



Crow's Nest State School

Strategic Plan 2024 - 2027

Vision

At Crow's Nest State School:

- We work together to overcome.
- We are respectful, responsible, resilient and safe.
- We are valued members of our community.

Values

At Crow's Nest SS, we value:

- Respect
- Responsibility
- Resilience
- Safety

These values underpin daily teaching and learning practices.



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School Priorities

Educational Achievement

Long-term targets/desired outcomes

1. All staff build a shared understanding and ownership of the Explicit Improvement Agenda to collaboratively work towards creating a preferred future.
2. A school-wide culture of evidence-informed decision-making reflects a relentless focus on the purposeful use of data to improve practice.
3. All staff are committed to a school-wide, self-reflective culture focused on continuously improving teaching practices.
4. The school embeds an evidence-based teaching, learning and assessment plan for the implementation of the Australian Curriculum that ensures consistent teaching and learning expectations and a clear reference for monitoring and communicating learning progress.
5. Improvement in C and above in English and Mathematics.
6. Improvement in A/B results in English and Mathematics.

Strategies	2024	2025	2026	2027
Develop the instructional capability of all leaders to drive and monitor the implementation of strategies that address Annual Implementation Plan (AIP) priorities.	✓	✓		
Refine the 3 levels of planning for all learning areas to ensure coverage of the achievement standards in a changing multi-age context.	✓	✓	✓	
Develop systematic processes for moderation across multiple junctures to ensure consistent judgements and accurate reporting against the achievement standards.	✓			
Systematically enact regular opportunities for teachers to engage in data-informed collegial conversations to advance their data literacy skills and use of data to identify next steps in teaching and monitor learning.		✓	✓	
Develop and implement an agreed observation and feedback process to enhance teachers' capability and align to school and AIP priorities.	✓	✓	✓	
Develop a shared understanding of AIP priorities among all staff to ensure clarity of expectations, roles, responsibilities and accountabilities.	✓	✓		
Develop specific AIP targets aligned to student achievement data to support targeted actions for identified student groups.	✓	✓	✓	✓
Refine the school data plan to support the monitoring of the impact of strategies that address AIP priorities.	✓	✓	✓	✓
Establish opportunities for teachers and leaders to collaboratively design marking guides and teaching sequences to reinforce a shared understanding of the Australian Curriculum (AC) and the school's curriculum expectations.	✓	✓	✓	✓
Build collective ownership and efficacy of the school's improvement agenda by identifying and communicating aspirational student targets.			✓	✓
Develop a differentiated approach to deliver a sustained focus on continuous improvement of teaching and student engagement practices to improve students' learning and wellbeing outcomes		✓	✓	
Collaboratively review and identify evidence-based pedagogical practices to determine approaches that are most effective in supporting the learning needs of the full range of students, appropriate to the context of learning.			✓	✓



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School Priorities

Wellbeing and Engagement

Long-term targets/desired outcomes				
1. There is a school ethos around high expectations and a commitment to excellence and all staff take collective responsibility to optimise student outcomes.				
2. Resources are strategically and equitably allocated to provide the conditions needed for sustainable school improvement.				
3. There is a shared understanding between school leaders and staff that demonstrate a strong conviction that improved pedagogical practice is the key to improved student learning.				
4. Improvement in student attendance.				
5. Improvement in wellbeing of staff in School Opinion Survey.				
Strategies	2024	2025	2026	2027
Collaboratively review existing and co-construct new high expectations for learning and engagement to inform changes in mindset and practice that cater for the changing needs of students.		✓	✓	✓
Collaboratively review the implementation of Positive Behaviour for Learning (PBL) practices to ensure clear expectations and consistent enactment across the school.	✓		✓	
Build staff capability and commitment in implementing Essential Skills for Classroom Management (ESCM) to foster orderly learning environments in all classrooms.	✓	✓	✓	✓
Identify, with regional Human Resources (HR) support strategies for maintaining key staff roles to enable the ongoing enactment of the improvement agenda.	✓	✓	✓	✓
Collaboratively develop and enact an agreed whole-school approach to the teaching of reading to support a common language and teaching processes in every classroom.		✓	✓	
Formalise processes to monitor the use of agreed pedagogies in all classrooms to ensure consistent implementation and a shared understanding among staff of the school's expected practices.		✓	✓	✓
Deepen teachers' knowledge and understanding in best practice high-yield differentiation strategies to meet the needs of all students, including high achieving students.		✓	✓	✓
Develop systems and processes to monitor and evaluate the effectiveness of human, financial and curriculum resource allocations to ensure they are maximising outcomes for all students.		✓	✓	
Further deepen processes and changes to teaching methods, approaches, structures and strategies to provide equitable learning experiences by identifying and removing barriers for all students aligned to departmental inclusion policy.			✓	✓



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School Priorities

Culture and Inclusion

Long-term targets/desired outcomes

1. There is a school-wide shared understanding and commitment to differentiated teaching and learning. Teaching practices across the school reflect the belief that all students are capable of learning successfully.

2. Staff work intentionally in close and trusted partnerships with families, institutions, businesses, and community organisations to enrich student learning experiences and outcomes.

Strategies

2024 2025 2026 2027

Build staff capability in inclusive education and evidence-based inclusive practices to ensure a shared understanding and commitment to differentiated teaching and learning.

✓

✓

Develop secondary teachers' capability to differentiate planning, teaching and assessment modes to support the learning needs of the full range of students.

✓

✓

✓

Review the range of transition processes for Year 10 students to enable effective student transitions to senior secondary and post-school pathways.

✓

✓

✓

Develop a plan to foster sustainable partnerships with and across the community to support successful student outcomes.

✓

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

School Supervisor



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