



Strategic Plan

2024 - 2026

Aspirational, Inclusive, Resilient

School Profile

Aitkenvale State School is centred near urban commercial outlets. Children attending the school, which caters for students from Prep to Year 6, come from suburbs across Townsville. Dedicated staff members provide excellent academic programs for all students across the primary school curriculum, extending the gifted as well as providing support for those students who are experiencing difficulties. The school offers first-rate information technology facilities and students have access to computers in each classroom. All teaching spaces are airconditioned. A 25-metre pool is central to the sporting program which features fitness and most sports. There are several proactive programs which operate to promote positive behaviours within the school. The school utilises a Positive Behaviour for Learning approach to explicitly teach students desired behaviours.

School Review - Key Improvement Strategies

- Collaboratively review and refine the EIA, with regional support, including strategies that reflect a narrow focus area including clear interval measures, agreed practices, and targets
- Invest in developing the instructional leadership of current and emerging leaders based on theoretical practices and targeted at developing staff capability in the school priority areas
- Collaboratively develop a school-wide shared vision and understanding of inclusive practices with staff and community
- Collaboratively review the consistent application of all elements of the school's student code of conduct for their embeddedness and positive impact on a culture that promotes learning
- Quality assure current whole-school curriculum plans and practices with a focus on developing and enacting an authentic, engaging and locally contextualised curriculum plan aligned to the AC



*A welcoming, inclusive and connected learning
community where everyone succeeds and belongs*

Safe, Respectful, Responsible



Aitkenvale State School - Strategic Plan 2024 - 2026

School Priorities

Wellbeing & Engagement

Culture & Inclusion

Educational Achievement

Educational Leadership & Teaching Expertise

Strategies

- Consolidate and refine functions of Positive Behaviour for Learning (PBL)
- Enhance community partnerships that support student wellbeing and engagement
- Enhance and refine a tiered system of support for student and staff wellbeing
- Introduce trauma informed education models of practice

Strategies

- Implement and embed a whole school Multi-Tiered System of Support (MTSS)
- Adopt a whole school approach to differentiated and inclusive teaching through Universal Design for Learning (UDL)
- Embrace diversity by creating a welcoming, inclusive and accessible school culture
- Engage with First Nations and Culturally and Linguistically Diverse (CALD) communities to develop culturally appropriate practices and resources

Strategies

- Implement Australian Curriculum Version 9 (AC V9) learning areas as scheduled and align practices with P-12 Curriculum, Assessment and Reporting Framework (CARF)
- Embed a whole school approach to pedagogy
- Engage in teaching and learning cycles to inform pedagogy, differentiation and intervention
- Value student, parent/carer, community and stakeholder voice in our approach to teaching and learning
- Refine whole school moderation processes

Strategies

- Enhance the impact of the Leadership Team and Senior Leadership Team through ongoing capability development
- Develop and implement a Collegial Engagement Framework
- Build leadership capability through distributed leadership model

Measurable Outcomes

Item	3-year target
Attendance	≥85%
School Opinion Survey	≥85% of staff, students and parents agree with the statement "student behaviour is well managed at this school"
School Disciplinary Absences	Reduce by ≥20%

Measurable Outcomes

Item	3-year target
School Opinion Survey	≥90% of staff, students and parents agree with the questions relating to "school culture"
Level of Achievement	≥20% increase in students with a disability achieving C or above in English and Maths
Nationally Consistent Collection of Data (NCCD)	100% of NCCD data is reliable and accurate

Measurable Outcomes

P-2	English	Maths
C & above	80%	85%
A/B	43%	46%
3-6		
C & above	80%	85%
A/B	31%	46%

Measurable Outcomes

Item	3-year target
School Opinion Survey	≥90% of staff agree with the questions relating to "staff development"
Annual Professional Development Plan (ADPD)	100% of staff complete the APDP process

Success Criteria

Behaviourally:
Students will:

- Be respectful, responsible and safe
- Be healthy, confident and resilient as foundations for engaging in learning

Teachers will:

- Model and explicitly teach expected behaviours
- Form positive partnerships with students, families, staff and community
- Know each student they teach and understand what works best for them
- Use trauma informed practices in conjunction with disciplinary measures to enhance positive behaviour and respectful relationships

Leaders will:

- Support and resource the implementation of wellbeing and engagement programs as strong foundations for learning outcomes

Success Criteria

Behaviourally:
Students will:

- Achieve success in English and Maths

Teachers will:

- Create welcoming, inclusive and accessible classrooms
- Be knowledgeable and confident planning for, teaching and assessing all students
- Confidently record evidence for NCCD

Leaders will:

- Be knowledgeable and confident supporting teachers to plan, teach and assess all students
- Drive MTSS through collegial engagement, collaborative planning and case management
- Monitor the effectiveness of whole school MTSS

Success Criteria

Behaviourally:
Students will:

- Achieve C or above in English and Maths
- Articulate their learning using 5 Questions for Students (5Q4)

Teachers will:

- Create and deliver highly differentiated teaching and learning sequences, aligned with the AC V9 and P-12 CARF
- Have a common goal that every student achieves at least 1 year of learning growth each year

Leaders will:

- Support curriculum and pedagogy enactment through resource management
- Lead high performing teaching teams through collegial engagement, collaborative planning and moderation processes
- Monitor and review all school data

Success Criteria

Behaviourally:
Teachers will:

- Engage with the Collegial Engagement Framework
- Build their professional expertise through high quality, targeted development opportunities
- Engage in the APDP process

Leaders will:

- Drive the Collegial Engagement Framework and provide differentiated professional learning opportunities to all staff
- Support the delivery of teacher leadership initiatives with a focus on expertise in the curriculum, teaching and learning
- Implement strategies to support the health, safety and wellbeing of staff

Resourcing

- Berry Street Educational Model
- Classroom Profiling
- Flexible resourcing via additional targeted positions

Resourcing

- Flexible resourcing via additional targeted positions
- Co-teaching
- Provision of assistive technologies

Resourcing

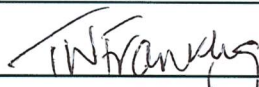
- Flexible resourcing via additional targeted positions
- Provision of collaborative planning time

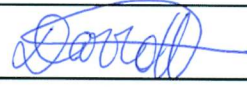
Resourcing

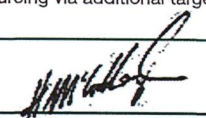
- School capability coaches
- Flexible resourcing via additional targeted positions

Approvals

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


Principal


P&C/School Council


School Supervisor