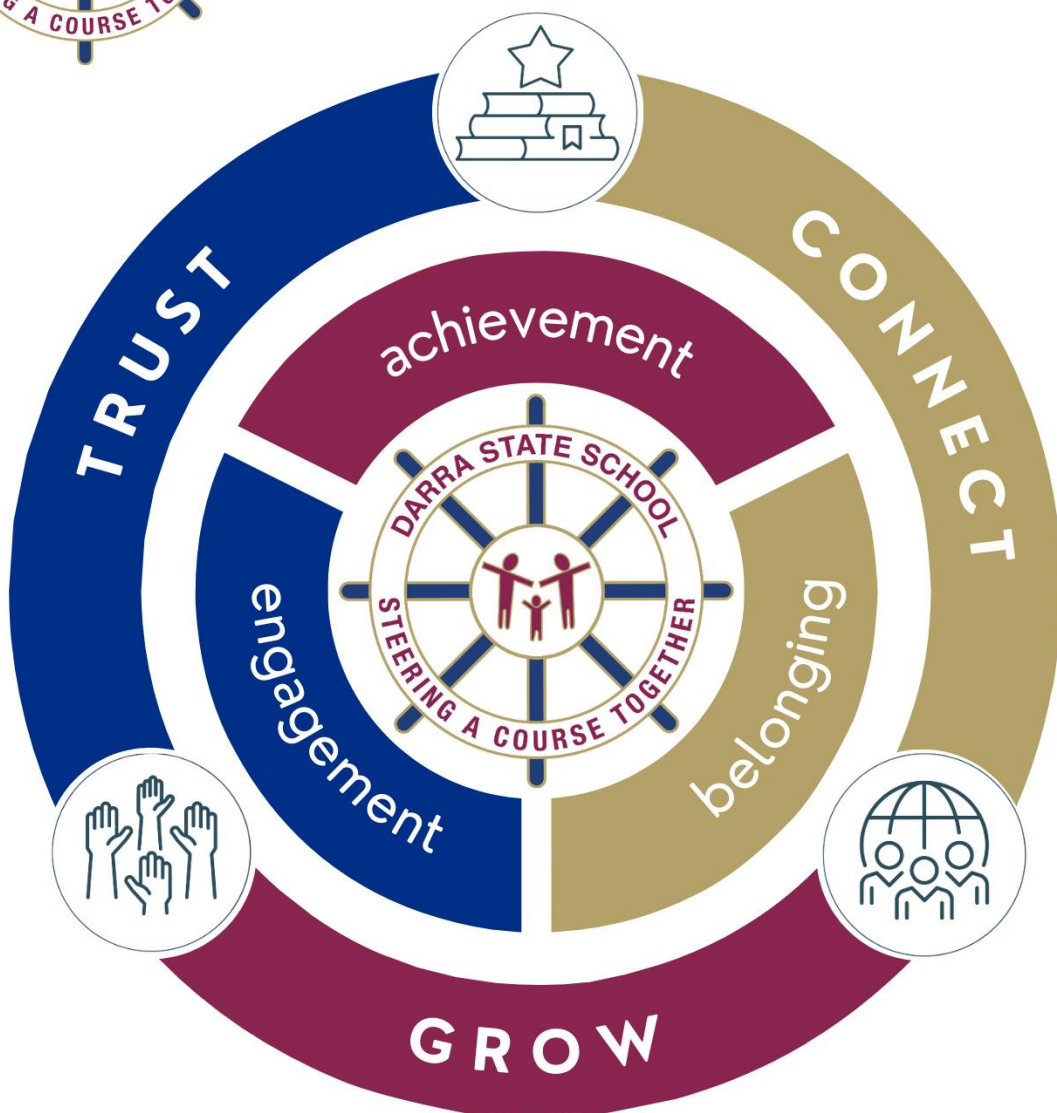




# DARRA STATE SCHOOL

## STRATEGIC PLAN 2023-2026



***High expectations, inspired learning,  
where everyone belongs.***





At Darra State School, we respectfully acknowledge the Traditional Custodians and Elders past, present, and emerging, of the land on which our school is located. We honour their deep connection to this land, their culture, and their ongoing contributions.

As educators and a learning community, we recognise and celebrate the rich history and diversity of Aboriginal and Torres Strait Islander peoples.

We are committed to fostering a culturally inclusive environment that values and embraces Indigenous perspectives, knowledge, and traditions.



The Landscape of Learning is a custom embodied design for the Queensland Department of Education and was produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

---

Principal – Jonas Shantz

---

P&C President – Lisa McAully

---

ARD – Tony Maksoud

**Endorsements and Approvals:** This plan was developed in line with the school performance policy and procedure. Consultations, endorsements, and approvals have all taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.



Priority Area	<b>ENGAGEMENT</b> Through high expectations and engaging every learner, we create equity and excellence in all learning spaces. Learners thrive, knowing they are provided with every opportunity to realise their potential.	<b>BELONGING</b> Partnerships are valued, strengthened and celebrated to build connection and a strong sense of belonging. Our community works together to enrich learning. Early and ongoing intervention connects learners to the right support at the right time. Relationships and wellbeing foster belonging.	<b>ACHIEVEMENT</b> Learning occurs through deep and purposeful implementation of the Australian Curriculum and is designed to challenge all students. At the heart of teaching and learning are consistent pedagogical practices to improve student outcomes. Learners are assessment capable and leaders of their own learning.
Strategies	<ul style="list-style-type: none"> <li>Consistently implement Positive Behaviour for Learning (PBL) processes and pedagogies. [I]</li> <li>Build personal and social capability of students (social-emotional learning). [A]</li> <li>Grow staff capability through classroom profiling and the Essential Skills for Classroom Management (ESCM). [I]</li> <li>Develop consistent school-wide administrative systems and processes to improve accuracy and efficiency of school operations. [I]</li> </ul>	<ul style="list-style-type: none"> <li>Build clear lines of communication and positive relationships between the school and the community. [R]</li> <li>Implement a range of wellbeing strategies that support students, families and staff. [A]</li> <li>Build relationships with the Traditional Custodians of the land. Develop capability of staff in First Nations Histories and Cultures. [A]</li> <li>Implement consistent education processes and pedagogies which meet the needs of all students. [A]</li> <li>Embed school-wide strategies for differentiation to meet the needs of all learners. [R]</li> <li>Ensure strong transitions. [I]</li> <li>Grow a culture of engaging and responsive professional learning. [R]</li> <li>Create high-quality indoor/outdoor learning spaces &amp; services. [R]</li> </ul>	<ul style="list-style-type: none"> <li>Enact the Australian Curriculum (V9), leveraging rich and deep opportunities for connection to the General Capabilities and Cross-Curriculum Priorities. [A]</li> <li>Collaboratively designed teaching and learning experiences using quality assured assessment tasks (4Cs marking guides). [I]</li> <li>Implement a school-wide approach to the teaching of literacy with a specific focus on systematic synthetic phonics in the early years. [A]</li> <li>Strengthen data informed practices and build teacher capacity to measure impact and effectiveness. [R]</li> <li>Ensure consistent implementation of high-quality pedagogical practices with a focus on inquiry learning. [A]</li> <li>Develop capability and confidence in digital teaching/learning. [A]</li> </ul>
Key Outcomes	<ul style="list-style-type: none"> <li>Maximise learning days through improved attendance.</li> <li>Improved results in PBL measures.</li> <li>Increased student and staff wellbeing.</li> <li>Staff use ESCM in all settings and most staff are trained Classroom Profilers.</li> <li>School processes and procedures are clearly documented, reviewed and refined systematically.</li> </ul>	<ul style="list-style-type: none"> <li>Everyone feels they belong – part of the Darra Family.</li> <li>High levels of student, staff and community engagement.</li> <li>Staff feel confident and are able to provide rich learning opportunities for students to deepen their knowledge of local First Nations culture and history.</li> <li>Improved results for First Nations students.</li> <li>Students, staff and community are inclusive and respect diversity.</li> <li>Adjustments for diverse learners are planned and enacted to support student success.</li> <li>Improved results for students on Nationally Consistent Collection of Data (NCCD).</li> <li>Quality transitions support a seamless learning journey for students and their families.</li> <li>High quality learning spaces contribute to learning.</li> <li>All staff engage in continuous, high quality professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Increase percentage of students achieving A-C in English and Maths.</li> <li>Increase percentage of students achieving A-B in English and Maths.</li> <li>Whole school curriculum plan reflects the design of learning that is innovative and purposeful.</li> <li>Teachers feel confident in aligning Curriculum, Assessment and Pedagogy and therefore able to develop quality 4C marking guides in all learning areas.</li> <li>All students are challenged and can track their progress in their learning.</li> <li>Signature pedagogical practices are visible in every classroom.</li> <li>Data informed practices inform the effectiveness of target teaching and learning.</li> </ul>





***High expectations, inspired learning where everyone belongs.***

### BELIEFS

1. We are all learners.
2. Students are at the heart of everything we do.
3. Relationships and connectedness are critical to our work.
4. All students can achieve high standards given the right time and the right support.
5. Feedback is necessary for growth.
6. We are all responsible and accountable for all of our students.

### VALUES

#### Trust means...

- respectful and courteous behaviour.
- honesty and kindness above all.
- high expectations of students & each other.

#### Connection means...

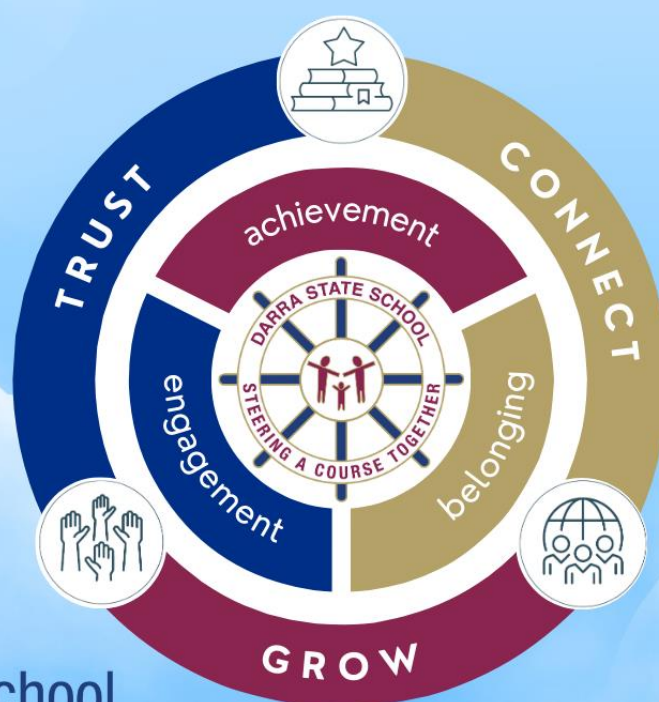
- belonging – acceptance of culture, diversity and identity.
- teamwork – listening and contributing.
- communication – ongoing, clear, reflective.

#### Growth means...

- deep and inspired learning through thinking, research, communication, collaboration and self-management.
- celebrating progress.
- teaching excellence, coaching and support.

### OUTCOMES

- ✓ We realise the potential of every student.
- ✓ Academic excellence.
- ✓ All students feel safe, supported and engaged.
- ✓ We are the school of choice in our area.
- ✓ Staff feel valued, connected & challenged.



**Darra  
State School**





## We believe...

<b>Students</b>	<b>We believe school leaders must...</b> <ul style="list-style-type: none"> <li>know the kids</li> <li>connect with the students and the staff</li> <li>look after everyone and listen to them</li> <li>help teachers to teach their best</li> <li>buy what the school needs and fix what is broken</li> </ul>	<b>We believe staff must...</b> <ul style="list-style-type: none"> <li>always willing to help</li> <li>listen to students and try understand them</li> <li>guide and teach us in fun ways</li> <li>take the time to explain things</li> </ul>	<b>We believe students must ...</b> <ul style="list-style-type: none"> <li>know they are teachable</li> <li>be respectful to ourselves, others and the school</li> <li>willing to learn (active and engaged)</li> <li>be brave and try new things</li> </ul>	<b>We believe parents must...</b> <ul style="list-style-type: none"> <li>volunteer to make our school a better place</li> <li>listen and be kind to our teachers</li> <li>understand that all kids are not the same</li> <li>care about our learning</li> </ul>
<b>Parents</b>	<b>We believe school leaders must...</b> <ul style="list-style-type: none"> <li>create safe and happy environments where teachers can teach and students can learn</li> <li>communicate clearly and frequently</li> <li>care about the wellbeing of everyone</li> <li>improve outcomes</li> </ul>	<b>We believe staff must...</b> <ul style="list-style-type: none"> <li>teach with passion and enthusiasm</li> <li>like children</li> <li>really know our children, especially what they excel at</li> <li>develop social skills</li> <li>foster a love of art, music, sport, and language</li> </ul>	<b>We believe students must ...</b> <ul style="list-style-type: none"> <li>feel safe enough to make mistakes and learn from them</li> <li>trust their teachers and school staff</li> <li>want to come to school</li> <li>learn how to make friends, communicate and problem solve</li> </ul>	<b>We believe parents must...</b> <ul style="list-style-type: none"> <li>teach our children</li> <li>be involved in their education (know and care what is going on)</li> <li>get them ready for school</li> <li>trust our children are in safe hands</li> <li>believe in our children's teachers</li> </ul>
<b>Staff</b>	<b>We believe school leaders must...</b> <ul style="list-style-type: none"> <li>listen and communicate clearly</li> <li>create a shared vision (path forward)</li> <li>listen to feedback and give feed forward</li> <li>build capability (training and professional development)</li> <li>support staff to enact the plan</li> </ul>	<b>We believe staff must...</b> <ul style="list-style-type: none"> <li>know our students</li> <li>grow by learn to be better, then doing better</li> <li>implement the plan and follow it</li> <li>be open to change, reflective and open to feedback</li> </ul>	<b>We believe students must ...</b> <ul style="list-style-type: none"> <li>be curious and engaged learners</li> <li>have growth mindsets</li> <li>meet the shared behaviour expectations</li> <li>understand their learning goals</li> </ul>	<b>We believe parents must...</b> <ul style="list-style-type: none"> <li>trust our staff</li> <li>support and model our behaviour expectations</li> <li>be informed by reading communications</li> <li>ensure students are at school, ready to learn</li> <li>believe in the partnership between home and school (value education)</li> </ul>
<b>Leadership</b>	<b>We believe school leaders must...</b> <ul style="list-style-type: none"> <li>know our staff</li> <li>seek feedback and act upon it</li> <li>walk the talk</li> <li>create safe and supportive environments to work and grow</li> </ul>	<b>We believe staff must...</b> <ul style="list-style-type: none"> <li>know their students</li> <li>trust that staff are capable of making good decisions</li> <li>enact the plan</li> <li>ask for help</li> <li>model lifelong learning</li> <li>like children</li> </ul>	<b>We believe students must ...</b> <ul style="list-style-type: none"> <li>learn how to learn</li> <li>make mistakes regularly so they can learn</li> <li>be free to express themselves</li> <li>know what the expectations are and do their best to follow them</li> </ul>	<b>We believe parents must...</b> <ul style="list-style-type: none"> <li>be informed</li> <li>be actively involved</li> <li>be understanding and willing to work together with staff</li> <li>to resolve issues or concerns</li> <li>act as positive role models</li> <li>trust our staff</li> </ul>
<b>In summary...</b>	We believe school leaders must prioritise resources, connect with the school community, foster safe and happy environments, communicate clearly, support staff development, and cultivate a culture of feedback and support.	We believe staff must be attentive, passionate educators who understand students, foster a love for various subjects, continuously improve, embrace feedback, trust their abilities, and serve as lifelong learning role models.	We believe students must engage and embrace learning, demonstrate bravery, feel safe, develop social skills, exhibit curiosity, meet behaviour expectations, express themselves, and strive for continuous improvement.	We believe parents must understand their children's unique needs, value and actively participate in their education, trust in the teachers and show kindness, stay informed, prioritise attendance, seek to resolve issues, and serve as positive role models.

These beliefs will be used by our school community to measure progress towards our vision.

Throughout the year(s), we will ask students, parents, staff and leadership to reflect on how closely our beliefs match our actions.