



Arundel State School

Strategic Plan 2021 - 2024

School Profile

Arundel State School's objective is to promote the academic, cultural, physical and social development of each child. Students are encouraged and taught to become self-motivated learners who can work independently, collaboratively and happily to gain the skills they need to make choices about their lives, now, and in the future.

At Arundel State School, we place an emphasis on every student's creativity and achievement. We provide students many opportunities to participate in a variety of extra-curricular activities.

We are extremely passionate about celebrating the successes of our young people and our staff. Teachers are explicit with their teaching and every child has the opportunity to learn in a safe and supportive environment.

We have an unrelenting focus on student improvement, no matter what entry point they start from. We are committed to know each student as an individual.

We pride ourselves on knowing the whole child, rather than just the student.

We encourage students to set realistic goals, have a growth mindset attitude towards achieving their goals and celebrate success when a goal has been achieved. We believe every child is unique and has something to contribute to our school and community. For some students their skill or talent is immediately apparent, for others it takes a little time to be revealed. We look forward to working with parents to nurture and showcase their child's talents and we contextualise our curriculum to students' interests and foster a learning environment that encourages curiosity, wonder, inquiry, team work and problem solving.

Vision

Soaring to Greater Heights

Values

Personal and professional values are extremely important to us. Arundel State School staff acknowledge that education is as much about building character as it is about equipping students with specific skills to be a well-rounded citizen.

Arundel State School is a proud Positive Behaviour for Learning school. Positive Behaviour for Learning is an evidence-based whole school process to improve learning outcomes for all students.





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Improvement Priorities

Enhance Quality Teaching and Learning

Success indicators

1. There is a consistency of practice across student-centered learning practices through the New Art and Science of Teaching (ASOT) instructional framework domains and Visible Learning strategies.
2. The agreed teaching practices related to the school's pedagogical practice are clear and understood by all staff.
3. Develop an explicit framework for implementing high order and critical thinking across the school for all students, including high achieving students.
4. The observation and feedback cycles are a means to embed key pedagogical practices and support teacher capability development.
5. The intended curriculum is fully understood and implemented by all teachers.
6. Implement processes and accountabilities to monitor and track the achievement of all students, including students with disability.

Strategies

	2021	2022	2023	2024
Know your Students	✓	✓	✓	✓
Know your Data	✓	✓	✓	✓
Know your Strategies	✓	✓	✓	✓
Know your Targets	✓	✓	✓	✓

Embed Digital capabilities in to our Teaching and Learning

Success indicators

1. Increase student engagement and achievement by developing integrated Digital Technologies (STEM) curriculum planning.
2. Increase teachers' pedagogical content knowledge in the field of Digital Technologies (STEM) through internal observations, workshops, and professional development.

Strategies

	2021	2022	2023	2024
Enhance the teaching of STEM and digital capabilities across all year levels	✓	✓	✓	





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Improvement Priorities

Enrich the Wellbeing of All

Success indicators

1. Monitor staff readiness for change and identify and promote processes to support ownership and engagement of new changes amongst all staff.

Strategies

2021 2022 2023 2024

Refine the whole school approach to supporting students' wellbeing and mental health across the curriculum.

✓ ✓ ✓

Additional resources will be provided to respond positively and proactively to the needs of different groups within the school community

✓ ✓ ✓

Collaboratively develop a whole school Wellbeing Framework that monitors the health and wellbeing of our students, staff and community

✓ ✓ ✓

Differentiation Framework Implementation

Success indicators

1. Differentiation within all classrooms for high achieving students is an embedded practice.

2. Increased trajectory of student improvement of A/Bs across the school and Y3/5 NAPLAN U2Bs

3. There is a holistic understanding of differentiation across the school using the categorisation of Tier 1, 2 or 3 support and intervention, with Tier 3 support provided for students with the highest learning needs.

4. There is a school-wide approach to inclusive practices, including ICP processes

5. There is an established coaching model focussed on building teacher capabilities to implement Higher Order Thinking, problem solving practices across all subjects and educational experiences

Strategies

2021 2022 2023 2024

Implement the whole-school approach to differentiation to support the learning of all students, including high achieving students.

✓

Embed and promote a shared whole-school understanding and implementation of the revised school inclusion model.

✓

Endorsement

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


Principal


P and C / School Council

