

STRATEGIC PLAN 2024 - 2027

<p>School profile: Cairns West State School seeks to create an environment that provides success for all of our students. To do this, Cairns West has a culture of setting high standards for student learning, professional accountabilities for the teaching and learning process, and by creating intentionally inviting classrooms. At Cairns West State School, we proudly recognise Indigenous cultures and traditions and seek to embed Indigenous perspectives across all aspects of the schooling experience. We further seek to engage with parents and carers to empower them to better contribute to their children's education. Cairns West State School is central to the tri-hub of Mooroolbool, Manunda and Manoora suburbs. Our school community is made up of diverse multicultural backgrounds, many of our 500 students being from non-English Speaking backgrounds, with approximate 67% of students being from Torres Strait Islander and Aboriginal cultural heritage. Our diverse student population also encompasses children with Cook Islander, Bhutanese, North African and Caucasian backgrounds as well as other cultural groups. In partnership with parents, we are committed to delivering a high-quality, inclusive education to the children of this community. Our school has a strong focus on the teaching of reading and we strive to create safe, trauma informed learning environments for our students. Other school priorities across all year levels include the sound development of standard Australian English, literacy and numeracy skills and social-emotional learning.</p>	<p>Vision and values Vision: Our school as a community of learners in which every person is valued and able to take advantage of a range of opportunities to achieve personal academic success and to develop in responsibility and character. Values and Beliefs: Cairns West State School values the diversity of its community and student population and the focus of our teaching across all year levels is the sound development of standard Australian English, numeracy skills and of socially and emotionally well-balanced students.</p>
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 Educational achievement	 Wellbeing and engagement	 Culture and inclusion
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School review key improvement strategies

- 1.1 - Collaboratively develop the school's strategic plan, using disaggregated data sets, to consolidate a small number of clear priorities with actions, outcomes and observable, measurable targets.
- 9.1 - Develop a formal community reference group to foster and encourage communication between school and families and build the knowledge and capability of stakeholders to support student engagement, wellbeing and learning. [Partnership/community improvement strategy]
- 6.1 - Quality assure the school's curriculum plan, with regional support, to align with the requirements of the current P-12 CARF to ensure every student from Prep to Year 6 is provided with their curriculum entitlement.
- 8.1 - Refine the whole-school approach to pedagogy, aligned to the current P-12 CARF that outlines a repertoire of effective pedagogical approaches, practices and teaching strategies to meet the diverse learning needs of students.
- 5.1 - Collaboratively strengthen and systemise observation and feedback processes, along with scheduled opportunities to watch others work, to support consistent, effective teaching and learning practices aligned to the EIA.
- 9.2 - Establish a place-based strategy to ensure Aboriginal and Torres Strait Islander voice and influence in the school's strategic direction and development of a culturally authentic, rich and engaging curriculum. [Partnership/community improvement strategy]

School priorities summary

- Connected to community
- Effective pedagogical practices
- Curriculum accountability
- Data informed decision making

Disaggregated data sets:

- Student groups:** First Nation's students, Refugee (EALD), OOHC, NCCD, Mobility (CWSS kids), Triple Vulnerable
- Key Data Sets:** Attendance <85%, (inc late students.), C+ Eng / Maths, Reading, Wellbeing, SDA

School priority 1:
Our school connects with all community partners to support student engagement, wellbeing and learning..

Strategies

- 1.2 - REFINE roles and responsibilities, aligned to the strategic plan, to ensure each staff member has clarity regarding expectations, responsibilities, and accountabilities for implementing strategies that address strategic priorities.
- 3.1 - BUILD engagement with stakeholders and external support agencies, including for complex case management and early intervention, to strengthen the school's multi-tiered systems of support to ensure timely, clearly defined Tiers 2 and 3 approaches. [Partnership/community improvement strategy]
- 7.2 - INVESTIGATE the use of regional support and collaboration with local schools to calibrate and analyse data, such as Nationally Consistent Collection of Data on School Students with Disability (NCCD) and Levels of Achievement (LOA), and use validated data sets to assign differing levels of support for student learning.
- 9.1 - DEVELOP a formal community reference group to foster and encourage communication between school and families and build the knowledge and capability of stakeholders to support student engagement, wellbeing and learning. [Partnership/community improvement strategy]
- 9.2 - ESTABLISH a place-based strategy to ensure Aboriginal and Torres Strait Islander voice and influence in the school's strategic direction and development of a culturally authentic, rich and engaging curriculum. [Partnership/community improvement strategy]
- 9.3 - STRENGTHEN connections with school and community partners to enhance transition into, and through the school with a particular focus on identifying the specific needs of the range of diverse learners and harnessing timely and effective intervention [Partnership/community improvement strategy]

Phase	2024	2025	2026	2027
	1.2	9.2	9.3	
	3.1	7.2		
	9.1			

Measurable/desired outcomes

- SRDs reviewed annually and shared with staff.
- Official agreements established with playgroups operating in school.
- Community reference group established and meeting twice termly.
- Community of Practice established with stakeholders meeting termly.
- Parent participation on School Opinion Survey from 10.6% 2023 to 50% 2027
- Improved transition processes supporting early targeted intervention.
- SDA rate maintained in line with regional / state averages

Attendance

Student Group	Measure	2023	2027 Target
All	Attendance rate	75%	85%
All	<85%	59%	40%
First Nations	Attendance rate	68%	78%
First Nations	<85%	73%	50%

School priority 2:
Our school prioritises consistent effective evidence based pedagogies, that meet the diverse learning needs of all students.

Strategies

- 1.1 - Collaboratively DEVELOP the school's strategic plan, using disaggregated data sets, to consolidate a small number of clear priorities with actions, outcomes and observable, measurable targets.
- 2.3 - SHARPEN the school data plan, ensuring alignment with strategic planning documents to clearly inform monitoring of student progress and teaching and learning practices.
- 3.2 - REFINE identified differentiated strategies, evaluate their impact and modify as required to maximise attendance and engagement.
- 4.1 - FINALISE work, in consultation with regional Human Resources (HR), to enable a smooth transition to a sustainable staffing allocation, ensuring the selection of personnel meets the requirements of the school's strategic priorities.
- 4.2 - DESIGN and MONITOR quantitative student achievement targets aligned to the school's EIA, to determine the impact of school-purchased human and curriculum resources and ensure proportional return on investment.
- 5.1 - Collaboratively STRENGTHEN and systemise observation and feedback processes, along with scheduled opportunities to watch others work, to support consistent, effective teaching and learning practices aligned to the EIA.
- 7.1 - BUILD staff capability in differentiated teaching and learning, recorded in classroom planning, by providing collaborative opportunities for members of the teaching team to share practices and strengthen student engagement.
- 8.1 - REFINE the whole-school approach to pedagogy, aligned to the current P-12 CARF that outlines a repertoire of effective pedagogical approaches, practices and teaching strategies to meet the diverse learning needs of students.
- 8.2 - Systematically ENACT processes that monitor and measure the effectiveness of pedagogies to inform ongoing improvement in teaching practice.

Phase	2024	2025	2026	2027
	1.1	7.1	2.3	3.2
	4.1	5.1	8.2	8.1
			4.2	


Measurable/desired outcomes

- Established processes that monitor and measure the effectiveness of pedagogies.
- Classroom Observation and Feedback (CO) embedded.
- All staff accept responsibility and cater for the diverse needs of learners.
- Improved reading outcomes (phonics / fluency / comprehension).
- NAPLAN: First Nations –**
 - Reading: Yr 3 - Needs additional support 2023 = 55% / 2027 = 35%**
 - Reading: Yr 5 - Needs additional support 2023 = 57% / 2027 = 35%**

Academic Data

Student Group	Measure	2023	2027 Target
All	C+ English	60%	75%
All	C+ Maths	66%	80%
First Nations	C+ English	48%	65%
First Nations	C+ Maths	55%	75%

School priority 3: Quality Implementation of the Australian Curriculum V9.0					Strategies - 2.1 - STRENGTHEN the data literacy skills of leaders to more deeply analyse specific data sets, including disaggregated data for ongoing monitoring, evaluation and school improvement. - 2.2 - CONSOLIDATE teacher data literacy, with a greater focus on the early junctures of moderation, to facilitate the selection of high-impact strategies to lift student achievement. - 5.2 - STRENGTHEN and ENACT the Annual Performance Review (APR) processes, ensuring differentiated support for teachers to provide high-quality and consistent curriculum delivery and pedagogical practices. - 6.1 - QUALITY ASSURE the school's curriculum plan, with regional support, to align with the requirements of the current P-12 CARF to ensure every student from Prep to Year 6 is provided with their curriculum entitlement. - 6.2 - IMPLEMENT distributed responsibility in curriculum planning to build a deep knowledge of the AC and support teacher confidence to lead consistent enactment of the quality-assured curriculum plan. - 6.3 - DEVELOP systematic monitoring processes for leadership team members to ensure the intended curriculum is enacted with integrity in all classrooms. - 8.3 - REVIEW implementation of the whole-school approach to the teaching of reading to determine the most effective use of strategies and resources to enhance student reading outcomes.	Measurable/desired outcomes - Every student provided with curriculum entitlement as per P-12 Framework. - Before moderation juncture includes analysis of student data to inform planning. - APR / Setting Professional Goals (SPG) processes are aligned to AITSL professional standards, joint statement and career stages of teachers and leaders. - Teachers and leadership demonstrate a shared understanding and deep knowledge of the Australian Curriculum (AC) and shared responsibility of curriculum development. - All staff have a current APDP completed with authentic intent. - V9.0 AC being implemented in line with departmental timelines.
Phase	2024 2.1 6.1	2025 6.2 5.2	2026 8.3	2027 6.3 2.2		

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