

PARENT / CARER RESPONSIBILITY

- ❖ **Abide by Principal direction concerning school management**
- ❖ **Encourage children in their interest & enjoyment of learning**
  - o Celebrate student achievement and effort
  - o Demonstrate pride in student achievement and effort
  - o Focus on the best interests of the child
  - o Take a genuine interest in student learning
- ❖ **Work in partnership to realize student achievement targets**
  - o Respect staff as professional practitioners
  - o Keep up-to-date on important school information
  - o Shared expectations of students by teachers and parents
  - o Be approachable / understanding
  - o Be a partner in learning
    - ▪ Follow up at home
    - ▪ Access offered involvement opportunities
    - ▪ Model a positive & good example
  - o Be assured – All stakeholders want the best for the child
  - o Timely communicate issues affecting learning
  - o Teachers and parents collaborating and communicating
- ❖ **Upholding confidentiality and trust**
- ❖ **Comply with the School Dress Standard. Eg. Uniform**
- ❖ **Advise school of change of student details, address, phone number**

- ❖ **Comply with 'Code of School Behaviour'**
- ❖ **Support school policy, procedures, standards and expectations**
- ❖ **Comply with 'Responsible Behaviour Plan for Students'**
  - o Responsibility as Obedience (Before 6yrs)
  - o Responsibility as Morality (Before 8yrs)
  - o Responsibility as Discipline (Before 10yrs)
  - o Responsibility as Service (Before 12yrs)
  - o Teach and model self-responsibility
  - o Not permitting dangerous / inappropriate items to school
  - o Acknowledge that children are not small adults
- ❖ **Contribute to one educational or community activity per term**
- ❖ **Initiate and maintain constructive communication and relationships**
- ❖ **Payment of fees and contributions for service/materials provided**
- ❖ **Ensure students are ready to learn**
  - o Daily, punctual attendance
  - o Advise school of reason for student absence
  - o Attention to personal basic needs. Eg. Food, sleep.
  - o Positive, calm, rational attitude
  - o Have all required requisites and materials
  - o Completed pre-learning tasks
  - o Completed homework, study, practise and projects

SCHOOL RESPONSIBILITY

- ❖ **Implementation of the 'Australian Curriculum'**
    - o Evidence-based inclusive, engaging, quality curriculum
    - o Connected, integrated, immersive work units
    - o High standards, expectations and achievement targets
    - o Australian Curriculum standards measured achievement
    - o Truth in reporting of student progress each semester
    - o Adequate, appropriate resources available
- ❖ **Focus on the child, achieving best possible learning outcomes**
- ❖ **Effective teaching, resulting in learning**
    - o Action research project engagement
    - o Performance development planning and review
    - o Professionalism
    - o Research informed School Pedagogical Profile
    - o Teachers as leaders of learning
    - o Celebration of student achievement and effort
    - o Meaning opportunities for parent / carer involvement
    - o Engagement of a 'growth mindset'
- ❖ **Timely parent contact (a) Attendance (b) Behaviour (c) School work**
- ❖ **Ensure compliance with relevant legislation, policies and standards**
- ❖ **Implementation of the 'Student Homework Policy'**
- ❖ **Transparency in school decision-making**
- ❖ **Intervention & communication in response to child welfare issues**
- ❖ **Upholding of confidentiality and trust**

- ❖ **Implementation of the 'Code of School Behaviour'**
- ❖ **Implementation of 'Responsible Behaviour Plan for Students'**
    - o A safe, supportive school learning environment
    - o Firm and consistent approach to student issues
    - o Provision of clear expectations and standards
    - o Teaching students self-responsibility
- ❖ **Ensure clean and secure environments conducive to learning**
- ❖ **Implementation of the 'Student Dress Code'**
- ❖ **Work in partnership to realize student achievement targets**
    - o Respect parents as stakeholders in student learning
    - o Keep up-to-date on important school information
    - o Shared expectations of students by teachers and parents
    - o Be approachable / understanding
    - o Be a partner in learning
        - ▪ Student learning target setting
        - ▪ Offer parent involvement opportunities
        - ▪ Model a positive & good example
        - ▪ Effective, timely, informative communication
    - o Be assured – All stakeholders want the best for every child
    - o Foster and strengthen child-centred learning partnerships
    - o Teachers and parents collaborating and communicating
    - o Foster skills of self-management and self-responsibility
- ❖ **Open, fair and transparent complaints resolution**

TEACHER & STAFF RESPONSIBILITY

- ❖ **Focus on the child (a) achievement (b) welfare (c) individual need**
- ❖ **Professionalism**
    - o Responsiveness to student learning progress
    - o High standards of professional and ethical conduct
    - o High standards, expectations and achievement targets
    - o Reflective practice against Professional Standards
    - o Professional conduct, manner and attire
    - o Professional team focus in realizing student achievement
    - o Upholding of confidentiality and trust
    - o Preparation of teaching and learning programmes
    - o Modelling a growth mindset / positive example
    - o Passion for life-long learning
    - o Record-keeping
- ❖ **Drafting, implementing Australian Curriculum informed work units**
    - o Connected, integrated and immersive curriculum
    - o Challenging and extending learning of all students
    - o Monitoring to ensure that all students are progressing
    - o Celebration of success, achievement and effort
    - o Teaching students self-responsibility
    - o Reporting of student progress each semester
    - o Opportunity for parents / carers meaningful involvement
    - o Inclusive and differentiated student activities
- ❖ **Implementation of school policies, procedures, and standards**
- ❖ **Challenging and extending the learning of every student daily**

- ❖ **Performance development through Action Research**
    - o Action Research as professional learning
    - o Aligned and consistent pedagogical approach
    - o Continuous professional learning
    - o Continuous enhancement of capability mastery
- ❖ **Implementation of the 'Responsible Behaviour Plan for Students'**
    - o A safe, supportive school learning environment
    - o Firm and consistent approach to student issues
    - o Provision of clear expectations and standards
    - o Teaching students self-responsibility
    - o Mutual respect
    - o Approachable and understanding … But firm
- ❖ **Timely communication (a) Attendance (b) Behaviour (c) School work**
- ❖ **Effective communication**
    - o Teacher – Student
    - o Teacher – Parent
    - o Teacher - Staff
- ❖ **Foster and strengthening of child-centred learning partnerships**
    - o Flexibility in strategy and approach
    - o Communication in response to child welfare issues
    - o Intervention in response to student learning issues
    - o Respect and tolerance of individual and family difference
- ❖ **Implementation of the 'Student Homework Policy'**
- ❖ **Implementation of the 'Student Dress Code'**

- **90%** of students achieve a C or above rating in **English**.
- **75%** of students achieve an A-B rating in **English**.

- **95%** of students achieve a C or above rating in **Mathematics**.
- **75%** of students achieve an A-B rating in **Mathematics**.

- **95%** of students achieve a C or above rating in **Science**.
- **75%** of students achieve an A-B rating in **Science**.

- **98%** of students achieve a C or above rating in **Effort**.
- **90%** of students achieve an A-B rating in **Effort**.

- **60%** of Preparatory Year students read above NMS in **PM Readers**.
- **40%** of Preparatory Year students read at an U2B standard in **PM Readers**.

- **92%** of Years 1-6 students – PAT **Reading Comprehension** above NMS.
- **42%** of Years 1-6 students – PAT **Reading Comprehension** at an U2B standard.

- **92%** of Years 3-6 students – PAT **Reading Vocabulary** above NMS.
- **65%** of Years 3-6 students – PAT **Reading Vocabulary** at an U2B standard.

- **95%** of Years 2-6 students – PAT **Spelling** above NMS.
- **50%** of Years 2-6 students – PAT **Spelling** at an U2B standard.

- **85%** of P-6 students – **Writing** Assessment Tool above NMS.
- **40%** of P-6 students – **Writing** Assessment Tool at an U2B standard.

- **90%** of Year 1-6 students – PAT **Maths** above NMS.
- **50%** of Years 1-6 students – PAT **Maths** at an U2B standard.

- **100%** of Year 3 students are at/above NMS NAPLAN in **Reading** or have an evidence based plan.
- **70%** of Year 3 students are in the U2B NAPLAN for **Reading**.

- **100%** of Year 5 students are at/above NMS NAPLAN in **Reading** or have an evidence based plan.
- **65%** of Year 5 students are in the U2B NAPLAN for **Reading**.

- **100%** of Year 3 students are at/above NMS NAPLAN in **Writing** or have an evidence based plan.
- **75%** of Year 3 students are in the U2B NAPLAN for **Writing**.

- **100%** of Year 5 students are at/above NMS NAPLAN in **Writing** or have an evidence based plan.
- **45%** of Year 5 students are in the U2B NAPLAN for **Writing**.

- **100%** of Year 3 students are at/above NMS NAPLAN in **Spelling** or have an evidence based plan.
- **65%** of Year 3 students are in the U2B NAPLAN for **Spelling**.

- **100%** of Year 5 students are at/above NMS NAPLAN in **Spelling** or have an evidence based plan.
- **65%** of Year 5 students are in the U2B NAPLAN for **Spelling**.

- **100%** of Year 3 students are at/above NMS NAPLAN in **Grammar and Punctuation** or have an evidence based plan.
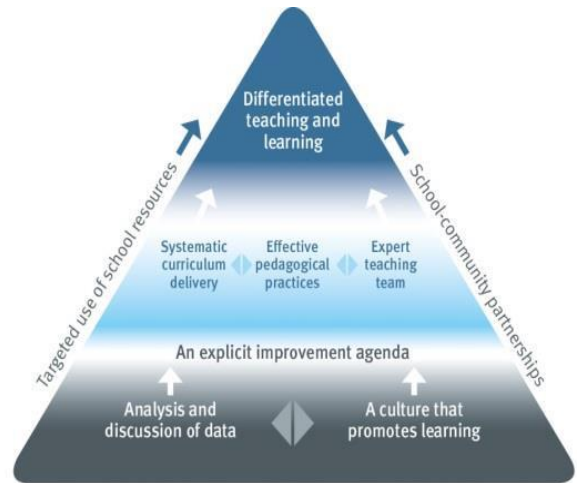- **80%** of Year 3 students are in the U2B NAPLAN for **Grammar and Punctuation**.

- **100%** of Year 5 students are at/above NMS NAPLAN in **Grammar and Punctuation** or have an evidence based plan.
- **70%** of Year 5 students are in the U2B NAPLAN for **Grammar and Punctuation**.

- **100%** of Year 3 students are at/above NMS NAPLAN in **Number** or have an evidence based plan.
- **70%** of Year 3 students are in the U2B NAPLAN for **Numbe**r.

- **100%** of Year 5 students are at/above NMS NAPLAN in **Number** or have an evidence based plan.
- **60%** of Year 5 students are in the U2B NAPLAN for **Number**.

- **100%** of teachers surveyed feel that students receive a good education at this school.
- **100%** of teachers surveyed feel confident engaging all their students in learning at this school.
- **100%** of teachers surveyed feel confident using student assessment data to improve student achievement at this school.

- **100%** of staff surveyed believe that this is a good school.
- **100%** of staff surveyed would recommend this school to others.
- **95%** of staff surveyed believe that student behaviour is well managed at this school.
- **100%** of staff surveyed believe that students are encouraged to do their best at this school.
- **97%** of staff surveyed feel that they have access to quality professional development.
- **95%** of staff surveyed feel that staff morale is positive at this school.

- **95%** of parents surveyed believe that this is a good school.
- **95%** of parents surveyed would recommend this school to others.
- **97%** of parents surveyed believe that their child is getting a good education at this school.
- **92%** of parents surveyed believe that student behaviour is well managed at this school.
- **97%** of parents surveyed believe that teachers at this school are interested in their child's wellbeing.
- **96%** of parents surveyed believe their child's (Literacy) English skills are being developed at this school.
- **96%** of parents surveyed believe their child's (Numeracy) Mathematics skills are being developed at this school.
- **95%** of parents surveyed believe teachers at this school provide their child with useful feedback about their school work.
- **90%** of parents surveyed feel that this school provides them with useful feedback about their child's progress.

- **95%** of students surveyed believe that this is a good school.
- **95%** of students surveyed would recommend this school to others.
- **97%** of students surveyed feel they are getting a good education at this school.
- **90%** of students surveyed believe that student behaviour is well managed at this school.
- **95%** of students surveyed feel that teachers care about them.
- **97%** of students surveyed believe that their English skills are being developed at this school.
- **97%** of students surveyed believe that their Maths skills are being developed at this school.
- **97%** of students surveyed feel that their teachers provide them with useful feedback about their school work.
- **100%** of students surveyed feel that their teachers encourage them to do their best.

Education Queensland Vision

Every student succeeding is the shared vision of Queensland State Schools. This strategy underpins regional and school planning to ensure all students receive the support needed to belong to the school community, engage purposefully in learning and experience academic success.

State Schools Strategy
Our Strategic Priorities

School Improvement Hierarchy
Where We Are

Inquiry Cycle
How We Learn

Standards of Evidence
What Impact We Have

The **School Improvement Hierarchy** provides guidance on where schools are in their improvement journey; the **Inquiry Cycle** provides a process for learning from improvement initiatives; and the **Standards for Evidence** provide a common language for evaluating improvement efforts.

McDowall State School Key Priorities

❖ **Reading**
  # Lift in Reading U2Bs.
  # Lift in PM Reading Benchmarks P-3.
  # Lift in PROBE Reading Comprehension Yrs 3-6.
  # Lift in PAT – Reading Comprehension Yrs 2-6.
  # Lift in Vocabulary Pat 2-6.

❖ **Writing**
  # Lift in Writing U2Bs.
  # Lift in Writing Samples (Moderated).

❖ **Numeracy**
  # Lift in Numeracy U2Bs.
  # Lift in PAT – Mathematics Yrs 2-6.

❖ **Leading Learning Pedagogical Alignment**
  o Action research (Inquiry) & Performance development
  o Formal academic research (Inquiry)
  o Assessment for Learning (Teacher Clarity)
  o Neuroscience & executive functioning informing teaching practice
  o Challenging child learning every day, in every classroom

❖ **Extending learning outcomes for ALL students**
  o Focus on the child
  o Ownership of the learning journey
  o Challenging personal target setting (a) Staff (b) Students
  o Benjamin Bloom's Revised Taxonomy
  o Howard Gardiner's Multiple Intelligences
  o Feedback (a) Staff (b) Students
  o Responsible Behaviour (Development) Planning

PROFESSIONALISM
↑
CONSOLIDATION
↑
EVIDENCE
↑
CONSISTENCY
↑
INQUIRY
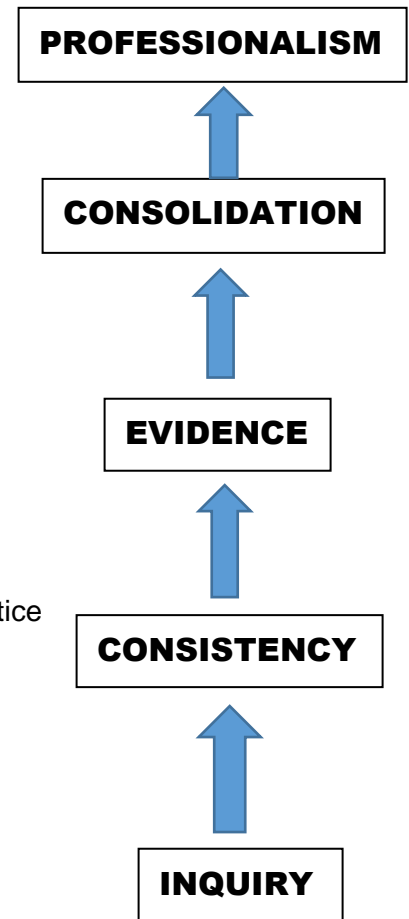
Professionalism: *Acting in accordance with personally held beliefs (linked to upholding the codes and principles, laws, ethics, standards and conventions of a profession) about one's own conduct as a professional practitioner. Possession of expert scientific knowledge and practice in a widely recognised body of learning derived from research and education at a high level; and is likewise acknowledged by the public. Commits to competence, integrity, altruism and promotion of public good within their expert domain. Accountable to those served and to society.*

Consolidation: *Firm unification and strengthening of effective professional (and key stakeholder) competencies and ways of working within the connected holistic P-6 educational enterprise routine (both embedding and refining such practices through 'deep inquiry') to deliver sustained improvement trajectories in learning outcomes.*

Evidence: *Result/s or artefacts that either prove / disprove a perception or belief in a conspicuous (plainly visible) way used to inform collaborative understanding and agreement (professional wisdom and collective truth).*

Consistency: *Evidence informed policy, procedures and competent practices routinely, coherently, seamlessly and consistently implemented across all facets of the P-6 educational enterprise, with firm undertaking from all key stakeholders.*

Inquiry: *Responding to an identified specific issue, barrier or problem, the act of seeking information through questioning, interrogation or action research to construct evidence informed heightened competency (knowledge & skills) resulting in sustained improvement of individual performance and achievement.*

"If better is possible, good is not enough!"
"What may we do better together, more than what we can do ourselves?"

Succession: *Strategic, planned, evolutionary creation of an organisational learning culture, underpinned by a well established, efficient and sustained managerial support structure, holistically empowered to deliver sustained continuous improvements in organisational performance, achievement and service delivery without adverse effect / interruption due to unplanned positional or influential leadership change.*

Leadership: *To go in advance, guide, conduct, direct, show the way and to serve. To assume head of, precedent, principal role (accountability). The capacity to translate vision (preferred future) into reality (achievement) being able to establish what really matters, articulate why, set direction (targets & strategies) and inspire (collectively engage) others (teamwork). Effective mastery of management skills to influence, encourage and guide people to the right destination in a smooth and efficient way. Leadership characteristics: (i) Judgement (ii) Courage (iii) Drive (iv) Collaboration (v) Integrity (vi) Temperance (vii) Accountability (viii) Justice (ix) Humility (x) Humanity (xi) Transcendence; with inner resources of self-awareness and self-mastery.*

Action Learning: *An extension of 'action research', a learning and problem-solving technique that obliges individuals to become aware of their own value systems by demanding that in tackling real problems there is some risk of personal challenge and failure. Engaging individuals in just-in-time learning by providing opportunities to develop knowledge and understanding at the appropriate time based on experienced need/s. (a) Real, complex problem (b) Diverse problem-solving team (c) Curiosity, inquiry and reflection (d) Expectation that talk converts into action, leading to solution; and (e) Commitment to learning.*

Management: *The setting of organisational strategy (administration, direction and control of operations) and co-ordination of staff endeavour to succeed and accomplish pre-defined objectives through the application of available resources (financial, natural, physical, technological and human). To take charge or care of, govern, direct, control in action or use. Being accountable for the business affairs, team training and overall performance of the organisation.*

Competency: *The ability to do and complete a task successfully, sufficiently and efficiently at a predetermined minimum standard, often defined legally and referenced against an official qualification. A combination of practical and theoretical knowledge, cognitive skills, behaviour and values used to improve performance. Often explicitly demonstrated in action during an unusual situation / context or an emergency.*