2025 SCHOOL STRATEGIC PLAN

School profile

The school services students in the residential suburbs of Kingston, Marsden, Browns Plains, Loganlea, Waterford and Woodridge.

Kingston State College is a multi-pathway campus that seeks to ensure that all students have the opportunity to reach their life potential.

The College Community is committed to the promotion of values such as respect, personal accountability and taking pride in achievement.
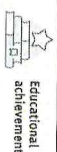
Vision and values

Vision: Equity and Excellence: To inspire students to reach for unlimited futures

Values: common sense, curtesy, commitment and co-operation

School priorities

- To improve student levels of achievement by creating a structured, consistent approach to instruction including integrating timely, actionable feedback into the teaching and learning cycle.
- To enhance student engagement and create a positive, supportive learning environment by co-creating clear, consistent behaviour expectations and consequences, fostering a sense of ownership and responsibility among students
- To enhance student engagement, retention and post-school outcomes by expanding subject offerings, particularly vocational education qualifications (VET), in the senior school phase, providing students with diverse pathways to further education, training, and employment.

School review key improvement strategies:

- Enact Quality Assurance (QA) processes with clear line of sight practices supported by roles, responsibilities and accountabilities for the Executive Leadership Team (ELT) and broader leadership team to ensure consistent college-wide implementation of priorities.
- Collaboratively design and embed a whole of college staff and student wellbeing program, referencing the departmental wellbeing framework.
- Collaboratively develop agreed signature pedagogical practices for Year 7 to Year 10 and quality assure consistent implementation.
- Deepen teaching staff knowledge, understanding and capability in best practice high-yield differentiation practices, to meet the needs of all students, particularly those students who have complex learning and behaviour needs.

School priority 1:

To improve student levels of achievement by creating a structured, consistent approach to instruction integrating timely, actionable feedback into the teaching and learning cycle.

Phase

Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)

	2025	2026	2027	2028
	D-I	E-R	E	E

Strategies

Engaging and inclusive classrooms

- Strengthen the clear alignment of processes adopted across the school to support every teacher to make informed pedagogical decisions through precision and quality in planning, differentiated teaching, learning, and assessment
- Embedding a culture of feedback cycles within teacher pedagogy, incorporating the deconstruction of exemplars
- Collect and analyse data on student performance and feedback utilisation (e.g., through surveys, focus groups, assessment results) to assess the impact of feedback cycles on student achievement.
- Academic case management of marker students with an emphasis on students with disability and First Nation students

Growing together through collegial engagement

- Provide opportunities for peer observation and collaborative feedback practices among teachers to share insights, improve teaching strategies
- Develop a shared understanding of what effective feedback looks like, ensuring alignment with UDL framework

Success criteria

Students will:

- Articulate where they are at with their learning
- Provide appropriate answers to the 5 reflective questions
- Refer to exemplars to understand how to improve their work

Teachers will:

- Articulate the AIP priorities and their contribution to it
- Create exemplars for all units of work, aligned to the achievement standard
- Incorporate learning goals, success criteria and feedback cycles into their term plans
- Deconstruct exemplars with the whole class
- Provide opportunities for timely feedback throughout the unit
- Provide opportunities for students to apply feedback to their work
- Engage in professional development
- Develop inclusive assessment practices that accommodate varied learning styles, providing all students with equitable opportunities to demonstrate their knowledge and skills.

Leadership team will:

- Create faculty action plan to that articulate the AIP priorities and their contribution to it
- Conduct an audit on existing use of exemplars across all KLAs
- Quality assure and provide feedback to teachers on their planning and practice
- Model feedback cycles through faculty and line management meetings
- Provide targeted professional learning opportunities and collegial engagement opportunities for staff on evidence-based feedback practices (e.g., formative feedback, deconstructed exemplars, peer feedback, self-assessment, timely and specific)
- Build capability of teachers to implement a broad range of teaching strategies and differentiation to ensure all students can access quality feedback at their level
- Identify aboriginal and Torres Strait Islander students who require academic support and intervention and monitor through case management

Executive team will:

- Develop DP portfolio action plans that articulate the AIP priorities and their contribution to it

Measurable/desired outcomes:
- Lead HODS to develop faculty action plan aligned to the AIP priorities
- Quality assure feedback cycles through line management
- Provide whole school PD on feedback cycles
- Quality assure curriculum documents
- Provide opportunities for sharing of best practice
- Foster a culture of high expectations
- Track and respond to relevant academic data
- Termly data scoreboard
- 4% increase in the number of students achieving an A or B grade in English, Math and Science 7-9
- 4% increase in the number of students achieving a C or above English, Mathematics and Science 7-9
- 100% of unit plans feature feedback cycles including exemplars
- 100% of teachers engage in CEF
- 100% classroom staff involved in feedback cycles and data analysis at a classroom level
- 100% of faculties meetings will include 2 episodes of conversations around feedback cycles
- 100% of students requiring additional support/intervention have documented personalised learning plans

SOS staff data indicates:
- Useful feedback about my work at this school ≥ 75%
- Encourages coaching and mentoring activities ≥ 82%
- Satisfaction with opportunities for career development ≥ 70%
- Access quality PL ≥ 75%
- Involvement developing performance discussions ≥ 85%

SOS student data indicates:
- Teachers challenge me to think ≥ 90%
- Teachers clearly explain what is required in my schoolwork ≥ 85%
- Teachers use a variety of resources to help me learn ≥ 90

Resourcing
Collegial engagement framework (TRS)
Professional development for upskilling staff
Planning time
Professional subscriptions (pedagogy and online platforms)

Success criteria
Students will:
- Clearly articulate the 5 classroom expectations
- Demonstrate behaviours to meet classroom expectations
- accept possible consequences if expectations are not met
- understand and follow their support plan (if needed)
- maintain 90% attendance

Teachers will:
- Articulate the AIP priorities and their contribution to it
- Explicitly teach the 5 classroom expectations
- Consistent implement the 5-classroom expectations
- Follow systems and processes relating to student behaviour
- Implement support plans into classroom practices
- Make reasonable adjustments
- Implement ECSMS/reboot
- Contact a parent regarding inappropriate behaviour

School priority:
To enhance student engagement and create a positive, supportive learning environment by co-creating clear, consistent behaviour expectations and consequences, fostering a sense of ownership and responsibility among staff and students

Phase
Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing).

	2025	2026	2027	2028
R-D-I	I-E	E	R

Strategies
Supportive classroom environments
- Broaden opportunities for teachers and leaders to regularly disaggregate and track wellbeing and engagement data to effectively monitor the progress of identified target groups
- Implement targeted behaviour support plans for students who consistently face challenges in meeting behaviour expectations, ensuring equitable opportunities for success for all students.
- Develop and implement complex case management strategies aligned across all support service roles and both campuses, prioritising First Nation students and students with disabilities.

Growing together through collegial engagement
- Further refine the whole-school approach to supporting student behaviour and wellbeing to ensure agreed systems, processes and expectations are clear and implemented with fidelity
- Increase capability of teachers to consistently implement behaviour expectations and consequences in a fair and restorative way.

- Increase capabilities of teachers to implement inclusive teaching strategies, differentiation, and understanding diverse learning needs to create a supportive classroom environment.

Leadership team will:

- Engage in collegial engagement to improve teaching practice
- Engage in professional development to support behaviour and reasonable adjustments
- create faculty action plan to that articulate the AIP priorities and their contribution to it
- Identify aboriginal and Torres Strait islander students who require support and intervention across social/emotional and behaviour domains and assign a case manager
- Provide professional development which focus on behaviour management tools, strategies and skills
- Provide professional development on inclusive practices
- Allocate a case manager for students with disability
- Provide professional development (ECSMs/Reboot/reasonable adjustments)
- Design co-constructed support plans
- Quality assure 5 classroom expectations and support plans are being implemented
- review the effectiveness of behaviour expectations and consequences to ensure they are having the desired impact on student engagement.

Executive team can /will:

- Develop DP portfolio action plans that articulate the AIP priorities and their contribution to it
- Lead HODS to develop faculty action plan aligned to the AIP priorities
- Facilitate feedback through the student code of conduct working party
- Quality assure AIP faculty action plans through line management
- Identify areas for whole school professional development
- Track and respond, celebrate relevant behaviour data
- Reinforce behaviour expectations in year parades

Measurable/desired outcomes

- Termly data scoreboard
- 100% of students with complex and diverse needs are engaged in complex case management
- 100% of triple vulnerable students are case managed
- 100% of student requiring additional support engage with co-creating support plans
- 15% decrease in student referrals to the student support services
- 10% reduction in students with multiple behaviour incidents
- 100% of classrooms display common classroom expectations
- 100% of faculties engage in professional development (ECSM/Reboot)
- 100% of students are explicitly taught the classroom rules and behaviour expectations
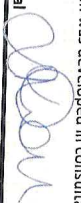- 85% attendance

Student SOS data indicators

- Student behaviour is well managed > 85%
- Student feel safe at school 90%

Staff SOS indicators

- I enjoy working at this school 90%
- This school fosters respectful relationships among all students 80%?
- This is a good school 80%
- Staff are well supported at this school 85%
- Staff wellbeing is a priority 85%
- Staff Morale 75%

Resourcing

- Student code of conduct release time for meetings
- 4 X HODS of student services
- Professional development HODs (classroom profiling)
- Printing and laminating classroom artifacts
- Professional development for teachers (ESCMS)

School priority 3:

To enhance student engagement and post-school outcomes by expanding subject offerings, particularly vocational education qualifications (VET), in the senior school phase, providing students with diverse pathways to further education, training, and employment.

Phase

Implementation phase/s for the strategy mapped against the year (D-Developing, I-Implementing, E-Embedding, R-Reviewing)

	2025	2026	2027	2028
	D-I	I-E	I-E	

Strategies

Individualised senior pathways

- Expand the range of senior subjects including VET qualifications on scope, ensuring students have access to accredited programs that provide skills aligned with industry needs and employment opportunities.
- Foster strong partnerships with local industries, businesses, and Registered Training Organisations (RTOs) to collaboratively develop relevant VET courses and create valuable opportunities for work placements, apprenticeships, and traineeships.

Growing together through collegial engagement

- Increase teachers' knowledge and understanding of delivery and assessment of VET qualifications

Professional development (wellbeing)

Reboot

Success criteria

Students will:
- Track their academic progress and QCE/QCIA attainment
- Use feedback to improve their work
- Undertake SETP process to determine pathway (term2)
- Complete a VET qualification (commence Year 10)
- Engage in academic intervention when required

Teachers will:
- Monitor students' academic progress within their subject areas
- Contact parent/caregiver about academic progress
- Provide deconstructed feedback cycles
- Maintain industry currency for VET qualifications
- articulate the AIP priorities and their contribution to it

Leadership team will:
- Create faculty action plan to that articulate the AIP priorities and their contribution to it
- Track QCE/QCIA attainment (SS/VET)
- Build knowledge and understanding of VET
- Contribute to mapping staff profiles
- Provide professional development and collegial engagement opportunities to build capability of teachers to deliver senior subjects and VET
- Establish a support system for students' years 10-12, including mentoring, academic support, and access to career guidance, to ensure they succeed in their chosen pathways

Executive team will:
- Lead the development of senior schooling 4 year roll out
- Analyse and respond to data
- Conduct checkpoints on AIP
- Lead HODS to develop faculty action plan aligned to the AIP priorities
- articulate the AIP priorities and their contribution to it

Measurable/desired outcomes
- Termly data scoreboard
- 30% increase in retaining senior students 10-12
- >50% increase in number of VET qualifications on KSC's scope of registration.
- >50% increase completion rates of VET qualification
- >5% increase year 13 post school destination data (Next Steps)
- 100% QCIA attainment
- 100% QCE attainment
- 4-year VET action plan

Resourcing
- Facilities upgrades (industry standards) for VET courses
- TAE qualifications
- TRS to cover professional development/ cluster meetings
- Partnership events and agreements
- Subsidised expanded range of VET qualifications for senior students
- AISQA fees and registration

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