

Strategic Plan

2023 - 2026

OUR COMMITMENT



Our Motto: *We Wonder at Nundah!*

Our Frame: *Cohesion and Belonging + Autonomy and Agency + Progress and Competency = Equity and Excellence*

Our Vision:

Growing Curious,

Connected & Intrinsically

Motivated Learners

Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

For more information, see the [DoE Commitment Statement](#)



Our Values: In Everything We Do We Value



Our Beliefs: In Everything We Do We Believe



Our Outcomes: In everything we do we will grow learners' capability to be



Our Strengths:

To Glow

Innovation and Curiosity are fostered

Our Heart for embracing each whole child

Our Nundah Vision is reflected through well-resourced, aesthetically inviting, purposeful indoor and outdoor learning spaces-facilities, to optimise learning engagement and well-being.

Our deep belief that every student is capable of learning success, ensures we empower students to develop self-efficacy.

Our Nundah Narrative creates a shared language, values and expectations. The 10 Nundah gifts are embedded for both academic achievement and the dispositions for success in life.

Self-aware and reflective students who aspire to embody the "Nundah Gifts".

Student engagement is maximised through quality curriculum, teaching & learning. This is ensured by effective evidence-based pedagogical practices, assessment for learning principles, thoughtful curriculum design, differentiation for all in an inclusive culture, digital pedagogies, and meaningful specialist

Well thought-out and sustained transition processes into Prep and through the school and beyond.

Personal and professional learning is substantial, systematic, sustained & differentiated. We develop leadership qualities, deep knowledge, and a culture of self-evaluation with co-verification through coaching and mentoring.

A culture of internal control psychology, developed through understanding of Neuroscience, CT, RT and LM creates a shared philosophy and language.

A strong sense of belonging and connectedness amongst students, staff, and our community.

Nurtured, trusting relationships build staff collegiality for collaborative teamwork

Our Opportunities:

To Grow

BE:

Intrinsically motivated to work, learn and play by deepening knowledge and strengthening practice of Neuroscience, Trauma informed practices, Choice Theory, Reality Therapy & Lead Management.

KNOW:

All elements of the Australian Curriculum by deepening knowledge and ensuring effective pedagogical practices to engage all learners.

DO:

Embrace inclusion within a culture of self-evaluation with data-driven differentiated teaching, learning, resourcing, and assessing.

BY:

Ensuring clarity & quality through focussed disciplined inquiry-based innovation and ongoing learning with, by and for colleagues.

IN:

A variety of age-appropriate places and spaces which enable flexibility, creativity, and innovative learning approaches (indoor and outdoor) for all students.

SO THAT: we can "Wonder at Nundah" – i.e. experience joyful exploration (curiosity) and expression (creativity) through teacher and student agency.

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Our Aspirations:

As Goals

"From Behaving to Belonging"

Staff and students, and a community, who are able to meet all of their basic needs in helpful and engaging ways to leverage their strengths (Glow) in ways which enable them and us to Grow.

"It is not about covering a learning area; it is about uncovering it"

Develop curriculum and assessment that enacts our school values; has relevance and meaning; is conceptual; and coherent; locally contextualised; and is teacher designed for deep learning, curiosity and creativity *in a*

"Measure what we treasure"

Build teachers capacity to analyse respond to data and expand their range of assessment tools to inform teaching in order to cater for the diverse needs of learners.

"Solutions closest to the source"

Enhance systems of collegial engagement to build shared understanding, or 'wonder-standing' or "Nundah-standing" #staycurious

Learning spaces to access curriculum & respectful care

for, and improvement of, grounds and facilities as per School Strategic Infrastructure Plan

Our Strategies:

As Actions

- Clear universal procedures for when physical or emotional / psychological safety is threatened and debrief processes.
- Proactive teacher-led collaborative development of individual plans (all levels Ready to Learn through to Safety plans) with SWAN team, DP, students and families with ongoing self-evaluation and monitoring.
- Increased understanding of Lead Management approaches for clarity in boundaries, types of consequences, and development of appropriate individual plans.
- Regular explicit teaching of social emotional skills as per 'Pedagogies of Belonging' (integrated and parallel programs) and tracking student progress.
- Enhance implementation of neuro-savvy routines and strategies (KN: School Routines and Transition; ESCM/Profiling, Helping Hands, Switch4Schools)
- Enhance partnerships by providing ongoing parent education regarding CT, self-management, Neuroscience, PPP, Parent placemat Student Wellbeing Framework & Parent Code of Conduct.
- Quality Schools accreditation process.

- Enhance connection to Country and the Environment: incorporate cultural perspectives into school life; provide First Nations learning to staff and enhance community connections.
- Strengthen staff knowledge, understanding and application of the full breadth of the Australian curriculum (including general capabilities and cross-cultural priorities), ensuring focus through Curriculum Design, year level stability, and cluster partnerships.
- Enhance connection to Country and the Environment: incorporate cultural perspectives into school life; provide First Nations learning to staff and enhance community connections.
- Investigate high-yield strategies for extending and challenging all students with intellectually rigorous learning and assessing opportunities.
- Focus on quality evidence-based teaching and learning practices through CPL Theories of Action and age-appropriate pedagogies.
- Further enhance curriculum understanding to develop locally relevant curriculum units, assessment and marking guides.
- Support teachers' proficiency to select and apply the appropriate identified pedagogical approaches to meet the needs of all learners.
- Strengthen capability for consistent implementation of agreed pedagogical processes (Keys to Unlocking learning at Nundah; Environment as 3rd Teacher etc).
- Enact the AC through visible learning principles in a way which realises our 6 Values and Nundah 10

- Deliberate and documented planning for all students to ensure they are accessing the AC curriculum and are provided multiple opportunities with reasonable adjustments to access and show their knowledge and skills.
- Utilise Assessment for learning principles to rethink range and balance of assessment.
- Redevelop school data plan for meaningful collection and use of data.
- Inquiry learning of Assessment for Learning and 'Rethinking Assessment' research.
- Review and monitor staffing and resourcing to support inclusion, being agile and flexible to support all learning needs (including high achieving students).
- Enhance practices for agile assessment-capable learners (adults and children) who think for themselves, take charge of their own learning, know how to self-monitor their work, look for ways to improve, help their peers.
- Strengthen the culture of self-evaluation through data that enables staff to engage in rigorous discussions to inform differentiated teaching practices.
- Provide clarity about expectations to ensure quality by completing co-construction of Keys to Unlocking Learning at Nundah and articulate our shared culture for Inclusion (right content-skills; place; time; people);

- Consistently communicate the connections to the Strategic Plan, forever focus items and Annual Improvement Agenda with collaboratively developed measurable targets, timelines, roles, accountabilities, and clear responsibilities for all staff.
- Increased time for staff inquiry learning in professional learning teams around relevant topics with opportunities to play and then share-teach others
- Provide support and challenge through new clearly aligned SWAN and instructional leadership model (P, DPs, HODcs, & HOS) to drive improvement.
- Increased time devoted to year level and crew meetings on improvement agenda aligned actions.
- Embed coaching for all in all we do (and mentoring for early career teachers) with increased opportunities for WoW
- Provide needs-based timely professional learning and to work with and learn from each other in collegial engagement (Learning Walks & Talks, WoW, PLCs, Instructional Coaching, and Video Reflection and Feedback-Feed Forward)
- Refine induction for new staff (pace, timely, teams involved, more show less tell) and maintain options for individual professional learning based on need.

- Nature Play outdoor learning areas developed
- Improvements A Block sound acoustics.
- Complete refresh of learning spaces and engage with SWAN re optional furniture and equipment matched to needs.
- Improve Junior Toilets especially flooring and additional toilets.
- D Block (yr 1) classrooms extend, refresh and resource.
- Improve disability and pram friendly mobility access.
- Improve staff car parking and safety access.

Our Success Indicators:

Results - Looks Like, Sounds Like, Feels Like

- Making time to enjoy and celebrate work-life together
- Love and understanding
- Celebrating the wonderful community, we are and our differences
- Laughter and Joy with Trust
- Consistency and Individuality
- Where we feel welcome, accepted, included, and loved.
- Where we have the opportunity to speak, be heard, learn, and succeed.
- All have the freedom to make choices and participate in self-evaluation processes.
- Joy and calm are the feelings obvious to anyone who enters.
- Unconditional positive regard for students
- Quality Relationships
- Empowerment and voices heard for shared ownership and accountability
- Deep collective toolbox to differentiate
- Higher order thinking evident

- Hear the Australian Curriculum
- See learning walls being used by students to support and strengthen learning
- Students achieving high standards given the right time and right support
- Coherence
- Passions beyond the classroom
- Positive self-talk and attitudes
- Increased self-awareness and confidence
- Time for reflection
- Self-managing students who can choose strategies.
- Risk-taking and play in learning from "mis-takes"
- Effective communicators
- Differentiated support and adjustments for staff

- Differentiated learning for staff
- Working together for a common goal
- Actively engaged and committed
- Safe and inclusive
- Resourcing matched to needs
- Students who work towards becoming their best self.
- Assessment supports learning - tasks which are differentiated and designed for success
- School assessment systems promote aspiration and efficacy
- Data collected must be analysed & used progress learning
- Data collection is meaningful & manageable
- Resources match the data and needs
- Students make full use of school site
- Connected and informed parents
- Academic success with enhanced emotional and socially intelligence

- Appreciation and Respect
- Embracing creativity and nature
- Curiosity flourishes
- Deep Learning
- Ownership of learning progress (co-construct success criteria, self-evaluate, set learning goals and next steps)
- Professional connections and collaborative work
- We all see ourselves as leaders who contribute
- Presence
- Increased feedback and feed forward
- Resilience and flexibility
- Demonstrations of Initiative

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Our Success Indicators:

Results - Measures, Tools and Targets and Looks Like, Sounds Like, Feels Like

Needs Surveys – Students, Staff & Parents

- Student Needs Survey Fun-Learning (q16) – my school makes learning enjoyable: *86% to over 90% satisfied/more than*
- Student Needs Survey Love and Belonging (q56) – My teachers care about me: *increase % in more than satisfied response (from 60%)*
- Student Needs Survey Love and Belonging (q62) – I feel like I belong in my class: *increase % in more than satisfied response (from 55%)*
- Staff Needs Survey – Love and Belonging (q1) – Do you feel cared for by staff as group: *increase % in more than satisfied response (from 70%)*
- Parent Need Survey – Love and Belonging (q66) – Is there a relationship of trust with teacher: *maintain 100% satisfied-more than satisfied*
- Student Needs Survey Survival-Safety (q32) – I feel safe at school psychologically-emotionally: *increase % in more than satisfied response (from 77%) to above 90%*
- Parent Needs Survey Survival-Safety (q35) – parents and children know process to report incidences of concern: *improve 74% to above 90% satisfaction-more than*
- Staff Needs Survey Survival-Safety (q34) – know process to report incidences of concern which affect wellbeing: *improve 83% to 100% satisfaction-more than*
- Parent Needs Survey Survival-Safety (q33) – children feel safe from criticism-humiliation from others: *improve on 73% to above 90% satisfaction-more than*
- Staff Needs Survey Power-Success (q86) – staff feel supported with resolving issues in the playground: *improve 80% to 90% satisfaction-more than*
- Staff Needs Survey Freedom and Choice (q18) – optimism and positivism are nurtured: *maintain percentage above 95%*

School Opinion Surveys – Students, Staff & Parents

- SOS Parent – student behaviour is well managed at this school: *improve 85% to 90% agreement*
- SOS Staff survey – I feel that staff morale is positive at this school – *improve 87% to above 95%*
- SOS Staff Survey – This school encourages parents/caregivers to be active partners in educating their child – *maintain 100%*
- SOS Staff survey – This school fosters respectful relationships among students – *maintain 100%*
- SOS Staff survey – the expectations and rules at this school are clear – *increase from 92% to over 95%*

Wellbeing Surveys – Students Yr 4-6

- QEW - Self Management - Learning when and how to use certain strategies to manage, regulate and maintain oneself in a range of situations. *Improve 14% high response to 50%*
- QEW Sense of Belonging – Students belief that they are respected, valued an accepted, maintain high response above 78%

Needs Surveys – Students, Staff and Parents

- Student Needs Survey Fun-Learning (q124,125,127) – I am challenged; I feel like I can succeed, and my teacher gives me feedback to improve: *90% to 95% satisfaction-more than*
- Staff Needs Survey Fun-Learning (q 14,17) - I provide interesting and stimulating learning experiences and balance between success and challenge for each individual: *increase % in more than satisfied response (from 45%)*
- Parents Needs Survey Fun-Learning (q 114) – Learning is stimulating *91% to above 95% satisfied/more than*
- Parent Needs Survey Love and Belonging (q71) – Learning personal social capabilities for life through teaching (Play is the Way etc): *increase % in more than satisfied response (from 26%)*
- Student Needs Survey Power-Success (q108) – Pedagogies of Belonging – gives me social management skills: *increase % in more than satisfied response (from 53%)*
- Student Needs Survey Survival-Safety (q28) – I am taught Basic Needs and Helping Hands to help me: *improve 78% to above 95% satisfaction-more than*
- Parent Needs Survey Survival-Safety (q34) – children taught and can apply effective strategies for dealing with issues: *improve 75% to above 90% satisfaction-more than*
- Staff Needs Survey Power-Success (q32) – using Pedagogies of Belonging - Play is the Way etc to teach personal-social capabilities: *improve 73% to 100% satisfaction-more than*
- Staff Needs Survey Power-Success (q31) – supported in implementation in Pedagogies of Belonging: *improve on 86% to above 96% satisfaction-more than*
- Parent needs survey – Freedom and Choice (q18) Is choice incorporated into some learning experiences: *increase from 87% to over 90% satisfied/ more than*

School Opinion Surveys – Students, Staff & Parents

- SOS staff survey – This school looks for ways to improve – *maintain 100%*
- SOS Staff survey – I receive useful feedback about my work from this school – *increase from 92% to over 95%*

Wellbeing Surveys – Students Yr 4-6

- QEW responsible decision-making ability to make constructive choices about what is right or wrong. *improve 82% high/medium to above 90%*

Needs Surveys – Students, Staff and Parents

- Staff Needs Survey Fun-Learning (q15) – variety of learning experiences for learning needs: *increase % in more than satisfied response (45%)*
- Parent Needs Survey Fun-Learning (q106) – child enjoying learning: *maintain above 94% satisfied/more than*

School Opinion Surveys – Students, Staff & Parents

- Staff Needs Survey – Fun/Learning (q113) – flexibility to seize the moment: *maintain satisfied-more than satisfied to above 93%*
- Staff Needs Survey – Love and Belonging (q15) – Leadership to confer and connect 1-1 regularly: *improve satisfied-more than satisfied to above 75%*
- Staff Needs Survey – Survival-Safety (q25) – informed and consulted on changes which effect work: *improve satisfied-more than satisfied to above 90% from 84%*
- Staff Needs Survey – Love and Belonging (q18) – meetings adjusted to suit purpose of needs: *: increase % in more than satisfied response (from 24%)*
- Staff Needs Survey Power-Success (q15) – opportunities to address my learning and development needs: *maintain above 97%*
- Staff Needs Survey Power-Success (q16) – encouraged to do quality work: *maintain above 96%*
- Staff Needs Survey Power-Success (q35) – confident about teaching and assessing inquiry learning skills: *improve 30% to 55% to more than satisfied*
- Staff needs Survey Freedom and Choice (q9) - supported with release time provided to support the implementation of key professional learning: *increase % in more than satisfied response of 47%*
- Staff needs Survey Freedom and Choice (q17) - choose to do some things differently to others: *maintain above 95% in satisfied/more than satisfied response*

A-B Achievement Data ENGLISH – Students Yr P-6

- English % A&B– Year Prep 51% 2022; Region 65%; Our Target 70%
- English % A&B— Year One 51% 2022; Region 62%; Our Target 70%
- English % A&B— Year Two 58% 2022; Region 61%; Our Target 70%

School Opinion Surveys – Students, Staff & Parents

- English % A&B– Year Three 62% 2022; Historical 56%; Our Target 70%
- English % A&B– Year Four (Yr Prep 2022) - 45% 2022; Historical 57%; Our Target 70%
- English % A&B– Year Five (Yr One 2022) - 66% 2022; Historical 61%; Our Target 70%
- English % A&B– Year Six (Yr Two 2022) - 66% 2022; Historical 63%; Our Target 70%

A-B Achievement Data MATHS – Students Yr P-6

- Mathematics % A&B– Year Prep 69% 2022; Historical 60%; Our Target 75 %
- Mathematics % A&B– Year One 65% 2022; Historical 51%; Our Target 75 %
- Mathematics % A&B– Year Two 64% 2022; Historical 68%; Our Target 75 %
- Mathematics % A&B – Year Three 70% 2022; Historical 62 %; Our Target 75%
- Mathematics % A&B– Year Four (Yr Prep 2022) 52% 2022; Historical 52%; Our Target 60%
- Mathematics % A&B– Year Five (Yr One 2022) - 74% 2022; Historical 61 %; Our Target 75%
- Mathematics % A&B – Year Six (Yr Two 2022) - 64% 2022; Historical 62 %; Our Target 70%

A-B Achievement Data INQUIRY HASS – Students Yr P-6

- HASS Inquiry % A&B– Year Prep 71% 2022; Our Target 70%
- HASS Inquiry % A&B– Year One 65% 2022; Our Target 70%
- HASS Inquiry % A&B– Year Two 58% % 2022; Our Target 70%
- HASS Inquiry % A&B – Year Three 64 % 2022; Our Target 70%
- HASS Inquiry % A&B– Year Four Yr Prep 2022) - 51 % 2022; Our Target 70%
- HASS Inquiry % A&B– Year Five (Yr One 2022) - 48 % 2022; Our Target 70 %
- HASS Inquiry % A&B – Year Six (Yr Two 2022) – 66% in 2022; Our Target 70%

Needs Surveys – Students, Staff and Parents

- Parent Needs Survey Survival-Safety (q9) – Classrooms are contemporary learning environments: *improve satisfied-more than satisfied to 100%*
- Staff Need Survey Survival-Safety (q6) – access to carpark: *improve satisfied-more than satisfied to above 80%*

School Opinion Surveys – Students, Staff & Parents

- SOS Parent – This school is well maintained: *Maintain above 96%*

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Our Vision:

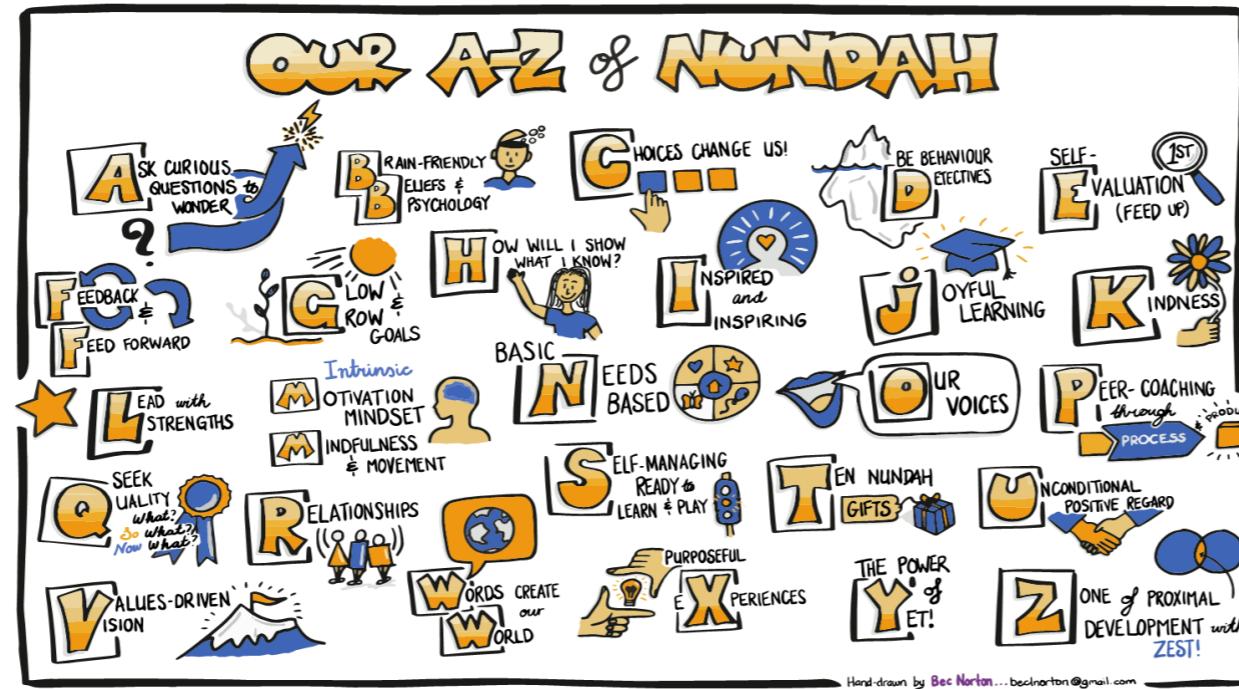
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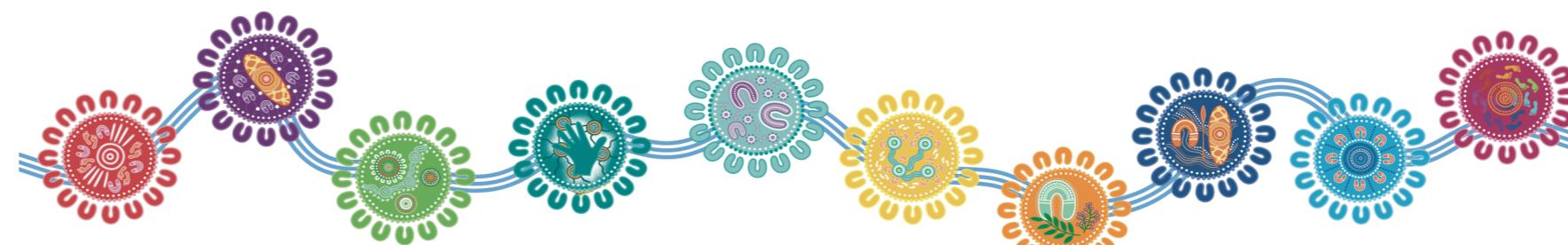
Our Ways of Being: A-Z of Nundah



Our Nundah Gifts: The Wonder Weave of Our Gifts



Our Nundah Gifts: Our First Nations Gifts



Our Graphic : SOAR – Strategic Plan Tree – Strengths, Opportunities, Aspirations and Results

