



Nanango State High School

Strategic Plan 2022 - 2025

Vision

The school vision for Nanango State High School is every student achieving to their full potential . Our school motto is 'Accept the Challenge'.

Values

The school has 4 key values and our school behaviour expectations revolve around these values. This document is the Schoolwide Expectations Matrix. The school values are Respect, Effort, Safety and Responsibility.

School Priorities

Build Staff Capacity

| Long-term targets/desired outcomes | 2022 | 2023 | 2024 | 2025 |
|---|------|------|------|------|
| 1. Junior and Senior subjects are aligned to the Australian Curriculum with scheduled moderation throughout the year. Explicit teaching of reading and writing evident in all subjects. Staff engaged in PDP processes and building data literacy skills. Induction processes strengthened for all staff. | | | | |
| Strategies | 2022 | 2023 | 2024 | 2025 |
| Further refine and fully develop for teachers and leaders the curriculum alignment (Australian Curriculum) and moderation process in Junior Secondary. Quality assure the systematic curriculum implementation and moderation across all subjects. | ✓ | ✓ | ✓ | ✓ |
| Devise and enact a whole-school approach to the explicit teaching of reading and writing and quality assure its enactment in all classrooms. | ✓ | ✓ | ✓ | ✓ |
| Combine existing induction practices with procedures that consider the needs of all staff new to the school to create a systematic and inclusive induction program. | ✓ | | | |
| Develop processes to engage school leaders in systematically driving, clarifying, monitoring and evaluating Explicit Improvement Agenda implementation to support improvements in levels of student achievement and exit outcomes. | ✓ | ✓ | ✓ | ✓ |
| Develop a comprehensive professional learning plan that includes all modes of professional learning opportunities within the school and which is aligned to the Explicit Improvement Agenda. | ✓ | ✓ | ✓ | ✓ |
| Provide regular opportunities for teachers and leaders to analyse and discuss student achievement data to determine next steps for learning and build teacher data literacy skills. | | ✓ | | |





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School Priorities

Enhance Student Wellbeing and Engagement

| Long-term targets/desired outcomes | | | | |
|--|------|------|------|------|
| 1. All staff have adopted the agreed pedagogical model and have this fully embedded in all aspects of teaching and learning thus improving student engagement. All staff will be confident in the differentiation process for the whole range of students. | | | | |
| Strategies | 2022 | 2023 | 2024 | 2025 |
| Support teachers in developing their repertoire of practice in effectively differentiating for the full range of student learners in their classes, including consideration for the needs of high achieving students. | ✓ | ✓ | ✓ | ✓ |
| Review the current pedagogical model and refine as required to determine the signature strategies and approaches to successfully engage the range of learners. | ✓ | ✓ | | |
| Review the use of BYOX across the school, and determine a process to enhance participation, take-up and effective use across all year levels and curriculum areas. | ✓ | ✓ | | |
| Review the CEALS program to reflect a developmental approach to students' social and emotional learning across Years 7 to 12. | ✓ | | | |

Maintain Sustainable and Successful Educational and Community Partnerships

| Long-term targets/desired outcomes | | | | |
|---|------|------|------|------|
| 1. Programmes and partnerships that assist student learning and well being are regularly reviewed to ensure quality student outcomes. | | | | |
| Strategies | 2022 | 2023 | 2024 | 2025 |
| Establish a process to measure the impact of human resource purchases on student learning and wellbeing outcomes. | ✓ | ✓ | ✓ | ✓ |
| Establish a process to measure the impact of educational and community partnerships on student learning and well being. | ✓ | ✓ | ✓ | ✓ |

Embed a School Culture Based on Positive Relationships

| Long-term targets/desired outcomes | | | | |
|--|------|------|------|------|
| 1. Effective Classroom Management (Education Queensland - PBL) and Inclusive Education Policy (2021-2025) are fully embedded across the whole school. Collegial engagement through the classroom walkthrough process is fully established. | | | | |
| Strategies | 2022 | 2023 | 2024 | 2025 |
| Build staff understanding of, commitment to, and consistent enactment of agreed student management processes. | ✓ | ✓ | ✓ | ✓ |
| Develop a whole-school inclusion framework that identifies and documents beliefs, systems, processes, responsibilities and accountabilities. | ✓ | ✓ | | |
| Build the cohesive and systematic approach to collegial engagement that results in regular classroom observations accompanied by authentic feedback. | ✓ | ✓ | ✓ | ✓ |
| Reinvigorate processes and procedures to improve student attendance rates to the desired levels. | ✓ | ✓ | ✓ | ✓ |





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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 OneSchool.

Principal

P and C / School Council

Assistant Regional Director

