


<div> <div>Strategic Plan 2024 – 2028</div>  </div>	Our Vision: To make our best better Our School Vision was collaboratively created, to ensure our parents, staff and students work towards developing and advocating high expectations to all. We want all students to have the knowledge, skills, values and confidences to move through life seizing all opportunities presented to them and be able to make realistic and informed life and career decisions and choices. Our 4 year vision Holistically develop a consist pedagogical approach for curriculum where every student thrives.						
	Our Values At Hamilton Island State School, we want every student to achieve their potential in an environment that is supportive and conducive to learning. As a school community, we model and develop in our students the skills to; <div> I am SAFE I am RESPONSIBLE I am RESPECTFUL I am a PROUD LEARNER </div>						
	Consultation Our key improvement strategies are determined through community consultation and engagement through our 2023 School Review, and the prioritisation of our responses are developed through consultation with our school staff. In delivering these improvement strategies, we respond to data and feedback to drive continuous improvement through four stages of practice, exploring, establishing, enhancing and embedding.						
	Strategies	Actions	Timelines				Evidence Source
Focus: Curriculum	Implement Version 9 Learning Areas as scheduled	<ul style="list-style-type: none"> Support and embed processes to develop locally relevant teaching and learning resources Upskill staff knowledge in Version 9 Monitor and maintain documentation and decision making Implement the Australian Curriculum Version 9 as additional learning areas are released Align curriculum planners to the V9 curriculum 	Establish English Explore Mathematics	Enhance English Establish Maths and explore all other learning areas	Enhance	Embed	<ul style="list-style-type: none"> 3 Levels of Planning V9 Familiarisation and Implementation Action Plans Version 9 Planning and moderation
	Embed Australian Curriculum and align practices to the P-12CARF	<ul style="list-style-type: none"> Embed whole school curriculum plan to ensure clarity of systematic curriculum delivery for all subjects and year levels 	Embed	Embed	Embed	Embed	<ul style="list-style-type: none"> Three levels of planning 6 year plan and Hamilton Island SS Ways of Working Manual 1 year plan Curriculum Alignment planner Band plans Term Accountability Planner Hamilton Island SS CARF OneNote CARF
	Implement a whole-school approach for the teaching of literacy through the Australian Curriculum to embed consistent practices across the school	<ul style="list-style-type: none"> Use data to drive improvement in literacy Build staff capability to select approaches, practices and strategies appropriate to the curriculum, learning and learners Develop a shared understanding and language around pedagogy Embed the inquiry cycle process of analysing data to identify next steps and individualised learning goals Provide opportunities for staff to collaboratively analyse student data and apply an inquiry cycle process in literacy Identify reading and writing strategies to drive student improvement using data Regularly review student learning targets and goals in 5-week cycles Ensure all students are able to articulate their learning goals and next steps using the 5Q4 Model 	Establish	Enhance	Enhance	Embed	<ul style="list-style-type: none"> Mapping of Literacy continuum One School student PLP's 5Q4 model Inquiry cycle Staff meetings
	Consolidate a shared understanding of the schools agreed pedagogical approach for differentiation and marker students	<ul style="list-style-type: none"> Continued application of learning walls Embedding Whole School Approach to Marker students Build the capability of current and incoming staff to understand the marker student approach Designate a marker student to each teaching staff member to lead a case management process 	Establish	Enhance	Enhance	Embed	<ul style="list-style-type: none"> Learnings walls Know think do considerations tables Term Accountability Planners Create goal setting agreed practices Whitsunday Inclusion forum Weekly marker student discussions Student folios
Focus:	Develop a whole school collegial coaching framework	<ul style="list-style-type: none"> Coaching observations twice a term 	Explore	Establish	Enhance	Embed	<ul style="list-style-type: none"> Learning walks and talks Lesson Observations

Build an expert team by developing curriculum continuity		<ul style="list-style-type: none"> ▪ Collaboratively develop an agreed collegial engagement framework to support observation and feedback processes and the implementation of school priorities ▪ Develop a whole school coaching framework ▪ 1:1 collegial framework ▪ Strengthen agreed collegial processes to support line of sight of the principal from intended to enacted curriculum 					<ul style="list-style-type: none"> ▪ Coaching framework
	Strengthen the systematic use of a range of data to inform next steps in teaching and learning	<ul style="list-style-type: none"> ▪ Classroom continuity ▪ Create opportunities for teachers to make informed pedagogical choices during curriculum planning meetings ▪ Implement weekly curriculum check ins during staff meetings ▪ Build data literacy skills of all staff to inform greater precision in responses to student needs in the programs delivered 	Explore	Establish	Enhance	Embed	<ul style="list-style-type: none"> ▪ 6-year curriculum plan and how to manual ▪ 1 year curriculum plan ▪ Term accountability planner ▪ 3 levels of planning ▪ Hamilton Island SS OneNote ▪ Learning walls ▪ Weekly curriculum check in during staff meetings
	Enhance existing moderation processes to build on teachers' knowledge of the Australian Curriculum and support consistent judgments against the achievement standards	<ul style="list-style-type: none"> ▪ Continue to review and enhance assessment and moderation practises ▪ Embed Whole school moderation: Before After After End Model as a mechanism to align GTMJ, exemplars and develop responsive pedagogical approaches to teaching ▪ Expand opportunities for staff to collaborate with cluster schools to support professional learning priorities 	Enhance Before Moderation	Enhance Before Moderation	Embed	Embed	<ul style="list-style-type: none"> ▪ Moderation meetings and professional discussions ▪ One Note Hamilton Island Way ▪ 6 year curriculum plan and How to manual ▪ 1 year curriculum plan ▪ Term accountability planner ▪ 3 levels of planning ▪ Hamilton Island SS OneNote ▪ Inquiry Cycle ▪ Whitsunday cluster planning and moderation ▪ Student portfolios
	Initiate the use of APDPs for all staff to align staff professional learning with AIP priorities	<ul style="list-style-type: none"> ▪ Align staff capacity building with school priorities ▪ Build staff capability to select approaches, practices and strategies appropriate to the curriculum, learning and learner using data 	Enhance Before Moderation	Enhance Before Moderation	Embed	Embed	<ul style="list-style-type: none"> ▪ APDPs ▪ Whitsunday cluster planning and moderation ▪ Staff meeting minutes
	Ensure all new programs are collaboratively selected based on data	<ul style="list-style-type: none"> ▪ Ensure programs and decision making is data driven 	Explore	Establish	Embed	Embed	<ul style="list-style-type: none"> ▪ One Note Hamilton Island Way ▪ 6-year curriculum plan and how to manual ▪ 1 year curriculum plan ▪ Term accountability planner ▪ 3 levels of planning ▪ Hamilton Island SS OneNote ▪ Student portfolios
Focus: School performance and wellbeing	Build the understanding of PBL processes and expectations for all new and incoming staff to maintain a safe and positive learning environment	<ul style="list-style-type: none"> • Embed a Positive Behaviour for Learning (PBL) Framework with measurable outcomes • Region support to upskill PBL mentor • Maintain and strengthen PBL as a proactive and responsive approach to address student engagement, positive student behaviour and universal strategies for student wellbeing • Transparent processes that are reviewed regularly • Establish a PBL committee • Establish clear expectations and model processes for the students • Set clear expectation and reviewing of school rules • Collaborate with P&C to co-construct processes 	Embed	Embed	Embed	Embed	<ul style="list-style-type: none"> ▪ Behaviour and SDA Data ▪ PBL Action Plan and Minutes ▪ Wellbeing data being tracked ▪ Wellbeing embedded into PBL and Health
Focus: Community Patnerships	Authentic Learning and developing community partnerships	<ul style="list-style-type: none"> • Use authentic learning to create holistic, hands on and engaging learning experiences for all students' tasks for all learning areas • Utilize the inquiry cycle to develop authentic learning experiences and assessment tasks that embrace the context of the school • Embed a strong positive relationship with the community and island to develop successful partnerships to promote unique learning experiences and cater to student learning outcomes 	Embedding	Embedding	Embedding	Embedding	<ul style="list-style-type: none"> ▪ Authentic Learning Inquiry Cycle Wall ▪ Calendar ▪ Parent opinion survey ▪ PLP's

		<ul style="list-style-type: none">Utilising an AAP approach to develop hands on experiences					
		<ul style="list-style-type: none">Staff engage with First Nations Leaders to imbed Indigenous Histories and Cultural education in the classroom	Embedding	Embedding	Embedding	Embedding	<ul style="list-style-type: none">Indigenous Histories and Cultural activitiesAuthentic Learning Inquiry Cycle Wall
		<ul style="list-style-type: none">Maintain and strengthen current communication processes and opportunities for parent input into the school's strategic direction to sustain positive parent and community relationships.Strengthen relationships with HIE staff and representatives to generate support for operational and educational needs of staff and students	Embedding	Embedding	Embedding	Embedding	<ul style="list-style-type: none">SOSCheck in surveysP&C meetingThrift marketHIE activities team.

PERFORMANCE MEASURES							
School Priorities	Support Measures	Baseline 2022				4 Year Target	
		Prep	Year 1	Year 2	Prep to Year 2		
Starting strong For every student in Prep to Year 2, we will monitor...	Proportion of students achieving C and above in English	Semester 1, 2023 – 95% Semester 2, 2023 – 80%	Semester 1, 2022 – 89% Semester 2, 2022 – 79%	Semester 1, 2022 – 93% Semester 2, 2022 – 94%	Semester 1, 2022 – 92.3% Semester 2, 2022 – 84.3%	93%	
	Proportion of students achieving C and above in Mathematics	Semester 1, 2023 – 90% Semester 2, 2023 – 86%	Semester 1, 2022 – 100% Semester 2, 2022 – 91%	Semester 1, 2022 – 100% Semester 2, 2022 – 100%	Semester 1, 2022 – 96.6% Semester 2, 2022 – 92.3%	95%	
	Proportion of students achieving A or B in English	Semester 1, 2023 – 46% Semester 2, 2023 – 45%	Semester 1, 2022 – 46% Semester 2, 2022 – 57%	Semester 1, 2022 – 45% Semester 2, 2022 – 39%	Semester 1, 2022 – 45.6% Semester 2, 2022 – 47%	50%	
	Proportion of students achieving A or B in Mathematics	Semester 1, 2023 – 50% Semester 2, 203 – 54%	Semester 1, 2022 – 80% Semester 2, 2022 – 72%	Semester 1, 2022 – 76% Semester 2, 2022 – 70%	Semester 1, 2022 – 68.6% Semester 2, 2022 – 65.3%	65%	
	Attendance	2022 – 88.2%	2022 – 89.1%	2022 – 92%	Average for Prep to Year 2, 2022 – 89.8% Whole School, 2022 – 89.2%	92% or higher.	
	School Disciplinary Absences	2022 – 0	2022 – 0	2022 – 0	Average for Prep to Year 2, 2022 – 0 Whole School, 2022 – 2	Maintain low SDAs.	
Building on foundations For every student in middle and upper primary (Years 3 to 6) we will monitor...		Year 3	Year 4	Year 5	Year 6	Years 3 to 6 Overall	
	Proportion of students achieving C and above in English	Semester 1, 2022 – 73% Semester 2, 2022 – 84%	Semester 1, 2022 – 93% Semester 2, 2022 – 100%	Semester 1, 2022 – 86% Semester 2, 2022 – 93%	Semester 1, 2022 – 80% Semester 2, 2022 – 93%	Semester 1, 2022 – 63.2% Semester 2, 2022 – 92.5%	93%
	Proportion of students achieving C and above in Mathematics	Semester 1, 2022 – 86% Semester 2, 2022 – 98%	Semester 1, 2022 – 93% Semester 2, 2022 – 100%	Semester 1, 2022 – 95% Semester 2, 2022 – 100%	Semester 1, 2022 – 91% Semester 2, 2022 – 95%	Semester 1, 2022 – 91.2% Semester 2, 2022 – 98.2%	95%
	Proportion of students achieving A or B in English	Semester 1, 2022 – 38% Semester 2, 2022 – 44%	Semester 1, 2022 – 76% Semester 2, 2022 – 73%	Semester 1, 2022 – 21% Semester 2, 2022 – 34%	Semester 1, 2022 – 40% Semester 2, 2022 – 52%	Semester 1, 2022 – 43.7% Semester 2, 2022 – 50.7%	50%
	Proportion of students achieving A or B in Mathematics	Semester 1, 2022 – 54% Semester 2, 2022 – 70%	Semester 1, 2022 – 57% Semester 2, 2022 – 82%	Semester 1, 2022 – 63% Semester 2, 2022 – 73%	Semester 1, 2022 – 54% Semester 2, 2022 – 61%	Semester 1, 2022 – 57% Semester 2, 2022 – 71.5%	65%
	Attendance	2022 – 89%	2022 – 90%	2022 – 87.4%	2022 – 89.6%	Average for Years 3 to 6, 2022 – 89% Whole School, 2022 – 89.2%	92% or higher.
	School Disciplinary Absences	2022 – 0	2022 – 0	2022 – 0	2022 – 2	Average for Years 3 to 6, 2022 – 2 Whole School, 2022 – 2	Maintain low SDAs.

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 One School.



Doug Cassidy
Principal



Frazer Yendell
P&C President



Natalie Taylor
School Supervisor